Goose Creek Consolidated Independent School District

Impact Early College High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

We will prepare all students enrolled at IMPACT Early College High School to be college-ready, independent, and skilled citizens. We will provide all students with a rigorous, challenging academic environment that encourages and actively supports high school and college graduation.

Vision

Impacting lives today and tomorrow.

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

Needs Assessment Overview

IMPACT ECHS opened its doors in 2010 and 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 allow students least likely to attend college an opportunity to earn a high school diploma, earn up to 60 college credit hours, and potentially graduate with an Associate's Degree or be core complete at the time of high school graduation.

Demographics

Demographics Summary

The student population is 11% African-American, 11% Anglo, 2% Asian, 74% Hispanic, 40% male and 60% female with a low socioeconomic status of 61%. The staff population is 14% African-American, 57% Anglo, 4% Asian, 25% Hispanic, 21% male and 79% female with an average of 12 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 53 discipline referrals this year.

IMPACT ECHS serves 4 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 though special education services (0.6%) and 0 students tested, but not qualified for special education services.

Demographics Strengths

Diverse student population allows for varying perspectives and points of view to be shared and appreciated.

Student Academic Achievement

Student Academic Achievement Summary

EOC Results for IMPACT ECHS 2017-2018 (including summer testing 2018) Tested Subject Algebra I Number of Students Tested/Students passing 62/61 All students passing 98% All students at Masters level 14/62 – 23% Tested Subject Biology Number of Students Tested/Students passing 104/104 All students passing 100% All students at Masters level 33/104 – 32% Tested Subject English I Number of Students Tested/Students passing 104/102 All students passing 98% All students at Masters level 33/104 – 32% Tested Subject English II Number of Students Tested/Students passing 100/99 All students passing 99% All students at Masters level 33/100 – 33% Tested Subject U.S. History Number of Students Tested/Students passing 89/88 All students passing 99% All students at Level III 54/89 – 59%.

Student Academic Achievement Strengths

- High rate of graduation
- All students take the PSAT, SAT, most take the ACT
- Students are actively earning college hours; 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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Challenge to maintain the level of academic achievement with specific percentages being required for enrollment and retention of at-risk students. Our campus may need additional support not needed previously. **Root Cause**: Revised ECHS Blueprint focus on targeting, enrolling, and retaining at-risk students.

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 as appropriate 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, and that collaboration extends to our partnership with Lee College.

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.

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-door policy perspective 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: Students perceive that teachers may not be communicating with parents about their progress. **Root Cause**: Contact information is not always up to date and teachers may not prioritize all levels of progress or lack of progress.

Problem Statement 2: Campus safety continues to be a concern specifically following recent school incidents. **Root Cause**: There is a feeling of our campus being 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.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are misperceptions about our school being "all smart" students, when the reality is that we must target at risk students and our students and teachers work extremely hard to be successful. **Root Cause**: Perceptions of who an Early College student "should be".

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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
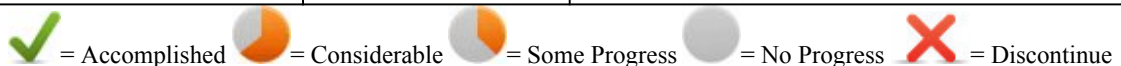- Other additional data

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 Source(s) 1: Student assessment reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Hold at least one grade level assembly per semester where goals and expectations are communicated to the students.	Teachers Counselor Principal Testing Coordinator	All attending staff will sign-in We will use the school calendar to schedule assemblies			
2) Offer one parent meeting a semester to discuss data and student success strategies.	Principal Counselor Testing Coordinator Teachers	Have parents sign-in Build in meetings around the school calendar Offer Tuesday Talks for parents to meet with counselors			
3) Analyze CBA, benchmark performance, and past state assessments per department per grade level, to analyze student weaknesses and make necessary curricular adjustments.	Teachers Testing Coordinator Principal	Add data reviews to meeting agendas			
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 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.	Counselor Teachers Principal Testing Coordinator	Build in time for support in student schedule Keep and share SOS minutes Maintain up to date SST minutes			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = 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 40%.

