

Goose Creek Consolidated Independent School District

Goose Creek Memorial High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Student Progress



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

- Student Demographics by:
- American Indian/Alaskan Native--.4%
- Asian--2%
- African American--20%
- Hispanic--47%
- White--29%
- Economically Disadvantaged 44%
- English Language Learners 3.1%
- At-Risk 45.5%
- Mobility (2015-2016) 18%; which has remained constant.
- Drop out rate increased from 1.6% to 2.3%
- Staff Demographics: 12.1% AA, 17.5% Hispanic, 71% White, 0.1% Am Ind, 0.7% Asian

Student Groups	Graduates Number	Graduates Rates	All 39592%
African American	87	92%	
Hispanic	163	89%	
White	121	95%	
Native American	0	0%	
Asian	11	100%	
Native Hawaiian Pacific Islander	0	0%	

Asian/Pac. Islander (Old Code)	0	0%
Two or More	13	100%
Economic Disadv.	156	90%
Special Education	31	79%
LEP	6	67%
At Risk	136	81%

Demographics Strengths

- Student attendance rate at state average.
- Drop out rate lower than state average
- All staff received poverty training during the 2016-2017 school year to better assist in working with the at-risk and economically disadvantaged student population.
- All staff was AVID/WICOR trained in order to aid students in organizing daily academic task, increase note taking skills, and develop or refine inquiry/research skills for each subject content at all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged/ At Risk students have a 4% dropout rate and continue to score significantly lower on standardized tests. **Root Cause:** All staff members were trained for WICOR under AVID was not fully implemented in all classrooms in each subject content.

Problem Statement 2: African American students are underrepresented in advanced level courses by 7% compared to other student populations **Root Cause:** Exposure of academic potential has not been identified via pre-AP and 8th grade course selection prior to high school enrollment; there is also a lack of retention once identified at the high school level.

Student Achievement

Student Achievement Summary

Algebra I - First Time Testers

- There was an 85% passing rate for the first time Alg I testers; within this group 48% reached the Meets level and 16% reached the Masters level.
- Overall testers, only 15% did not pass.
- With in the ESL population, 47% did not pass.
- With in Special Education, 60% did not pass.
- With in the three major sub-populations (His, AA, Wh), the Hispanic population had a six percent less non passing rate than the two counter parts.

Algebra I Re-testers

- Overall 66% did not meet the passing rate, within this group only 34% reached the Approaches level.
- There was a 32% difference between the Hispanic (74%) and African American (42%) sub-populations.
- ESL had an 86% not meet the passing rate.
- Special Education had a 55% not meet the passing rate.

Biology - First Time Testers

- Overall there was an 87% that met the Approaches level, within this percentage 55% reached the Meets level and 12% reached the Masters level.
- Overall there was a 13% that did not meet the passing rate.
- With in the three major sub-populations, there A.A. had a 7% higher rate of non passing testers than the two counter parts.
- ESL had a 39% not meet the passing rate.
- Special Education had a 48% not meet the passing rate.

Biology -Re-testers

- Overall rate for the Approaches level was at 26% passing.
- Overall did not meet passing rate was 74%.
- The Hispanic sub-population accounted for 67% that did not meet the passing rate.
- ESL had a 60% not reaching the passing rate.
- Special Education had 67% not reach the passing rate.

English I -First Time Testers

- Overall 63% reached Approaches, 42% reached Meets and 4% reached Masters level.
- Overall there was a 37% that did not meet passing.
- There was a 10% difference within the AA and Hispanic population that did not pass; Hispanic being 35% and AA being at 45%.
- ESL had a 92% not pass.
- Special Education had a 87% not pass.

English I - Re-testers

- Overall passing percentage for re-testers is 13% for Approaches, with a 2% at Meets level.
- Overall the percent for did not meet was at 87%.
- Percentages for all three major sub-populations that did not pass were high; Hispanic population was at 88%; AA was at 94% and White at 75%.
- ESL had a 95% not pass.
- Special Education had a 92% not pass.

English II - First Time Testers

- There was an overall 68% at the Approaches level, with 50% at Meets and 2% at the Masters level.
- There was a 20% difference between AA at 42% not passing and 22% for the White population with the Hispanic population in the middle.
- ESL had an 86% not pass.
- Special Education had 86% not pass.

English II - Re-testers

- There was a 14% reach the Approaches level.
- Overall there was an 86% that did not pass.
- There is a 10% difference between Hispanic/White at 89% not passing and 79% for AA.
- ESL had 100% not pass.
- Special Education had 100% not pass.

U.S. History - First Time Testers

- There was a 93% reach Approaches, 68% reach Meets and 35% reach Masters level.
- Overall there was 7% not passing.
- ESL had 7% not pass.
- Special Education had 39% not pass.

Student Achievement Strengths

- Algebra had a more first time testers reach Meets and Masters than previously.
 - English I first time testers have more than half at the Approaches level.
 - English II first time testers have more than half at the Approaches level.
 - US History first time testers are passing at high rates on the STAAR.
 - Students are involved in UIL Academic competitions
-
- Fine Arts programs earn Division 1 Ratings
 - Index 4 Percent meeting Final Level II in two or more subjects is above district average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There was less than a 50% success rate for re-testers in Algebra, Biology and English EOCs. **Root Cause:** The EOC prep classes had low attendance rate from students, and require more applications learning in order to prepare for the EOC.

Problem Statement 2: ELs for the 2017 TELPAS composite rating only showed a 4% increase from the 2016 scores **Root Cause:** Better implementation of Tier 1 Instructional strategies needed

School Culture and Climate

School Culture and Climate Summary

What support systems are in place for students who are new to campus?

- Freshmen orientation is used to get students more acquainted with the programs, clubs, organizations, courses offered and teachers on our campus. We also use Communities in School to support students new to the campus.

What are staff patterns with referrals?

- The majority of the teachers, faculty and staff remain consistent with following policy and procedures for student referrals.
- Teachers conference with students numerous times before writing a referral to the office.
- Teachers also notify parent(s) via email/phone call on behavior issues or concerns.
- The 9th grade level had 734 (34.9%) referrals; 131 referrals less than the previous year.
- The 10th grade level had 702 (33.4%) referrals; 76 less referrals than the previous year.
- The 11th grade level had 471 (22.4%) referrals; 63 less referrals than the previous year.
- The 12th grade level had 195 (9.3%) referrals; 26 less referrals than the previous year.

What strategies are in place to reduce the threat of bullying?

