

Goose Creek Consolidated Independent School District

Goose Creek Memorial High School

2019-2020 Campus Improvement Plan



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

Needs Assessment Overview

Campus Comprehensive Needs Assessment conducted:

- Thursday, February 7, 2019 - Campus ILT Meeting and Set-up CNA Committees, 7:00am GCM Library
- Thursday, May 2, 2019 - Campus ILT Meeting and Review CNA Committee Progress, 7:00am GCM Library
- Monday, May 20, 2019 - Review Program Evaluation Forms, 4:00pm GCM Library

Campus Improvement Plan revising:

- Tuesday, September 17 - ILT Committee, 7:00am GCM Library

Formative Review Update/Revise CIP:

- Monday, November 11 - Campus Committees/ILT Committee, 4:00pm GCM Library

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

As of the 2018 - 2019 school year, there were 2,088 students enrolled at Goose Creek Memorial High School.

The student enrollment break down is as follows:

Student Enrollment Information:

Race / Ethnicity	GCM	GCCISD	Texas
African American	18.3%	15.5%	12.6%
Hispanic	53.1%	61%	52.4%
White	23.3%	19.7%	28.1%
American Indian	0.43%	0.3%	0.4%
Asian	2.7%	1.7%	4.2%
Pacific Islander	0.14%	0.1%	0.1%
Two or More Races	1.39%	1.8%	2.2%

Student Group	GCM	GCCISD	Texas
Economically Disadvantaged	53.54%	69%	59%
English Learners	6.18%	15.2%	18.9%
Special Education	11.21%	9.9%	8.8%

In addition, GCM also serves 43.73% At-Risk students, 5.99% ESL students, and 8.72% 504 students.

Staff Information: As of the 2018-2019 school year, GCM has a staff of 168. The staff breakdown is as follows:

Role / Position	Count	Percentage
Teachers	141	84%
Professional Support	12	7.1%
Campus Administration	8	4.7%

Role / Position	Count	Percentage
Educational Aides	7	4.2%

Race / Ethnicity	Count	Percentage
African American	28	17%
Hispanic	36	22%
White	99	60%
American Indian	1	0.5%
Asian	2	1.1%
Two or More Races	2	1.1%

GCM received an accountability rating of "Met Standard" for the previous school year.

The team reviewed last year's program evaluations, survey results, and the following data: STAAR EOC scores, PEIMS information, and CBAs.

Demographics Strengths

The team determined the following strengths:

- All students have access to college and career readiness opportunities.
- Low student to teacher ratio, 16:1
- GCM offers industry certifications and 25 dual credit courses
- 221 students with 12 or more college hours on their transcripts
- 436 students with at least one dual credit class

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Algebra I:

- 69.36% of all 532 students who took the Spring test approached their grade level.
- 38.53% of all students met the grade level, and 15.23% mastered their grade level for the Algebra I test which is a decrease from last years test where 78% approached the grade level.
- This year there were 68 LEP students who tested and 42.65% of them approached the grade level. 76 SPED students tested and only 32.89% approached the grade level.

Biology:

- 85.15% of 579 students who took the Spring test approached their grade level. 58.72% met the grade level, and 22.45% mastered it which is an increase from last year's 84% who approached the grade level.
- This year there were 74 LEP students who tested and 59.46% approached the grade level. There were 73 SPED students and 49.32% approached the grade level.

English I:

- 60.72% of all 679 students who took the Spring test approached their grade level.
- 46.69% of all students met the grade level, and 7.51% mastered their grade level for the ELA I test which is an increase from last year's test where 57.64% approached the grade level.
- This year there were 90 LEP students who tested and 18.89% of them approached the grade level. 88 SPED students tested and only 12.5% approached the grade level.

English II:

- 61.04% of all 634 students who took the Spring test approached their grade level.
 - 43.38% of all students met the grade level, and 6.15% mastered their grade level for the ELA II test which is an decrease from last year's test where 65.81% approached the grade level.
- This year there were 49 LEP students who tested and 14.29% of them approached the grade level. 76 SPED students tested and only 14.47%

approached the grade level.

U.S. History

- 93.88% of all 474 students who took the Spring test approached their grade level.
- 77.85% of all students met the grade level, and 44.94% mastered their grade level for the U.S. History test which is an decrease from last year's test where 95.02% approached the grade level. This year there were 17 LEP students who tested and 94.12% of them approached the grade level. 38 SPED students tested and only 63.16% approached the grade level.

