

# **Goose Creek Consolidated Independent School District**

## **Impact Early College High School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

*Impacting lives today and tomorrow.*

## Value Statement

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The demographics of IMPACT has had a huge change over the past 3-5 years. There are concerns about the academic/maturity level they need to have to be successful at an early college high school. Another area of concern is the lack of academic preparedness - we have so many fail multiple classes at the freshman level. Our school has more 504 and at-risk students. The demographics have changed with an increase in the male populations as well as other ethnicities. The biggest unexpected factor that occurred in 2020 and continues through 2021 is the global COVID pandemic. This has greatly affected our school and the demographics of the school in a very challenging fashion.

The student population is 9% African-American, 11% Anglo, 4% Asian, 75% Hispanic, 39% male and 61% female with a low socioeconomic status of 61%.

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

The overall mobility rate for the campus is approximately 4%, with a drop-out rate of 0%.

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The faculty population does not reflect the student population on campus and should continue to participate in equity training; working collaboratively to include the contributions and voice of POC across the curriculum. **Root Cause:** Pool of teacher candidates does not reflect student population, and we have a high teacher retention percentage.

# Student Learning

## Student Learning Summary

Our campus grade level (SOS) teams help support student academic achievement, parent contact from teachers and school support staff. There is a sense of urgency and strong commitment toward students success. This year might be a little challenging but generally we all are focused on making sure our students are achieving at the highest levels. We have recently implement a study hall where students can catch up on Edgenuity. They must report there until they are finished with their class. Improving student academic achievement is an every day focus at our campus. Teachers, administrators, counselors, and subs are always thinking of ways to help each student improve academically. We understand that juggling high school and college classes simultaneously is difficult for many, especially at such a young age, so we are constantly thinking of how we can better assist and prepare our students- we want all of them to be successful right now. As a campus, we try and provide the tools and support they need. The campus focuses on student's learning and success and provide for time to study while in school. Students who are not successful are assigned to credit recovery and monitored by an SOS team. Some students are referred for support services.

## Student Learning Strengths

We've developed a clear and consistent transition plan that will help support students and parents with clear expectations for success, faculty commitment to developing relationships with students to help meet individual needs and be aware of potential academic and personal challenges for student success. We offer time in the schedule for students to study and work on credit recovery; after school tutorials will be available along with transportation.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** COVID Slide Gaps **Root Cause:** Virtual learning platform, transition to face-to-face for some but not all students in need of structure and support.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

Focus on safety - Measures have been taken to increase student, staff, and overall campus safety. Improvement needed in holding students accountable when they are in a non-credit class or when they go to the college.

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

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

Focus on celebrations - Increase frequency and reasons for student/teacher/staff celebrations and make them more meaningful.

## School Processes & Programs Strengths

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

Our school is the size that allows teachers to develop relationship with kids and in turn creates a mutual respect for most students and teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students are not always accountable for their attendance. **Root Cause:** Due to non-credit class times, college classes, and the frequency that students are moving on and off campus, it is challenging to hold students accountable for being in a specific place.

# Perceptions

## Perceptions Summary

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

We are also "competing" with dual credit and career academies at the comprehensive high schools, and the technical early college high school, we need to find a way to differentiate ourselves so that students want to attend IMPACT for the right reasons.

## Perceptions Strengths

Diverse ethnic environment on campus. Every student was involved in special interest and school-wide activities. All students feel welcome to join groups on campus. Students feel safe and that they are part of something.

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

The students feel comfortable talking to teachers because of the strong relationships that have been created. They have access to several counselors on campus and have the freedom to go during class when needed. Overall students and staff feel safe and that they can be themselves without judgement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Comments on surveys reflect the need to increase student engagement and school loyalty. **Root Cause:** Due to the nature of our school, once students start taking college classes, they are not physically on campus as much to maintain school spirit and promote school pride; clubs/activities were not a priority in 2020-21 due to COVID.

# Priority Problem Statements

**Problem Statement 1:** COVID Slide Gaps

**Root Cause 1:** Virtual learning platform, transition to face-to-face for some but not all students in need of structure and support.

**Problem Statement 1 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia 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
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Study of best practices
- Other additional data





# Goals

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

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

**Evaluation Data Sources:** Student assessment reports





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

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Analyze CBA, benchmark performance, and past state assessments per department per grade level, to analyze student weaknesses and make necessary curricular adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Add data reviews to meeting agendas</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Testing Coordinator Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who fail state mandated tests (STAAR), TSIA, or other required standardized assessment will be placed in a writing lab, math lab, or other needed content area intervention; focusing on subject area acceleration using the Learning Lab, other appropriate software or programs designed to meet individual needs. A committee comprised of classroom teacher(s), counselor, administrator, will meet to develop individual intervention plans for each student and will monitor their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Build in time for support in student schedule Keep and share SOS minutes Maintain up to date SST minutes</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Principal Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** Student assessment reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All faculty will participate in professional development activities focusing on the delivery of instruction, specifically the Common Instructional Framework. The faculty will use techniques promoted by The Common Instructional Framework, SIOP, WICOR, and AVID strategies, in order to promote students' critical thinking and problem solving skills. ELA specialist will provide additional support as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide PLC training and have all participants sign in            Create agendas with PLC focus            Reflect key look-fors when conducting classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Academic Dean            Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize innovative technology to assist students in the learning process including the use of iPads and subject appropriate apps. Teachers will commit to using one new technology application each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop agenda items around technology use            Keep sign-in sheets            Reflect usage on walkthroughs            Look for technology use in lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Campus Technology Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** 75% of students will receive their Associate Degree or be core complete by the end of their senior year.





**Evaluation Data Sources:** Student assessment reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of the student population is college ready by the end of their freshman year in reading and writing as measured by the TSI assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze and use TSI test scores to reinforce and reteach as needed</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator Teachers Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students that are not TSI ready in Math by the time they complete Algebra 2 will be placed in a math lab with the expectation that we will have 100% pass by completion of Algebra II.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze and use TSI scores to better prepare students Create opportunities in the student schedules for test prep and review</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Testing Coordinator Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

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

**Evaluation Data Sources:** Student assessment reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All IMPACT teachers will make reading a component of their classroom instruction. Teachers will look for written text that relates to their content and incorporate into their instruction. Online and textbook resources will be utilized as appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Review cumulative lesson plans and conduct classroom observations Analyze test results.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All IMPACT teachers will make writing a component of their course by teaching note taking skills and utilizing AVID/WICOR writing strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Review STAAR test results Use Cornell notes template All Teachers Trained in strategies Observations Conducted</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Where possible, STAAR tested dual-credit subjects should be taught by state-certified teachers cognizant of the required TEKS and STAAR requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Review GCCISD and LEE College rosters of IMPACT students in dual credit classes</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







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

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

**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Contact the parents of students who are absent daily to ensure that the parent is aware of the absence.</p> <p><b>Strategy's Expected Result/Impact:</b> Log phone calls Attendance Clerk will run reports for administrators to use to target consistently absent students</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Principal Assistant Principal Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Contact parents of students that are marked absent for the day to discuss reason for absence. Parents will be reminded of the importance of attending class and the ramifications for missing a college class.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep parent phone call log</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Principal Assistant Principal Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> A student conference will be scheduled for any student who misses more than three days, regardless for the reason of the absences. If absences continue, a parent conference will be scheduled for students who miss 5 or more days. At the conference a plan will be developed by the parent, student, and Academic Dean/Assistant Principal to eliminate any further absences. In addition a state and district required contract will be reviewed and signed by all parties.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain minutes from meeting and signed contracts, review minutes from SOS, SST, and SW</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Principal Assistant Principal Counselor Teachers Social Worker SST</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide incentives for students achieving perfect attendance as well as improved attendance each grading period and semester.</p> <p><b>Strategy's Expected Result/Impact:</b> List individual students getting the awards</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** Implement structures at IMPACT ECHS that will address retention rates for all students.

**Evaluation Data Sources:** Student data reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All IMPACT teachers will offer after school tutorials for at-risk students in need of additional instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze progress reports, report cards and college grades to determine which students to target for tutorials</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> Tutorial Teacher Pay and Bus Transportation - Coordination of Local and State Funds - SCE Funds - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each semester ensure all students are on track to complete an Associates Degree, or have earned 42 college hours by the end of their senior year.</p> <p><b>Strategy's Expected Result/Impact:</b> Audit college and High School transcripts Have students sign in Document conversations and notes about student progress</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Assistant Principal Lee College</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Guidelines and criteria will be developed so students know minimum performance expectations at IMPACT. A committee will review any students failing to meet these expectations, and develop a plan to help the students meet the expectations and provide support. Students must comply with their individual support plan to the best of their ability and with parent assistance before it is considered that they might return to their home campus to earn their High School diploma.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop and share committee's finalized plan and minutes of meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Academic Dean</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> When students feel they want to leave IMPACT, a conference will be scheduled with parents, students, and school officials to discover why they want to leave and what can be done to encourage them to stay and complete their degree.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet with parents and keep minutes of meeting</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Social Worker CIS Assistant Principal Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





**Evaluation Data Sources:** Discipline Reports

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

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

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





**Evaluation Data Sources:** Training reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each year administration, faculty and staff will receive an overview training to identify signs of abuse.</p> <p><b>Strategy's Expected Result/Impact:</b> File training certificates and sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Social Worker Principal Asst. Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> As needed, plans will be developed for students to receive instruction and intervention on issues of concern. These might include bullying, abuse, self-harm, tolerance, or other topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep sign-in sheets Reflect in classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Social Worker Communities In School Asst. Principal Nurse</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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





**Evaluation Data Sources:** Student data reports

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

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

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

**Evaluation Data Sources:** Staffing reports





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



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

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





**Evaluation Data Sources:** Staffing reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Assess staff development needs of those teachers that are not meeting highly effective standards <b>Strategy's Expected Result/Impact:</b> Provide staff development assessment <b>Staff Responsible for Monitoring:</b> Principal Academic Dean	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop staff development growth plans for all non-highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Write highly effective intervention plan and complete for each non-highly effective teacher <b>Staff Responsible for Monitoring:</b> Principal Academic Dean	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct mid-year review of staff development hours <b>Strategy's Expected Result/Impact:</b> Run staff development report <b>Staff Responsible for Monitoring:</b> Principal Academic Dean	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** Training reports

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

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

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





**Evaluation Data Sources:** Parent participation reports and surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> IMPACT ECHS will communicate with parents via parent e-mails, SchoolMessenger alerts, website postings, Tuesday Talks, Social Media and parent conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain an updated website            Send out newsletters            Utilize SchoolMessenger for calls/emails            Post info on social media sites</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Teachers            Webmaster            CTS</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





**Evaluation Data Sources:** Parent/Community participation reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> IMPACT will work with its Partner In Education to promote education and community support. This could include activities such as Red Ribbon week, contributions toward membership in Phi Theta Kappa, etc., and other activities as agreed upon.</p> <p><b>Strategy's Expected Result/Impact:</b> Submit annual PIE report</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parent and student meetings will be conducted throughout the year to inform the stakeholders about academic strengths, areas of concern, parental support, and student expectations. Other topics of discussion could be AVID strategies and college entrance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep sign-in sheets and agendas Offer presentations</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Academic Dean College and Career Specialist Teachers Lee College</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** Student assessment reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, iPads, Smart Boards, Google Classroom and other instructional apps.</p> <p><b>Strategy's Expected Result/Impact:</b> Review lesson plans and document those with integrated technology Document technology use in walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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

**Evaluation Data Sources:** Technology reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> IMPACT will work with TMS to increase collaborative applications in the classroom and develop ways for teachers and students to share digital information in and outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Review lesson plans for technology collaboration            Analyze and use information from copy of survey results            Use walk-through data to target areas of teacher growth in technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Campus Technology Specialist            Academic Dean            Teachers</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Campus Funding Summary

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