  Evaluation Data Source(s) 2: Student assessment reports

  Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All faculty will participate in professional development activities focusing on the delivery of instruction, specifically the Common Instructional Framework. The faculty will use techniques promoted by The Common Instructional Framework, SIOP, WICOR, and AVID strategies, in order to promote students' critical thinking and problem solving skills. ELA specialist will provide additional support as needed.	Principal Academic Dean Teachers	Provide PLC training and have all participants sign in Create agendas with PLC focus Reflect key look-fors when conducting classroom observations			
2) Utilize innovative technology to assist students in the learning process including the use of iPads and subject appropriate apps. Teachers will commit to using one new technology application each semester.	Teachers Campus Technology Specialists	Develop agenda items around technology use Keep sign-in sheets Reflect usage on walkthroughs Look for technology use in lesson plans			
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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: 90% of students will receive their Associate Degree or be core complete by the end of their senior year.

Evaluation Data Source(s) 3: Student assessment reports

Summative Evaluation 3:

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

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

Evaluation Data Source(s) 1: Student assessment reports

Summative Evaluation 1:

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

Performance Objective 1: Maintain an attendance rate of more than 97.5%.

    Evaluation Data Source(s) 1: Attendance Reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Contact the parents of students who are absent daily to ensure that the parent is aware of the absence.	Attendance Clerk Principal Assistant Principal Counselor	Log phone calls Attendance Clerk will run reports for administrators to use to target consistently absent students			
2) Contact parents of students that are marked absent for the day to discuss reason for absence. Parents will be reminded of the importance of attending class and the ramifications for missing a college class.	Attendance Clerk Principal Assistant Principal Counselor	Keep parent phone call log			
3) A student conference will be scheduled for any student who misses more than three days, regardless for the reason of the absences. If absences continue, a parent conference will be scheduled for students who miss 5 or more days. At the conference a plan will be developed by the parent, student, and Academic Dean/Assistant Principal to eliminate any further absences. In addition a state and district required contract will be reviewed and signed by all parties.	Attendance Clerk Principal Assistant Principal Counselor Teachers Social Worker SST	Maintain minutes from meeting and signed contracts, review minutes from SOS, SST, and SW			
4) Provide incentives for students achieving perfect attendance each grading period and semester.	Principal Teachers	List individual students getting the awards			
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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 Source(s) 2: Student data reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each semester ensure all students are on track to complete an Associates Degree, or have earned 42 college hours by the end of their senior year.	Principal Counselor Teachers Assistant Principal Lee College	Audit college and High School transcripts Have students sign in Document conversations and notes about student progress			
2) When students feel they want to leave IMPACT, a conference should be set up with parents, students, and school officials to discover why they want to leave and what can be done to encourage them to stay and complete their degree.	Principal Counselor Social Worker CIS Assistant Principal Teachers	Meet with parents and keep minutes of meeting			
3) Guidelines and criteria will be developed so students know minimum performance expectations at IMPACT. A committee will review any students failing to meet these expectations, and develop a plan to help the students meet the expectations and provide support. Students must comply with their individual support plan to the best of their ability and with parent assistance before it is considered that they might return to their home campus to earn their High School diploma.	Principal Counselor Teachers Academic Dean	Develop and share committee's finalized plan and minutes of meetings			
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Goal 4: IMPACT ECHS will provide and maintain a safe, positive learning environment.

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

 Evaluation Data Source(s) 1: Discipline Reports

 Summative Evaluation 1:
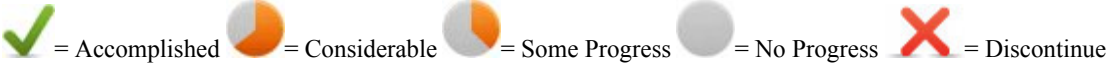
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Review discipline data from Review 360 each grading period to develop discipline plans as needed.	Teachers Principal Assistant Principal SOS teams	Use data from Review 360 and discipline plans			
2) Implement P.B.I.S. structures to decrease discipline referrals.	Teachers Principal Assistant Principal SOS teams	Increase in positive reinforcement and celebrations of student success/decrease in disciplinary infractions.			
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Goal 4: IMPACT ECHS will provide and maintain a safe, positive learning environment.