Student Academic Achievement Strengths

- English I increased overall in the approaches, meets, and masters area.
- U.S. History increased in all three areas as well, and overall, first-time testers pass rates are increasing yearly.
- ELA II increased in the master's section
- Students are involved in UIL and CTE engineering competitions (engineering had students make it to nationals)
- Students advanced to state History Fair competition with one making it to Nationals.
- Fine Arts programs earned Division I ratings

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The overall student growth in Mathematics and English II is lower than expected when compared to our TEA campus comparison group. **Root Cause:** Lack of early interventions instead of remediation to address inadequacies prevalent on the STAAR test.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Goose Creek Memorial HS students are provided opportunities for advancement through: AVID, Dual Credit courses, Global Business Academy, various CTE organizations, Athletics, and Fine Arts.

Administrators, teachers, and instructional coaches continue to focus on the development of Professional Learning Communities (PLCs). While planning effective first-time instruction and disaggregating data, PLCs focus on the "3 Big Ideas" and the "4 Critical Questions."

- "3 Big Ideas"
 1. All students should learn and achieve at high levels
 2. There must be a culture of collaboration
 3. Focus on Results

- "4 Critical Questions"
 1. What do we want students to learn?
 2. How will we know when they learn it?
 3. What do we do for those that are struggle to learn the information?
 4. What do we do for those that excel in the learning?

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

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

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

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

School Processes & Programs Strengths

Through the use of data the team found the following strengths:

- Each content/level conducts weekly PLC meetings.
- EOC leaders have a bi-weekly meeting with the Principal and Academic Dean.
- Common planning period gives teachers within their content specific course time to meet as a PLC on a weekly basis.
- Department Chairs/Content Specialist are available first period in order to assist with substitutes and ensure that absent teachers provided lessons and learning materials for students.
- There is continued development of academic and elective programs to meet the needs of the state-mandated graduation programs.
- First year teachers are provided mentors to help them transition
- The leadership team meets bi-weekly to discuss pertinent issues within the school and to disseminate information to departments.
- Availability and use of technology resources are abundant.
- The Principal and the Academic Dean meet bi-weekly with content specialists to discuss best practices in the core areas, as well as strategies to implement improvement in academic areas.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Goose Creek Memorial High School provides a plethora of opportunities for students to be academically successful. Each department lays out a tutorial schedule at the start of the year so that a teacher from each core area is available Monday-Friday before and after school. Mandatory times are also built into weekly practice times for sports. There are also the options for Edgenuity and grade repair for six-week grades. There are also ample programs, academic, extracurricular, and athletic for students throughout the school year. For instance, AVID, FFA, UIL, Key Club, Student Council, Athletics, Yearbook, etc. GCM has also built a strong community bond with our community stakeholders through mentoring, Beacon Bank on campus, CTE connections, Chick-Fil-A Global Business Academy partnerships, and many more. The Instructional Leadership Team (ILT) includes all stakeholders: parents, community members, and staff. Goose Creek Memorial focuses on embodying its vision of "...[providing] campus and college readiness opportunities to all students within a safe and supportive professional learning community committed to building school culture through relationships and school pride". This is done by celebrating diversity and encouraging students to share multicultural experiences with others to broaden and enhance academic and social awareness. Drills and routine procedures are conducted monthly to ensure students and staff are prepared in case of an emergency. Daily reminders are also given to remind staff and students about procedures on the morning announcement. Our campus administrator utilizes Remind to inform staff of any emergency situations.

Perceptions Strengths

Based on the data, the following were determined to be strengths:

New students are given a tour of the campus by office aids on their first day or when they register to allow them to connect with someone, so they do not feel overwhelmed. The use of Food Trucks as an incentive for not being late or absent from class during the second semester increased attendance and behavior. The "See Something, Say Something" initiative this year decreased behavioral issues and threats on campus. An increase and re-configuring of campus security and their duties provided a more visible presence on campus which decreased incidents on campus. Strong classroom management and teacher student communication allowed for open communication and decrease in office referrals. Constant visibility of administrators, teachers, security guards, and campus police during passing periods, lunches, before and after school tutorials, and school events provides a heightened sense of security. The Goose Creek Memorial staff works well together to create an atmosphere that is engaging and open.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement on campus is not as engaging as it should be to help eliminate behavioral and attendance issues. **Root Cause:** Inconsistencies with parent contact information and return of calls, the ease students have with changing their parents contact information in parent portal, and a lack of consistent communication when an issue originates in classrooms.

Priority Problem Statements

Problem Statement 1: The overall student growth in Mathematics and English II is lower than expected when compared to our TEA campus comparison group.

Root Cause 1: Lack of early interventions instead of remediation to address inadequacies prevalent on the STAAR test.

Problem Statement 1 Areas: Student Academic Achievement

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

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

Problem Statement 2 Areas: School Processes & Programs

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

Root Cause 3: Inconsistencies with parent contact information and return of calls, the ease students have with changing their parents contact information in parent portal, and a lack of consistent communication when an issue originates in classrooms.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

Revised/Approved: October 07, 2019

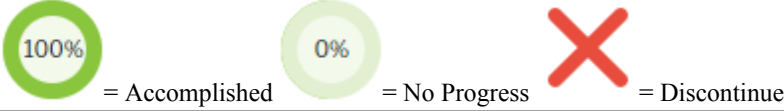
Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

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

Evaluation Data Source(s) 1: 2018-2019 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			
	Problem Statements: Student Academic Achievement 1				
2) Analyze CBA and benchmark performance per department and per level, which includes the discussion of strengths, areas needing improvement, and instructional/curricular adjustments. Analyze grade distribution and failure rates of all teachers at PLC and team meetings.	Content Specialist Teachers Academic Dean	Increase in student achievement			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) GCM will provide STAAR pull outs for students at-risk of failing Algebra I, Biology, English I or English II, or US History EOC test. The students will participate in school day embedded and after school camps designed to re-teach key strategies and concepts.	Content Specialist Academic Dean Teachers	STAAR scores increased			
	Funding Sources: Coordination of Local and State Funds - 15000.00				
					

Performance Objective 1 Problem Statements:

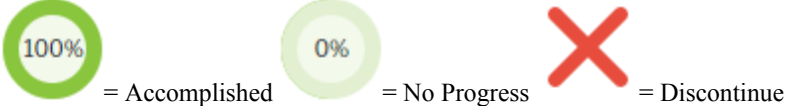
Student Academic Achievement
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Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

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

Evaluation Data Source(s) 2: 2018-2019 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 utilize the PLC process to plan with the C&I, Bilingual/ESL, Special Education, and CTE departments to develop strategies that identify and address gaps for all students.	Academic Dean Content Specialist Teachers	Increase in student achievement			
	Problem Statements: Student Academic Achievement 1				
2) In order to improve implementation of instructional strategies for all students, we will incorporate coaching visits with staff into the content specialists schedules.	Content Specialist Academic Dean Principal	Documentation of visits			
3) Demonstrate and coach effective instructional strategies, formative assessments, and data disaggregation. Teachers will be provided opportunities to "show and tell" learned strategies during PLC.	Content Specialist Academic Dean Principal	Increase in student achievement			
4) Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations, with specific analysis of trends and gaps.	Principal Academic Dean Assistant Principals Content Specialists Teachers	Decrease in the achievement gap among different sub-populations			
					

Performance Objective 2 Problem Statements:

Student Academic Achievement

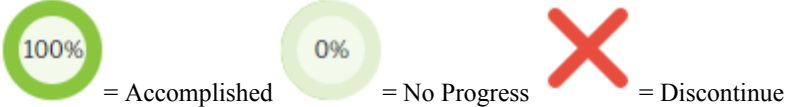
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Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

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

Evaluation Data Source(s) 3: 2018-2019 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create EOC retest and trailer sections for all tested areas, which will use AVID strategies to reteach content.	Academic Dean Teachers Content Assistant principals	At least a 50% pass rate for all EOC re-testers			
Problem Statements: Student Academic Achievement 1					
2) During PLC, have specific data analysis for EOC retesters. Teachers will need to provide data following CBAs and benchmarks for retesters in all content areas.	Academic Dean Teachers Content Specialists Content Assistant Principals	At least a 50% pass rate for all EOC re-testers			
					

Performance Objective 3 Problem Statements:

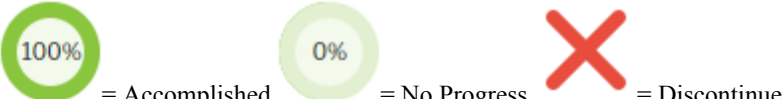
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Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

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

Evaluation Data Source(s) 4: Semester Grade Reports

Summative Evaluation 4:

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			
2) During the first week of October, Seniors will begin the Pre Assessment Activity. They will then take the Texas Success Initiative the third week in October. For all other students, this process will begin in November with posted advertisements regarding dual credit enrollment. They will complete the PAA and TSI in the early Spring.	Counselors Campus Administrators	100% of interested students will complete Apply Texas online, participate in PAA, and receive successful scores on the TSI, in order to begin dual credit.			
					

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

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

Evaluation Data Source(s) 5: 2018-2019 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 5:

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 rotations designed to reinforce and extend learning.	Teachers Campus Administration	Increase in Distinctions			
2) Teachers will utilize differentiation and AVID strategies. These strategies will be evidenced in lesson plans and monitored via walkthroughs and evaluations.	Teachers Campus Administrators	The use of these best practices will effect student engagement, which will allow for the implementation for more rigorous instruction			
3) The formative and summative assessments will be used as a data points for determining intervention needs. The data will be broken down by teacher, subgroup, and/or class period.	Teachers Campus Administrators	During department meetings, teachers will be able to use data to determine specific areas of weakness in instruction and student achievement.			
Problem Statements: Student Academic Achievement 1					

Performance Objective 5 Problem Statements:

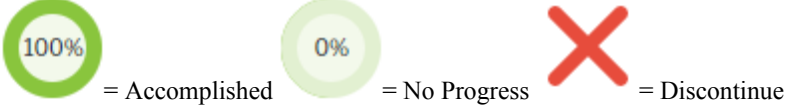
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Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

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

Evaluation Data Source(s) 6: 2018-2019 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 6:

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

Performance Objective 6 Problem Statements:

Student Academic Achievement

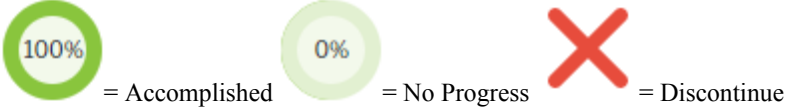
Problem Statement 1: The overall student growth in Mathematics and English II is lower than expected when compared to our TEA campus comparison group. **Root Cause 1:** Lack of early interventions instead of remediation to address inadequacies prevalent on the STAAR test.

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

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

Evaluation Data Source(s) 1: 2018-2019 STAAR Data, CBA Data, Campus Action Plan, CCMR Data, AP Scores, ACT/SAT scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1) Utilize collaborative teamwork for instructional planning to include: *Data analysis by grade and subject *Data analysis through reflective questions *Grade-level, vertical, and/or interdisciplinary team meetings for data analysis and dialogue *Development of an Instructional Plan/Action Plan based on data analysis *Individual student data analysis and establishment of student conference *Teacher development of intervention plan	Principal, Assistant Principals, Academic Dean Content Specialists, Content Area Teachers	*IMPLEMENTATION- Formative unit assessments. STAAR Exam results. *PLC discussions * walkthrough observations confirming that teachers have made a shift from traditional reading instruction to blended learning rotations and close reading. *CBA assessment data showing at least 2% higher achievement for all student groups when compared with last year's scores.			
2) Instructional Coaches and teachers will focus on quality first-time instruction (higher order thinking questions, AVID strategies, differentiation, and question stems that require analysis, evaluation, and creation) and alignment of formative and summative assessments to the standards of the course.	Principal, Academic Dean, Assistant Principal, Content Specialists, Teachers	STAAR Test results, and AP test results will indicate student success and growth.			
Problem Statements: Student Academic Achievement 1					
					

Performance Objective 1 Problem Statements:

Student Academic Achievement

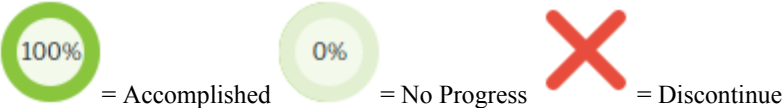
Problem Statement 1: The overall student growth in Mathematics and English II is lower than expected when compared to our TEA campus comparison group. **Root Cause 1:** Lack of early interventions instead of remediation to address inadequacies prevalent on the STAAR test.

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: 2018-2019 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 with 5 or more absences. Home visits will be conducted by campus staff to identify students who need interventions.	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, as well as students with improved attendance, each six week 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 graduating, including Edgenuity, attendance recovery, and creative scheduling to meet the needs of at risk students.	Academic Dean Counselor	Increase in student achievement			
					

Performance Objective 1 Problem Statements:

School Processes & Programs




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

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

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

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

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. Students will participate in a 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 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 and MAPS teachers will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage students to continue their education beyond high school. During PLC, a designated member(s) of the AVID committee will present to teachers in all content areas (EOC tested and non-EOC tested).	Teachers	Increase in student achievement			
 = Accomplished  = 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 Technical 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) Address higher education/continuing education by providing opportunities for all 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			

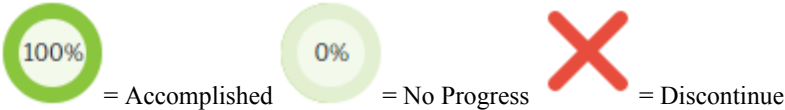
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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Goal 4: Goose Creek Memorial will provide and maintain a safe, positive learning environment.

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

Evaluation Data 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 week grading period. * Identify trends in student behavior. * Identify interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations. * Support implementation of PBIS strategies.	Assistant Principal Teachers Principal	Decrease in number of discipline referrals			
	Problem Statements: School Processes & Programs 1				
					

Performance Objective 1 Problem Statements:

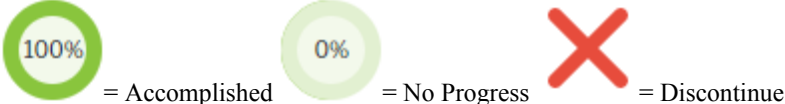
School Processes & Programs
<p>Problem Statement 1: Data shows that the lack of a school-wide system of expectation for tardies and truancy adds to the number of discipline referrals and classroom disturbances recorded. Root Cause 1: Inconsistencies in counting tardies, ineffective consequences, and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

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

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

Evaluation Data Source(s) 2: Campus Discipline Reports, SS Team data

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 teachers to recognize signs of bullying, teen violence, and campus or home based abuse.	Counselor Assistant Principal Teachers	Increase in student achievement			
					

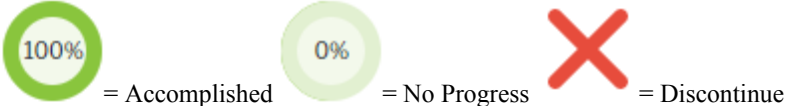
Goal 5: Goose Creek Memorial will recruit, develop, and retain highly effective personnel.

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) Professional Development regarding instructional best practices and classroom managements strategies will be provided for all staff. New Teacher University will be created for new teachers in order for them to receive additional training and various other tools needed to be successful in the classroom.	Principal Academic Dean Assistant Principals Content Specialists Lead Mentor Teacher	100% highly effective staff roster			
2) Utilize GCCISD Professional Learning and Induction Handbook -- * during New Teacher University to support 1st year teachers * support and provide professional development for teachers with less than 5 years of experience	Principal Academic Dean Lead Mentor Teacher	Increase in retention			
3) Create more opportunities to recognize students and staff for their accomplishments. Team building activities will be built into PLCs.	Campus Administration Teachers	Higher campus morale			



100% = Accomplished 0% = No Progress X = Discontinue

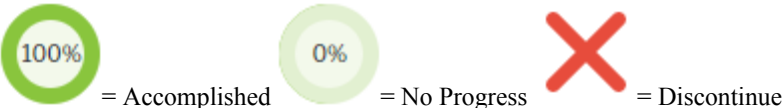
Goal 6: Goose Creek Memorial will establish and maintain parental and community partnerships in education to enhance student achievement.

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

Evaluation Data Source(s) 1: Teacher/Parent Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Via website provide quarterly information to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, HB5 Grad Plan explanations, and upcoming dates that relate to the goal.	Principal Webmaster Academic Dean	Emails sent to parents and newsletters posted			
	Problem Statements: Perceptions 1				
2) GCM will communicate to parents and students the opportunities and tools for success available such as ACT,SAT, TSI testing, dual credit courses, Naviance, College Board, tutorials, Night School, and credit recovery.	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			
	Problem Statements: Perceptions 1				
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			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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			
	Problem Statements: Perceptions 1				
					

Performance Objective 1 Problem Statements:

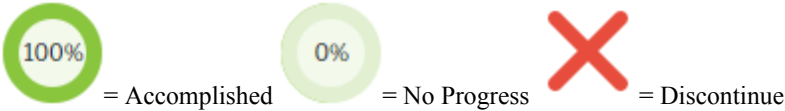
Perceptions
Problem Statement 1: Parent involvement on campus is not as engaging as it should be to help eliminate behavioral and attendance issues. Root Cause 1: Inconsistencies with parent contact information and return of calls, the ease students have with changing their parents contact information in parent portal, and a lack of consistent communication when an issue originates in classrooms.

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

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

Evaluation Data 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. This will provide the opportunity to utilize Google classroom, Kahoot!, polleverywhere, as well as content specific apps.	Principal Assistant Principal Academic Dean Teachers	Increase in student engagement and achievement.			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	GCM faculty and staff will conduct data talks, disseminate information by ethnicity, and utilize the PLC process to plan with the C&I, Bilingual/ESL, Special Education, and CTE departments to develop strategies that identify and address gaps for all students.
1	2	4	Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations, with specific analysis of trends and gaps.
1	6	1	Targeted instruction provided by a content certified teacher and a special education certified teacher through the following co-teaching models: Parallel, Alternative, Station, Teaming, and One Teach One Assist team. Collaboration for content and special ed co-teaching pairs will be documented weekly and will take place during time built into the school day. Co-teach will be provided in the following courses: Algebra 1, Algebra 2, Biology, U.S. History, English 1, English, 2, English 3, and English 4. Tracking performance on student learning objectives for special education students, will be essential (by subject and subgroup).
1	6	2	Utilize ESL Reading classes to double block students with English Language deficiencies in order to provide language support

Plan Notes

Campus Comprehensive Needs Assessment conducted:

- Thursday, February 7, 2019 - Campus ILT Meeting and Set-up CNA Committees, 7:00am GCM Library
- Thursday, May 2, 2019 - Campus ILT Meeting and Review CNA Committee Progress, 7:00am GCM Library
- Monday, May 20, 2019 - Review Program Evaluation Forms, 4:00pm GCM Library

Campus Improvement Plan revising:

- Tuesday, September 17 - ILT Committee, 7:00am GCM Library

Formative Review Update/Revise CIP:

- Monday, November 11 - Campus Committees/ILT Committee, 4:00pm GCM Library

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Kanestra Bland	Academic Dean
Classroom Teacher	Shonna Prentice	ELA Teacher
Classroom Teacher	Alicia Green	Fine Arts Teacher
Counselor	Kim Mitchell	College and Career Counselor
Classroom Teacher	Leslie Garcia	At-Risk Teacher
Classroom Teacher	Kendricka Moore	Special Education Teacher
Classroom Teacher	Jennifer Laubach	ELA Teacher
Administrator	Kate Beebe	Assistant Principal
Classroom Teacher	Cheryl Loggins	LOTE Teacher
Classroom Teacher	Kevin Fletcher	CTE Teacher
Classroom Teacher	Caitlyn Huebner	ILT Leader
Classroom Teacher	Robert Lewis	CTE / Athletics
Non-classroom Professional	Kelley Start	CTE Specialist
Classroom Teacher	Lori Glaspie	Social Studies Teacher
Parent	Jenny Willis-Davis	Parent
Classroom Teacher	Brian Stewart	Special Ed Teacher
Classroom Teacher	Sally Black	Math Content Specialist
Classroom Teacher	Michelle Williams	Math Teacher
Classroom Teacher	Kristen Cannatella	Science Content Specialist
Counselor	Evelyn Mexas	Counselor

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Professional Development		\$1,500.00
1	6	2	Reading Material		\$2,500.00
Sub-Total					\$4,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorial costs	SCE Funds	\$15,000.00
Sub-Total					\$15,000.00
Grand Total					\$19,000.00