Does the data confirm the strategies are working?

- The district has implemented the Olweus Bullying Program delivered through the LOTE classes with mini lessons and activities from the state law, district policy, campus, student, and faculty expectations and roles on campus.
- Students are provided with policy and procedure in reporting bullying on campus.
- Communities in Schools supports the counselors and social worker with students in bullying situations.
- We have effective procedures in place to promote safety, such as all students and staff are expected to wear ID badges, perform safety drills at least once a month; limit student entrances, faculty & staff entrances.
- We have a Teacher of the Month and Pats on the Back for our star staff members, that are recognized and nominated by their peers for going beyond their teaching field and assisting the campus, students, parents and the community.

School Culture and Climate Strengths

- Teachers are dedicated in creating a safe environment, engaging students, making an impact and providing information or resources that affect students in the classroom.
- Teachers are attending professional development trainings in their content area and in technology to assist them in implementing technology in the

classroom and utilize 1:1 iPad usage in the classroom and at home.

- Teachers that are teaching high needs students are qualified and trained. (ESL, SpEd, GT)
- Teachers are attending Apple Certified trainings to assist other educators on iPad implementation in the classroom.
- New teachers are given opportunities to shadow other teachers, observe master teachers, and attend necessary trainings to help with things such as classroom management.
- School Pride and Family is present on campus; staff always comes together in times of crisis to support students and staff during difficult times.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Are all teachers and instructional paraprofessionals highly qualified?

- Yes, faculty and staff are highly qualified.

What systems are in place to support new teachers?

- Teachers new to the campus with teaching experience are paired with a buddy teacher to assist them with policy and procedures for the campus; as well as assist in any teaching methods, strategies, technology, fund-raising, extra curricular activities and resources.
- Teachers new to the field are provided a mentor, allowed to shadow master teachers and observe master teachers to gain insight and ideas to go back to implement in their own classes, assist and provide feedback, resources, etc.

What professional development and resources are needed? How are these needs identified?

- Classroom management and integration of technology use in the classroom for all subject contents.
- These needs are identified through observations, walkthroughs, and teacher surveys or request.

What professional development is available? In what format? How often? What follow-up support is available?

- The campus offers online classes, conferences, back to school trainings, after school trainings, and summer trainings throughout the entire year.
- Team leaders and APs follow-up with teachers in their content and review training and how to implement it at each content level.

How will the strengths of the most effective teachers be shared with others?

- Currently this is shared through entire staff PLC meeting, team planning conferences and department PLC meetings.

What structures are in place to ensure that teachers and others implement what they learn?

- Campus Administration monitor via walkthroughs to ensure teachers are using the strategies learned.
- Teacher feedback on success of implementation of strategies used is taken into account.
- Student feedback on understanding and comprehension of content being taught via strategies and methods.

What support is available for teachers whose student performance is below district and/or state standards?

- Teachers are provided with professional development opportunities to assist them in their areas of weakness.
- Content specialists are expected to coach teachers in need of assistance and growth.
- District specialist will assist on campus as needed.

Staff Quality, Recruitment, and Retention Strengths

- All teachers and paraprofessionals are HQ/fully certified in content area in which they teach.
- District attends job fairs to recruit new hires that are highly qualified.
- Campus provides all new teachers a mentor to assist them with their first year in teaching.
- Teachers new to our campus are paired with a buddy teacher to assist them with their first year on campus.
- Team planning assist teachers on methods and strategies that are successful to achieve academic success.
- Teacher retention rate is at 86.89%.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data:

- Many teachers look at student performance in the grade book and adjust curriculum accordingly or reteach/retest if necessary.
- There is a concern of no time being allotted during curriculum to reteach topics not mastered by majority of students.
- CBA data is used in STAAR tested subjects to review student academic performance; non-tested subjects may or may not review CBA.
- The English department reviews STAAR data to discuss ways to improve student deficiencies, then create assignments or lessons that are tailored to improve identified deficiencies as well as review methods/strategies to reteach in order for students to overcome and master deficiencies.
- The English department also provided school-day workshops for students prior to the December and Spring testing for STAAR.
- The Social Studies department utilized remediation classes during the school day for re-testers.
- The Algebra I department conducted pullout sessions to review and reteach topics and lessons to aid students in achieving a passing rate on the Spring STAAR.
- Additionally, some teachers individually collect data on classroom specific standards (AP objectives, SAT/ACT goals, student turn-in rates, CFAs/CSAs).
- Core teachers have implemented the DuFour PLC method for improving student academic achievement throughout the school year.
- All core subjects, tested and non-tested levels provided after school tutorials on a daily rotation each week throughout the school year to aid students with daily class work, make-up test and understanding lessons.
- Elective teachers do not usually compare data provided by any assessments and have expressed a need to do so.

Planning:

- Most planning is done individually since there is no time allotted in the schedule for common planning unless you are an EOC tested area.

How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

- Differentiation and Scaffolds: Teachers are allowed to determine when and how they will differentiate based on the dynamic of their classes.
Differentiation: Some teachers use Kahoot, Tarsia, labs, Kagan activities and other resources to differentiate in the classroom.
- All teachers are required to create to H.O.T. (High Order Thinking) questions per lesson.
- Teachers plan for classes using DOK to ensure the rigor and quality of common formative and summative assessments.
- Department meetings includes discussion based around best practices as well as teacher-led instructional ideas.

Technology:

- Some teachers use the Promethean board, iPads, higher order questioning strategies, and some manipulatives/foldables (if the section permits)

How are the readiness, supporting, and process standards addressed?

- All standards are addressed in planning meetings and teachers created lessons based on readiness standards.
- Each lesson is expected to include the use of a process standard.
- During team meetings, teachers unpack TEKS so that instruction is aligned with the TEK.

What is the expectation when progress is not occurring?

- Each department or team has created their own Reteach/Reassess policy.
- Teachers use data for common assessments to determine where reteach is needed.

Curriculum, Instruction, and Assessment Strengths

- EOC areas are given the necessary time to plan effectively with a common planning period each day throughout the school year.
- Teachers share ideas and will share students if it is determined that a student can better learn from a neighboring teacher.
- Campus Administration believes in sending teachers to necessary professional development opportunities to increase instructional capacity.
- Most curriculum is district created so it makes it convenient for teachers and easy to modify to fit student needs and progress in class.
- Tutorials are offered year round for core subjects, regardless if EOC tested or not.
- Teachers are willing to try new strategies and methods to ensure that students are understanding and making progress.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Numerous students have a limited academic vocabulary and lack of reading comprehension skills. **Root Cause:** Scaffolding reading skills have not been bridged by secondary teachers across all content areas.

Problem Statement 2: Common Formative Assessments are not consistently used to guide instruction in all content areas **Root Cause:** Some PLC groups are not planning backwards to ensure that all lessons and assessments address the TEKS

Family and Community Involvement

Family and Community Involvement Summary

- **Does the campus focus on a home/school connection to educate and engage parents in understanding how to support their children? How?**
 - **Fall-**
 - Freshman Orientation: Parents and students are introduced to the campus, clubs, organizations, various sports and advanced courses being offered for freshmen.
 - College Night & Career Fair provides parents and students information on post secondary opportunities from a junior college, vocational college and traditional university as well as showcasing the various opportunities within each career field per HB5 endorsements.
 - District sponsored student and parent portal for grades & teacher email.
 - IRIS calls to parents on announcements, tardies, absences, events, etc.
 - **Spring--**
 - Endorsement Night: Parent meeting for course selection and information on graduation plans per HB5 endorsements for incoming 9th grade students, as well as providing parents with the school's TEA report card was shared.
 - Project Grad—Parent and student meetings over fundraisers and activities for Project Graduation, regularly held throughout the school year
 - District sponsored student and parent portal for grades & teacher email.
 - Lee College presentation for parents to educate them on the dual credit program & Lee College campus policy and procedures—Parent College 101
 - FAFSA Night for the district—Provide information on financial aid process for post secondary courses.
 - IRIS alerts—call outs for absences, information, announcements, events, etc.
- **How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?**
 - Project Grad
 - Volunteer in the concession stands for sporting events
 - Booster Clubs
 - Chick-fil-A Nights fundraisers
 - Business Partnerships include:
 - Chevron Phillips – Business Academy and host STEM for girls interested in engineering
 - Beacon Federal Credit Union provides an opened branch of the Credit Union within school, which provides opportunities for students to work within the branch, and sponsor financial workshops for students to learn about budgeting and the importance of having good credit.
- **What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?**
 - Parents have provided feedback stating they feel welcomed to the campus, office staff is very friendly and respond quickly to questions and concerns as well as redirecting parents to the correct grade level office or counselor for further assistance.
 - There have been few parental complaints on school atmosphere and environment.
 - Parents have expressed concerns on teacher feedback and updates on their student progress, as well as electronic responses after school hours.
- **What are teachers' expectations for parental involvement?**

- Educators expect parents to contact them via email/phone to inquire on absences, tardies, missing work, retest opportunities or discipline concerns.
- **How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?**
 - The Baytown Sun is used to communicate information and activities as well as Student Spotlight for those excelling in athletics, academics and fine arts.
 - The district's website contains a myriad of resources for parents, forms, information, local policies, etc.
 - The campus also uses a campus website to inform students, parents and communities on upcoming events, fundraisers, parent meetings, workshops, tutorials, holidays, and any other information.
- **Are communications translated into languages other than English when needed?**
 - Communications are translated into Spanish.
- **What types of community partnerships exist? How are they recruited?**
 - Yes, we have a partnership with the Global Business Academy & Chevron / Phillips.
 - Covestro came to present to the Business Academy students.
 - Lee College—presents dual credit and typical college/campus life at a junior college & traditional university.
 - Beacon Credit Union – provides presentations on financial success, managing a bank account, savings and credit cards.
- **Do parents and community members participate in the site-based planning committee? How are they selected?**
 - Yes, we have a parent and community business representation serving on the ILT committee. These positions are nominated by the ILT committee
- **Does the campus or district structure make it easy for parent and the community to be heard and be part of solutions to identified problems?**
 - Yes, the Principal, Assistant Principals and Academic Dean have an open door policy, feedback from Booster Club members and individual parents are used to address concerns that are brought to the attention of administration.

Family and Community Involvement Strengths

- Parents involved in booster clubs for various organizations/clubs throughout the school year.
- Volunteer opportunities for concession stand for organizations/clubs throughout the school year.
- Chic-fil-a Fundraiser Night
- Whataburger Fundraiser Night
- Buffalo Wild Wings Fundraiser Night
- Project Graduation
- Beacon Federal Credit Union-Educates students on long & short term financial planning.
- Lee College Dual Credit
- Lee College Parent 101
- Lee College HEACC Fiesta de Graduación for seniors
- Global Business Academy with Chevron/Phillips
- Covestro presents to Business Academy students

School Context and Organization

School Context and Organization Summary

- Faculty and staff are not real knowledgeable of the campus and district goals for the current year.
- Performance strategies are reviewed with staff during faculty PLC, department meetings, and level meetings.
- Students should be held accountable more for homework and class work on a daily basis.
- EOC tested areas are given a common planning time during the school day to review student progress and data on CFA/CSAs.
- Teachers would like more voice in the decision making processed throughout the school to better aid the school climate, culture, and academics.
- There are a wide rage of opportunities to volunteer for committees, organizations and clubs throughout the school year.
- Department heads work diligently to help teachers with resources, teaching methods, strategies and updated information from admin.
- Instruction is interrupted by school business, thus decreasing student academic progress and engagement in the class.

School Context and Organization Strengths

- There is a proper chain of command with admin in which faculty and staff are familiar with and follow consistently.
- Department heads work diligently to help teachers with materials, resources, ideas or suggestions.
- Department heads give information to department teachers in a timely manner and provide feedback to admin on any questions or concerns from their department.
- Department heads do not hesitate to contact content specialist to aid department or teacher(s) needing assistant in their subject content or content level.
- Teachers collaborate with each other to aid the subject content and/ content level to increase student academic performance.

Technology

Technology Summary

- **What are district and/or campus expectations for the use of technology?**
 - Daily integration in all subject content areas, including electives.
 - Cross-curriculum collaboration between levels in each content area.
 - Integration of iPad usage on resources and to assist students with homework at home.
 - Teacher websites for assignments, homework, deadlines, etc.
- **How is technology used to support instruction and learning?**
 - Active engagement via use of Promethean board and iPad usage.
 - Group participation, in particular with iPad usage due to a 1:1 ratio.
 - Feedback is provided from students to teachers and teachers to students via various apps for iPads.
 - Differentiated instruction is easily accessible and distributed via usage of student iPads, with resources to aid students in areas of weakness.
 - Distributing information and documents is readily available for teachers with usage of google classroom, remind, teacher websites, etc for students and parents.
 - Connection to real-world via internet and apps that are accessible throughout the school year for students and teachers; teachers are also able to record television channels via district software to apply and demonstrate to students in each subject content and content level.
- **How are instructional materials available online evaluated for appropriateness and accuracy?**
 - Teacher instructional materials are not evaluated on-line for appropriateness and accuracy by the district.
 - Teacher judgement is used when putting instructional materials on a teacher website for students.
 - Teachers do collaborate with each other to review material and bring forth concerns on material to administrators for clarification.
- **What technology is available? Is it available for all students?**
 - All teachers are provided with an iPad, Promethean board, document camera, laptops, desktops, apps, online Textbooks and resources throughout the school year.
 - All students are provided an ipad, with parental permission for daily in class and at home usage.
 - All students are allowed to bring their own electronic device after submission of campus permission form.
 - All students are provided access to desktops and printer in the library before and after school as well as with teacher permission or during teacher class time in the library.
- **What technology support is available for students? Teachers?**
 - Students: The Technology Management Systems and Educational Technology departments have trainings for iPads on their website. Students are also allowed to schedule an appointment with our Campus Technology Specialist if they need help with iPads.
 - Teachers: The Technology Management Systems and Educational Technology departments have trainings for iPads and other technology on their website. Campus Technology Specialists will meet with teachers if they have issues with their school technology.
- **Is technology available for student use before and after school? For parents?**
 - Students have access to their school issued iPad and library desktops are available before school, after school, with teacher permission to attend library or with teacher class time in the library.

- There is no technology available for parent use unless parents use the student's iPad at home.
- **What training is available for teachers? Others?**
 - Educational Technology offers specialized training classes for teachers in Eduphoria.
 - Educational Technology has 3 specialists that will come to the campus for trainings on how to implement the technology into the class and lessons.
 - There are also lessons and videos on how to use the school technology or iPad apps on the district technology website.
 - Weekly emails are sent out to the staff from the Educational Technology department highlighting a specific program, apps or device with ways to enhance use or ideas to integrate into lessons.
 - Teachers and staff are the only ones allowed to access these trainings from Educational Technology and Technology Management Systems in Eduphoria.
- **What plans are being made to for technology upgrades in 1-5 years?**
 - The district updated technology in the past 3 years and currently has a GCCISD Technology Plan for 2014-2017.
- **What barriers reduce the use of technology?**
 - Students can opt-out of receiving an iPad. They will not have access to technology at a 1:1 ratio in a class without that iPad. – Class sets should be made available instead of 1:1
 - Upgrades are not made immediately to keep up with the evolving technology.
 - The funds are not available to make new purchases or to continue to update the equipment already available.
 - Students don't always bring iPads to school or they are not fully charged for use. – Class sets should be made available instead of 1:1
 - Many students don't have internet access at home and can't use the iPad out of school.
 - Teachers may not be properly trained on resources available for technology use in their content area/level.

Technology Strengths

- 1 to 1 campus/district
- Opportunities for training on various technology platforms, and growth for teachers in their content areas with technology.
- Many technology resources are available including a technology specialist for teachers and content specialist.
- Teachers and students collaborate with each other on use of technology for resources, apps or new ideas.
- Students are provided with technology training for their iPads for document processing, resources, apps for subject contents, etc.
- Laptop carts are available with a class set for teachers to check out and use in their classrooms.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- 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

Employee Data

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

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 85 %, Biology 90% , English I 65%, English II 67% and US History 97%

Evaluation Data Source(s) 1: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Counselor, Academic Dean, Teachers, Content Specialist	Increase in student achievement			
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 distributes and failure rates of all teachers at faculty and term meetings.	Content Specialist, Teachers, Academic Dean	Increase in student achievement			
3) GCM will provide STAAR pull outs for students after school at-risk of failing Algebra I, Biology, English I or English II, or US History STAAR test. The students will participate in a camp designed to re-teach key strategies and concepts.	Content Specialist, Academic Dean, Teachers	STAAR scores increased			
Funding Sources: Coordination of Local and State Funds - 15000.00					
4) Form teacher tutorial schedule by department	Academic Dean, Teachers, Content Specialist, Counselor	Increase in student achievement			
5) GCM will develop and implement a comprehensive intervention program (pull-outs, STAAR courses, writing development causes, etc.) for students failing to meet the Approaching proficiency standards in all EOC tested areas.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Increase in student achievement			

6) Counselors will monitor the failure report on TEAMS every three weeks and conference with students who are failing or are in danger of failing courses, for the 6-weeks, semester, or year, and may be in need of additional interventions. Teachers will focus classroom strategies and encourage student success with phone calls home, grade updates etc. All teachers will aim for less than 15% failure rate each grading period.	Counselor, Teachers	An improvement in the number of students passing their courses each six week period, semester, and year.			
7) The counselors and assistant principal will meet each grading period with the content teachers to discuss student concerns and to participate in parent conferences as needed.	Assistant Principal, Counselor, Teachers	An increased number of students earning credits.			


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = 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 special attention to our two lowest sub groups AA and Hispanic.

Evaluation Data Source(s) 2: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM faculty and staff will conduct data talks, disseminate information by ethnicity and continue to collaboratively plan with the C&I, Bilingual/ESL, Special Education and CTE Departments to develop strategies to identify and remediate gaps for all students.	Academic Dean, Content Specialist, Teachers	Increase in student achievement			
Problem Statements: Curriculum, Instruction, and Assessment 2					
2) Develop and implement a comprehensive intervention program for all students failing to meet the Level II EOC Proficiency standards on any EOC Benchmark Test. Students will be identified and grouped according to deficiencies to allow for targeting interventions prior to the EOC test administration. Parents will be notified of tutorial/remediation options: students will be reminded of tutorials and encouraged to attend.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Increase in the number of students achieving Level II Proficiency or higher on EOC tests in the December Retest.			
3) Continued implementation of the "co-teach" model with inclusion and regular education teachers. Ongoing training will take place with involved faculty before the start of school, and throughout the school year.	Assistant Principal, Teachers, Department Chair	Increase in student achievement			
4) Provide time and opportunity to content specialists for regular coaching visits with staff and improved implementation of instructional strategies for all students.	Content Specialist, Academic Dean, Principal	Documentation of visits			
5) Conduct coaching sessions with staff to support classroom instruction and have teachers demonstrate learned strategies during PLC. This includes expectations and monitoring of sub groups.	Content Specialist, Academic Dean, Principal	Increase in student achievement			
6) Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations	Principal, Academic Dean, Assistant Principals, Content Specialists, Teachers	Decrease in the achievement gap among different sub-populations.			
					

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment


Problem Statement 2: Common Formative Assessments are not consistently used to guide instruction in all content areas **Root Cause 2:** Some PLC groups are not planning backwards to ensure that all lessons and assessments address the TEKS

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: Will increase the "Meets" passing rate by 10% for GCM students in every sub-group all STAAR/EOC state assessments and improve to Quartile I in ELA and Math for greater than expected progress.

Evaluation Data Source(s) 3: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement AVID in all Classrooms using the 2017-2018 Campus Avid Strategies, "Marking the Text and Learning Logs"	Teachers, Administrators	All student groups increase in Approaches and Meets standard. ELA and Math reach Quartile 1 for progress distinction.			
2) Train level leaders in the process of data disaggregation, collaborative planning and data discussions and teachers will include their use of data within their lesson plans (1 per EOC subject Alg. Bio. US History, ELA 1, ELA 2)	Academic Dean, Content Specialist	A minimum of 4 meetings/trainings with level leaders and content specialists during the school year; feedback from level leaders and content specialists on level meetings.			
3) Teachers will disaggregate and discuss benchmark, CBA, and STAAR data as it relates to advanced academic/Level III performance (per CBA and benchmark exams or STAAR tests); PAP and AP teachers will use the advanced academic/Meets criteria as the standard for their courses.	Academic Dean, Content Specialist	Meeting minutes from each meeting; "Meets Standard" data; the goal is to outperform the district average in the "Meets Standard" category on benchmark, CBA and STAAR tests.			
					

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: We will increase success rates to 50% for all re-testers for Algebra 1, English, and Biology EOCs

Evaluation Data Source(s) 4: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create EOC retest sections for all content areas and use AVID strategies to reteach content	Academic Dean. Teachers, Content Assistant principals	At least a 50% pass rate for all EOC retesters.			
					

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

Evaluation Data Source(s) 5: Semester Grade Reports

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student surveys and recruitment will begin in Fall to determine which students are interested in taking advanced academic courses	Counselors, Teachers, Campus Administration	Increase in Dual Credit Enrollment and completion of advanced credit with at least 40% of student body receiving college credit.			
Funding Sources: Coordination of Local and State Funds - 20000.00					
					

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: Through rigorous instruction and timely interventions GCM will increase our "Meets" performance to the following: Algebra I 50 %, Biology 61% , English I 40%, English II 50% and US History 75%

Evaluation Data Source(s) 6: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM will provide EOC extension activities for students identified as possible mid to high performers. The students will participate in a rotations designed to reinforce and extend learning.	Teachers, Campus Administration	Increase in Distinctions			
					

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

Performance Objective 1: Implement and utilize GC core curriculum that is aligned to the Texas Essential Knowledge and Skills Readiness and supporting standards to provide rigorous instruction to all students using common assessments

Evaluation Data Source(s) 1: Lesson plans and Common tests

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
System Safeguard Strategy 1) Provide training for all Math, Science, ELL, and Social Studies Teachers with a focus on African American, Hispanic, Special Education, and LEP students.	Principal, Academic Dean, Assistant Principal, Content Specialist, Teachers	Data collected from classroom walk-throughs (Eduphoria), meeting sign-in sheets, staff development handouts, CIP Review.			
	Funding Sources: Coordination of Local and State Funds - 2500.00				
System Safeguard Strategy 2) SPED teachers/inclusion teachers will develop a follow-up plan to meet with teachers during designated grading intervals (progress reports or report cards) in order to address IEPs and accommodations/modifications with teachers who need additional assistance in implementation. The SPED department will meet at least once a quarter to assess the status of IEPs and accommodations/modifications at GCM. The SPED teacher will check in with general ed. teacher at every progress report, regardless of grade in class.	Testing Coordinator, Special Ed Teacher	Minutes of meetings and sign in sheets from SPED meetings. Documentation on progress of IEP, Accommodations, and/or Modifications implementation.			
	Problem Statements: Curriculum, Instruction, and Assessment 1				
					

Performance Objective 1 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 1: Numerous students have a limited academic vocabulary and lack of reading comprehension skills. Root Cause 1: Scaffolding reading skills have not been bridged by secondary teachers across all content areas.

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

Performance Objective 2: Utilize regular academic assessments (formative & summative) to analyze student performance, make decisions about overall instructional programs (including curriculum deficiencies), and provide input on how to improve instruction and assessments in the tested curriculum.

Evaluation Data Source(s) 2: Data talk Reports (Quad Meeting reports)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Utilize a content specialist and Assistant Principals to coach teachers in effective instructional practices, backwards planning. Teachers will use and get trained on Eduphoria test making.	Principal, Academic Dean, Content Specialist, Assistant Principal	An increase in the number of 9th, 10th, and 11th grade students passing STAAR. Increased passing rates during 6 weeks grading periods for all content areas.			
2) Teachers will use regular common formative assessments(every 2-3 weeks.) and common summative assessments (CBAs, Benchmarks, and common assessments 1-2 per semester) to determine student weaknesses and deficiencies in curriculum and teacher instruction. The resulting data will be utilized to drive instructional practices and adapt curriculum to student needs.	Content Specialist, Teachers	Increased alignment to the TEKS, increased student success on the EOC Exams.			
Problem Statements: Curriculum, Instruction, and Assessment 2					
					

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Common Formative Assessments are not consistently used to guide instruction in all content areas Root Cause 2: Some PLC groups are not planning backwards to ensure that all lessons and assessments address the TEKS


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

Performance Objective 3: Consistently utilize instructional strategies and technology applications that promote motivation, critical thinking and differentiated instruction for all students in the classroom.

Evaluation Data Source(s) 3: Lesson plans and walk throughs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>System Safeguard Strategy</p> <p>1) Train all teachers in the use of SIOP strategies (ongoing). ESL</p>	Campus Administrators	Completion of 6 hour SIOP training.			
<p>2) Train a core group of teachers on the following; engaging reluctant learners, instructional strategies for student success, critical thinking and motivational strategies, use technology as an educational tool. (Instructional Coaches)</p>	Academic Dean, Content Specialist, Teachers	Teacher attendance at the staff development sessions: individual documentation of strategies in lesson plans, walkthroughs.			
<p>3) Continue to utilize a SIOP team of core content teachers in all grade levels (ELA, Math, Science, and Social Studies) who will be responsible for monitoring student progress and providing recommendations for student support as needed.</p>	Academic Dean, Teachers, Principal	Increase in student achievement			
<p>4) Schedule ELs in classrooms with teachers trained in Sheltered Instruction Observation Protocol (SIOP) methodology and ESL Certified 50%.</p>	Academic Dean, Counselor, Teachers, Assistant Principal	All ELs scheduled into an appropriate classroom that supports their specific curricular and instructional needs.			
<p>System Safeguard Strategy</p> <p>5) Campus SIOP teams will meet with the GCCISD ESL specialists at least two times per grading period to plan and review curriculum and instruction practices that best serves the needs of English Language Learners (ELs) and addresses student deficiencies and failures.</p>	Academic Dean, Teachers, Assistant Principal	Increase in student achievement			
<p>6) All ELP content area teachers will display the TEKS objectives, and content with embedded ELPS objectives in COS and LOS and language objectives in their classrooms.</p>	Teachers, Academic Dean, Principal, Assistant Principal	Teachers will have TEKS and language objectives displayed in classrooms			

System Safeguard Strategy 7) GCM will implement and utilize the English Language Proficiency Standards (ELPS) to ensure quality instruction is provided to all ELs, which will include providing linguistic accommodations and extended learning time for ELs in a manner that is commensurate with their specific language proficiency.	Teachers, Assistant Principal	Increased number of ELs passing academic courses, and improved student achievement on TELPAS, LAT, and STAAR.			
	Problem Statements: Student Achievement 2				
					

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 2: ELs for the 2017 TELPAS composite rating only showed a 4% increase from the 2016 scores Root Cause 2: Better implementation of Tier 1 Instructional strategies needed

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

Performance Objective 4: GCM will continue to implement structures in order to actively monitor classroom instruction and student progress.

Evaluation Data Source(s) 4: Data Talks, Walk thrus, lesson plans, PLC

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walk through program requiring five observations each week.	Academic Dean, Principal, Assistant Principal	Charts from walkthrough data, presentations to faculty regarding walkthroughs			
2) Counselors and teachers will help increase the passing rates by monitoring failing grades and student absences. Counselors will meet with struggling students individually and coordinate an action plan for student success.	Principal, Counselor, Assistant Principal, Academic Dean	Reduction in the number of students failing one or more classes, increase in the passing and attendance rates, counselors portfolios			
3) EOC tested areas will evaluate common assessment data in level meetings at least once a grading period. teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps and future goals.	Academic Dean, Principal	increase in identified strategies or focus, increase in scores, meaningful action plans based on data.			
					

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

Performance Objective 5: Level the advanced classroom enrollment to represent all sub populations proportionally to school enrollment numbers.

Evaluation Data Source(s) 5: Data from Course Selection

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Level the advanced classroom enrollment to represent all sub populations proportionally to school enrollment numbers.	Counselors, Academic Dean	Less than a 5% gap between all sub pops for enrollment in advanced academic courses			
Problem Statements: Demographics 2					
					

Performance Objective 5 Problem Statements:






Demographics
Problem Statement 2: African American students are underrepresented in advanced level courses by 7% compared to other student populations Root Cause 2: Exposure of academic potential has not been identified via pre-AP and 8th grade course selection prior to high school enrollment; there is also a lack of retention once identified at the high school level.

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 Source(s) 1: 2017-2018 Attendance Reports

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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 (excessive absences) missing 5 days of school, unexcused.. Home visits will be conducted by campus staff to locate students who fall into interventions. District truancy officers to be involved as staff identifies students.	Principal, Academic Dean, Counselor, Assistant Principal, Teachers, Communities In School, Social Worker	Increase in attendance rate Decrease in failure rate. Decrease in the number of students requiring attendance recovery			
2) Provide tangible incentives for students achieving perfect attendance each six weeks grading period, each semester, and throughout the school year.	Principal, Assistant Principal, Counselor	Increase in attendance rate; increased perfect attendance			
3) Provide a variety of credit recovery opportunities for students at risk of not graduation, including Edgenuityclass, attendance recovery, and creative scheduling to meet the needs of at risk students. 2nd semester senior intervention program.	Academic Dean, Counselor	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: All staff will integrate College and Career Readiness Standards into curriculum, instruction and assessments.

Evaluation Data Source(s) 2: AVID strategies, Lesson planning

Summative Evaluation 2:

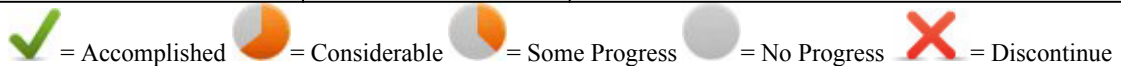
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase the number of students taking and completing rigorous coursework at GCM, including Pre-AP and AP courses as well as Dual Credit courses through Lee College and CTE technical credits.	Principal, Academic Dean, Content Specialist, Teachers	Increased enrollment in advanced academic courses.			
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. Student review session at Rice if possible.	Principal, Academic Dean, Content Specialist, Teachers	Increased student success on AP exams, Increased student success on Dual Enrollment courses.			
3) GCM AVID teachers will attend AVID for professional development purposes and to network with other AVID professionals.	Academic Dean, Teachers	Attendance at AVID conference			
4) AVID opportunities and instructional strategies will be presented to students throughout the year.	Teachers	Increase in student achievement			
5) The GCM AVID committee will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage student to continue their education beyond high school, present to teachers through PLC.	Teachers	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 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 Source(s) 3: Regular parent meetings College Career and Lee College Dual Credit meetings, College night attendance

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) A meeting addressing college/career preparation will be offered to parents at least once during the school year.	Academic Dean, Counselor, Assistant Principal, College and Career Counselor, admin	Parents become more aware of post secondary options for their child.			
2) We will offer a Career Fair/Career and Technology Education (CTE) Fair so students will be able to explore career opportunities available through CTE course offerings.	Academic Dean, Teachers, CTE Specialists	Completion of CTE Fair			
3) Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD.	Principal, Academic Dean, Assistant Principal, Counselor, Teachers, College and Career Counselor, admin	Completion of College Fair			
4) Provide opportunities and interventions to reach the needs of struggling students through the GCM College and Career Center and Counseling Department	Principal, Academic Dean, Counselor, College and Career Counselor	Increase in students utilizing the College and Career Center			
5) Counselors will meet with students throughout the year to create, update and maintain their 4-year Plans.	Counselor, College and Career Counselor	Personal Graduation Plans and Naviance 4-Year Plans completed and entered in their respective database.			
					

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

Performance Objective 1: Utilizing the GCCISD Board Policy, the GCCISD Student Code of Conduct, and GCM campus guidelines, faculty, students, and staff will maintain current Positive Behavior Interventions and Supports which address classroom and campus management and discipline issues in a positive an systemic manner.

Evaluation Data Source(s) 1: Discipline Reports-Campus

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM administrative staff will review discipline data each six weeks grading period to identify trends in student behavior, as well as develop interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations.	Assistant Principal, Teachers, Principal	Decrease in number of discipline referrals			
					

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 Olweus.

Evaluation Data Source(s) 2: Olweus training Report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM staff will receive an overview training to assist in helping teachers to recognize signs of bullying, teen violence, and campus or home based abuse.	Counselor, Assistant Principal, Teachers	Increase in student achievement			
2) Through programs such as Olweus and No Place for Hate students and staff will be informed on how to recognize signs of bullying, teen violence, and campus or home based abuse, and how to report this information to appropriate campus personnel so that these incidents may be investigated accordingly.	Counselor, Teachers, Assistant Principal	Increase in student achievement			
					

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

Performance Objective 3: GCM Administration and teachers will provide agendas and written minutes for all faculty meetings and PLCs conducted throughout the school year.

Evaluation Data Source(s) 3: Team Agendas and Minutes, PLC Binder, PLC agendas and minutes submitted

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Agendas provided should indicate subjects/topic that will be discussed in order to encourage faculty/staff to bring ideas/materials needed for a productive discussion	Administration, Level Leaders, Content Specialists, Assistant Principals	Increase in student achievement			
2) Communication between organizational departments and department communications to staff will be made more clearly using frequent reminders, calendars, and newsletters	All Staff	Less scheduling conflicts			
					

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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Faculty turnover rate, mentor program for all new teachers, end of the year survey

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM Administrative staff will attend job fairs(when applicable) and recruit early from pool of highly effective teachers in core academic subject areas.	Principal, Academic Dean, Assistant Principal	100% highly effective staff roster			
2) Assure all assignments and re-assignments 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	Increase in retention			
4) Create more opportunities to recognize students and staff for their accomplishments. Team building activities will be built in PLCs.	Campus Administration, Teachers	Higher campus morale			
					

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 Source(s) 1: Teacher/Parent Survey,

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Email and post online a quarterly GCM newsletter to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, HB5 Grad Plan explanations, and upcoming dates that relate to the goal.	Principal, Webmaster, Academic Dean	Emails sent to parents and newsletters posted.			
2) GCM will communicate to parents and students the opportunities and tools for success available such as ACT,SAT, and TSI testing, dual credit courses, Naviance, College Board, tutorials, Night School, and credit recovery.	Principal, Academic Dean, Webmaster, Counselors	Information provided via email and letters.			
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.	Principal, Academic Dean, Testing Coordinator, Counselor, Teachers, Assistant Principal,; Content Specialist	Completion of School Messenger calls on the items listed; parent survey at the end of the year asking about GCM communication.			
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.	Principal, Academic Dean, Counselor, Assistant Principal	Increase in parent involvement			
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.	Principal, Counselor, Academic Dean, Teachers,; Content Specialist	Increase in parent involvement			
					

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

Performance Objective 1: GCM teachers will utilize school issued iPads with appropriate APPs, classroom technology including: 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 Source(s) 1: Technology reports on App/Software usage, Teacher trainings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All teachers will have access to technology in the classroom for both instruction and assessment.	Principal, Assistant Principal, Academic Dean, Teachers	Increase in student achievement			
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide training for all Math, Science, ELL, and Social Studies Teachers with a focus on African American, Hispanic, Special Education, and LEP students.
2	1	2	SPED teachers/inclusion teachers will develop a follow-up plan to meet with teachers during designated grading intervals (progress reports or report cards) in order to address IEPs and accommodations/modifications with teachers who need additional assistance in implementation. The SPED department will meet at least once a quarter to assess the status of IEPs and accommodations/modifications at GCM. The SPED teacher will check in with general ed. teacher at every progress report, regardless of grade in class.
2	3	1	Train all teachers in the use of SIOP strategies (ongoing). ESL
2	3	5	Campus SIOP teams will meet with the GCCISD ESL specialists at least two times per grading period to plan and review curriculum and instruction practices that best serves the needs of English Language Learners (ELs) and addresses student deficiencies and failures.
2	3	7	GCM will implement and utilize the English Language Proficiency Standards (ELPS) to ensure quality instruction is provided to all ELs, which will include providing linguistic accommodations and extended learning time for ELs in a manner that is commensurate with their specific language proficiency.

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Susan Jackson	Principal
Administrator	Christie Speights	
Classroom Teacher	Sally Black	
Classroom Teacher	Shirley Clayton- Fiscus	
Classroom Teacher	Manuela Langlois	
Classroom Teacher	Mariela Chen-Barboza	
Classroom Teacher	Joey Longorio	
Classroom Teacher	Mark Lowrie	
Community Representative	Caprisa Davis	
Classroom Teacher	Sue Cannariato	
Classroom Teacher	SHonna Prentice	
Administrator	William Kimbel	
Parent	Shelly Ambrose	
Administrator	Amy Meurer	
Non-classroom Professional	Adalina Abshire-Gomez	
Counselor	Brandy Babcock	
Classroom Teacher	Stephanie Schrull	
Classroom Teacher	Reuben Chance	
Classroom Teacher	Kendricka Stanis	
Classroom Teacher	Jeanie Carmody	
Classroom Teacher	Morgan Caraway	
Classroom Teacher	Alicia Green	
Classroom Teacher	Amy Townley	

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorial costs	SCE Funds	\$15,000.00
1	5	1	Dual Credit costs	High School Allotment	\$20,000.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$2,500.00
Sub-Total					\$37,500.00
Grand Total					\$37,500.00

Addendums

GOOSE CREEK MEMORIAL HIGH SCHOOL 2016-2017 ILT

Susan Jackson, Principal	Reuben Chance (Lead and ILC Rep), Fine Arts
Christie Speights, Dean	Alicia Green -Fine Arts
Sally Black, Math	Stephanie Schrull, Social Studies
Shirley Clayton-Fiscus, Math	Amy Townley-Social Studies
Manuela Langlois-LOTE	Morgan Caraway, CTE
Mariel Chen-Barboza, LOTE	Shelly Ambrose - Parent
Joey Longorio (ILC alt)	Amy Meurer-Admin
Mark Lowrie, Science	Adalina Abshire-Gomez, Beacon, community
Caprisa Davis, Beacon, community	Heather Kfloury-business
Sue Cannariato-English	Jeanie Carmody-Sp. Ed
Shonna Prentice, English	Kendricka Stanis-Sp. Ed
William Kimbel, AP	Brandy Babcock, Counselor
Brandon Johnson, CTE	Kerry Tilton, AP
Robert Shaw, AP	Joshua Painter, AP
Cherissa Crawford, AP	Renee Cosby, AP

2016-2017 Meeting Dates:

Sept. 8	Jan. 12	Apr. 6
Oct. 6	Feb. 2	May 4
Nov. 3	Mar. 2	

All meeting will be held in the library and will start at 3:00pm.

**Curriculum, Instruction,
Assessment Committee**

Rosie Adolphin
Anai' Portillo
Donnie Lacy
Wendy Johnson
Cezanne Harnack
Michelle Stav
Shonna Prentice
Erin Garner
Caitlin Levine
Katie Lane
Angie Moore
Jody Littlepage
Laura Hoffman
Sue Cannariato
Jason Catoire
Jennifer Clary

**Demographics
Committee**

Kevin Kennerly
Michelle Williams
Jeromy Mayer
Sean Schut
Morgan Hashagen
Maria Garcia
Danny Southhall
Patricia Wiggins
Kyle Hopper
Amrenda Das
Clinton Green
Shirley Clayton- Fiscus
Raymond Patrick
Sally Black
Sean Kang
Erika Dugat

**Student Achievement
Committee**

Lizette Rosa- Hernandez
Kelsey Whittaker
Susie Flores
Kristen Cannatella
Marshal Loyd
Talithia Nolte
Joey Longorio
Shavonda Gaudin
Mark Lowrie

**School Culture and
Climate Committee**

Patricia Bell
Misty Calhoun
Dwayne McCurdy
Morgan Caraway
Kevin Fletcher
Angie Johnson
Darcie Moore
Leah Hopper
Shonda Clark
Debbie Himsel
Leslie Haymon
Devin George
Debra Turner
Daniel Raymundo

**Family/Community
Involvement, School
Organization Committee**

Brandy Wooster
Jamar Simien
Johnna Morris
Richard Lewis
Lisa Hughes
James Boudier
Lorin Hiyard
Holly Lewallen
Rueben Chance
Larisa Coy
Marisa Coy
Nina Saunders
Alicia Green

**Staff Quality,
Recruitment, Retention
Committee**

Amy Davis
Jeanna Strickland
Jackie Scales
Stephanie Schrull
Keesha Luna
William Freeman
Lori Glaspie
Kory Kaspar
Scott Griffin
Cody Robertson
Amy Townley
Luke Goodin
Bobby Locke
Ryan Almon
Carol Baker
Robbin Lisbony

Technology Committee

Tanya Arredondo
Manuela Langlois
Ismael Dutchover
Daniella Mondragon
Carlos Moreno
Cheryl Loggins

Campus Program Evaluation for Safe Schools

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year

- Campus implemented Olweus Bullying program.
- Communities in Schools supports the counselors & social workers
- perform safety drills once per month
- referrals are down compared to 2015-2016 school year

Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year

Staff & students do not always feel well informed about events on campus, especially in times of crisis

Indicate the Root Cause for each identified need:

Many incidents are confidential and cannot be revealed to staff in some situations. In less critical situations, campus info is not included on the campus calendar

School Year: 2016-2017

Date Completed: 4-4-17

Campus Program Evaluation for NCLB-Title II, Part A-Teacher/Principal Professional Development

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- all teachers and paras are H&O or certified in their area. - most teachers are integrating technology in the classrooms.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>* P.D. for ELA & Math in area of AP, PreAP, CAMT, TECH Conf. & Science Conf. * only 68% retention rate for 1st time employees to our campus for 2016-2017 school year * teacher to teacher training on classroom methods and strategies are not provided as often to assist teachers</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>→ window of time for teachers to share classroom methods and strategies is minimal throughout the school year. → some teachers had to relocate and others were low performing.</p>

School Year: 2016-2017

Date Completed: 4-4-17

Campus Program Evaluation for Parent Involvement Opportunities

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- parents involved clubs/organizations - fundraisers - Project Graduation - multiple volunteer opportunities</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>better advertisement of college career readiness meetings, dual credit meetings, and meetings on Post-Secondary opportunities to parents.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>limited parent meetings scheduled</p>

School Year: 2016-2017

Date Completed: 4-4-17

Campus Program Evaluation for High School Allotment-Program Intent "31"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- AVID training - AP Institute</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>- increase college/career readiness & Dual Credit Tutors - P.D. for ELA & math teachers - Student travel for college exposure - supplies, technology for Reading/Writing Strategies</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>- need increase in collegeready graduates - EOC scores below state average @ "meets" level - Reading/Writing ^{highest} lowest area of need on campus</p>

School Year: 2016-2017

Date Completed: 4-4-17

Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

**Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year**

* Certified ESL teachers in all core areas
* U.S. History EOC for LEP population above state average

**Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year**

* Low performance on Alg.1, Eng.1 & Eng.2 EOC exams
- not enough supplemental support

**Indicate the Root Cause
for each identified need:**

* Scheduling
*

Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Dropout Intervention in place - Edgenuity</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none">- Edgenuity, Tutorials Bus. P.D. consultants for working w/ teachers, admin, counselors, and students- supplies for EUC classes or at risk students
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none">- teacher passing percentages low in some areas (6 weeks grades)- students losing credit- teacher turnover

Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>all coteachers are certified SPED</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>→ raise EOC scores in SPED sub pops in all tested subjects - most coteachers only have SPED cert not core content certified</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>→ Coteach model is not present, coteachers are used more^{as} an observer in the classroom → used more so as an observer because they do not know the content.</p>

Campus Program Evaluation for Career and Technology-Program Intent "22"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none">* 1:1 campus* opportunities for training* laptop carts* campus technology specialist
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none">* wireless keyboards not available for student use on IPADs* Student usage of IPAD is limited to word processing and internet search
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none">* lack of funding for keyboards* teachers still have reservations about implementing technology in classroom.