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

Evaluation Data Source(s) 2: Training reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each year administration, faculty and staff will receive an overview training to identify signs of abuse.	Counselor Social Worker Principal Asst. Principal	File training certificates and sign in sheets			
2) As needed, plans will be developed for students to receive instruction and intervention on issues of concern. These might include bullying, abuse, self-harm, tolerance, or other topics.	Counselor Social Worker Communities In School Asst. Principal Nurse	Keep sign-in sheets Reflect in classroom observations			
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Goal 4: IMPACT ECHS will provide and maintain a safe, positive learning environment.

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

Evaluation Data Source(s) 3: Student data reports

Summative Evaluation 3:

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

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT administration will attend job fairs and recruit early from a pool of highly effective teachers in core subject areas.	Principal Academic Dean	Attend job fairs per recruiting schedule			
2) Assure that all assignments and reassignments are filled with highly effective staff.	Principal Academic Dean	100% highly effective staff roster			
3) Evaluate campus teacher induction program/mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal Academic Dean	Keep minutes of meetings			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = 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 Source(s) 2: Staffing reports
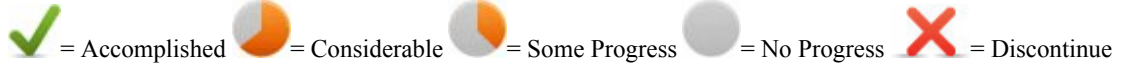
    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Assess staff development needs of those teachers that are not meeting highly effective standards	Principal Academic Dean	Provide staff development assessment			
2) Develop staff development growth plans for all non-highly effective teachers.	Principal Academic Dean	Write highly effective intervention plan and complete for each non-highly effective teacher			
3) Conduct mid-year review of staff development hours	Principal Academic Dean	Run staff development report			
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Goal 5: IMPACT ECHS will recruit, develop, and retain highly effective personnel.

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

Evaluation Data Source(s) 3: Training reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will send delegates from our campus to the AVID professional development conference. These teachers will share strategies learned.	Campus AVID Coordinator Principal Academic Dean	Write meeting minutes to show strategies Spotlight a strategy once a month Collect certificates from AVID summer institute.			
2) IMPACT teachers will attend an AP Conference, Subject area conference, and/or Early College High School conferences to promote rigor in the classroom.	Principal Teachers	Teachers will share strategies learned with the group during the strategy spotlight, as well as turn in those professional development certificates to the office			
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Goal 6: IMPACT ECHS will establish and maintain parental and community partnerships in education to enhance student achievement.

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

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

    Summative Evaluation 1:
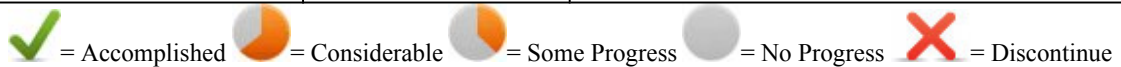
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT ECHS will communicate with parents via parent e-mails, SchoolMessenger alerts, website postings, Tuesday Talks, Social Media and parent conferences.	Principal Teachers Webmaster CTS	Maintain an updated website Send out newsletters Utilize SchoolMessenger for calls/emails Post info on social media sites			
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Goal 6: IMPACT ECHS will establish and maintain parental and community partnerships in education to enhance student achievement.

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will work with its Partner In Education, (TBD), to promote education and community support. This could include activities such as Red Ribbon week, contributions toward membership in Phi Theta Kappa, etc., and other activities as agreed upon.	Principal	Submit annual PIE report			
2) Parent and student meetings will be conducted throughout the year to inform the stakeholders about academic strengths, areas of concern, parental support, and student expectations. Other topics of discussion could be AVID strategies and college entrance concerns.	Principal Counselor Academic Dean College and Career Specialist Teachers Lee College	Keep sign-in sheets and agendas Offer presentations			
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Goal 7: IMPACT ECHS will provide the technology infrastructure and tools to maximize student achievement

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

Evaluation Data Source(s) 1: Student assessment reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, iPads, Smart Boards, Google Classroom and other instructional apps.	Principal Academic Dean Teachers	Review lesson plans and document those with integrated technology Reflect technology use in walk-throughs			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = 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 Source(s) 2: Technology reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will work with TMS to increase collaborative applications in the classroom and develop ways for teachers and students to share digital information in the classroom and outside of the classroom.	Principal Campus Technology Specialist Academic Dean Teachers	Review lesson plans for technology collaboration Analyze and use information from copy of survey results Use walk-through data to target areas of teacher growth in technology			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue					