

**Goose Creek Consolidated Independent School District**  
**Goose Creek Memorial High School**  
**2022-2023 Campus Improvement Plan**



**Public Presentation Date:** November 3, 2022

# Mission Statement

The mission of GCMHS is to create a learning community that meets the individual needs, interests, and abilities of our students by building a positive learning environment, promoting academic excellence, and providing for the development of life-long learners and self-reliant citizens in a changing global environment.

## Vision

Goose Creek Memorial High School will provide college and career readiness opportunities to all students within a safe and supportive professional learning community committed to building school culture through relationships and school pride.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Goose Creek Memorial High School is a diverse institution that provides multiple opportunities for success. The graduation rate for the last three years has been above the state and district average. Although the attendance rate is slightly below the state and district average, the dropout rate has been below both the state and the district for the last three years. The Texas Academic Performance Report also shows that the sub-population with the highest dropout rate are the Emergent Bilingual and Special Education students. There are several programs in place to decrease this number and they are continuously looking at new improvements to be made. Currently the school is utilizing 504 coordinators, counselors, sheltered and SPED co-taught classes, Community-in-Schools program, and student wellness interventionist to provide services, complete home visits, provide assistance in mental health areas, and coach the students back to success. The school also uses after school and Saturday tutorials to meet the students where they are and provide accelerated success to boost their confidence. Although the teacher ethnicity is less diverse than the student population, the school strives to create a culture that is inclusive. The school has developed multiple ways to improve teacher retention rates. New teachers are required to complete an extensive training, meet with their mentor, and attend any additional professional development needed to push them towards success. All teachers are encouraged to attend professional development that will improve their teaching or their classroom. However, if a teacher falls below the campus standards, they are placed on an improvement plan. While they are on the plan, they receive one-on-one instructional coaching and a mentor. Peer, formal, and informal observations are used to ensure each teacher is following policy, engaging students, and utilizing what was learned in the professional development trainings.

### Demographics Strengths

- Personal resources for struggling or at-risk students
- Technology resources to assist students accelerated improvement
- Training and resources for new and struggling teachers
- Higher graduation rate than state and district
- Plans and programs to reduce dropouts and improve completion
- Specialized personnel to assist students, parents, and teachers
- Tutorial and Accelerated Learning Program
- Teacher Mentorship

# Student Learning

## Student Learning Summary

- State number for Approaches: ELA I = 63%, ELA II = 71%, Algebra I = 72%, Biology = 81%, and U.S. History = 89%.
- GCM numbers for Approaches: ELA I = 62%, ELA II = 65%, Algebra I = 80%, Biology = 84%, and U.S. History = 90%.
- Based on the scores, GCM is above state average in every subject with the exception of English.
- Hispanic students under-performed their peers on the English II and U.S. History EOC exams.
- SPED and EB students under-performed across all exams

## Student Learning Strengths

- Teachers discuss students who are not successful during their PLC time.
- Students have the opportunity to attend after school and Saturday tutorials.
- Students receive accelerated learning within their MAPS courses.
- Teachers utilize Kagan strategies and WICOR strategies to support student learning.
- Teachers use SIOP strategies with our EB students.
- Algebra I scores increased significantly when compared to last year.
- U.S. History score increased when compared to last year.
- Students participate in U.I.L. competitions at the state and national level.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** EB students and SPED students are under-performing their peers on state assessment. **Root Cause:** Students, especially our EB and SPED students, continue to struggle with skill gaps and learning loss due to the COVID-19 school closures as well as some struggling with attendance.

**Problem Statement 2 (Prioritized):** Despite campus mandates for teachers to clearly state learning intentions and success criteria, students have not yet fully or consistently internalized criteria to increase success of learning outcomes. **Root Cause:** Our students do not use feedback effectively to maximize their own learning. Additionally, students do not have clarity around their learning objective and how to determine if they are successful on the learning objective. This serves as a stumbling block to meaningful self-assessment and self-regulation.

# School Processes & Programs

## School Processes & Programs Summary

Goose Creek Memorial HS is creating a climate for student success by:

- Providing college and career readiness opportunities
- Supporting AVID in all classes
- Building relationships
- Providing a safe and supportive environment
- Full commitment to the PLC process

Students are provided opportunities for advancement through: AVID, Dual Credit courses, Global Business Academy, various CTE organizations, Athletics, and Fine Arts. Administrators, teachers, and content specialists continue to focus on the development of Professional Learning Communities (PLCs). While planning effective Tier I instruction and disaggregating data, PLCs focus on the "3 Big Ideas" and the "4 Critical Questions."

- 3 Big Ideas
  1. All students should grow to elevate their individual academic success.
  2. There must be a safe collaborative culture that promotes risk taking to increase student participation.
  3. Teachers will use a variety of WICOR strategies to ensure student learning is progressing.
- 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 struggling 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, weekly meetings are held for the Campus Leadership Team to discuss, evaluate, and/or address school-wide issues, concerns, and celebrations. 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**

- Each content/level conducts weekly PLC meetings.
- 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 weekly to discuss pertinent issues within the school and to disseminate information to departments.
- Availability and use of technology resources are abundant.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Based on formative and summative assessments on our campus, 9th grade students need additional support in ELA using MAPS classes. **Root Cause:** Due to the COVID learning gaps students are coming to 9th grade with deficits in reading and math. Students are currently taking MAPS courses in the 9th grade. A more structured MAPS curriculum will help support struggling students.

**Problem Statement 2:** Data shows that truancy and tardiness is a consistent issue that adds to the number of discipline referrals and classroom disturbances recorded. **Root Cause:** Inconsistencies in counting tardies, ineffective consequences for truancy, and lack of student concern regarding tardies and absenteeism.

# Perceptions

## Perceptions Summary

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 nine-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, Book Club, 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.

At Goose Creek Memorial High School, safety is a top priority. Drills and routine procedure are conducted monthly to ensure students and staff are prepared in case of an emergency. Additionally, our campus administrator utilizes Remind to inform staff of any emergency situations. We have a social worker and Communities in School present on campus to meet the social-emotional needs of our students.

## Perceptions Strengths

- Communication is increasing with remind messages and WAG emails.
- Student led organizations such as AVID, STUCO, PALS, Interact, Key Club, NHS, NAHS, FHS, Breakfast Club, etc. are positive leaders on our campus and actively recruiting others to do the same. They are also involved in community service projects and help our and school and community.
- Students participating in UIL events are exemplary. 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 “See Something, Say Something” initiative this year decreased behavioral issues and threats on campus.
- An increase and reconfiguration 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.
- Pep Rallies are planned the promote school spirit and community unity.
- Students are celebrated for their accomplishments.
- Students have the opportunity to recognize their peers using Character Strong bracelets.



## **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:** EB students and SPED students are under-performing their peers on state assessment.

**Root Cause 1:** Students, especially our EB and SPED students, continue to struggle with skill gaps and learning loss due to the COVID-19 school closures as well as some struggling with attendance.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Despite campus mandates for teachers to clearly state learning intentions and success criteria, students have not yet fully or consistently internalized criteria to increase success of learning outcomes.

**Root Cause 2:** Our students do not use feedback effectively to maximize their own learning. Additionally, students do not have clarity around their learning objective and how to determine if they are successful on the learning objective. This serves as a stumbling block to meaningful self-assessment and self-regulation.

**Problem Statement 2 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements 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
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- Equity data
- T-PESS data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results





# Goals

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

**Performance Objective 1:** Through rigorous instruction and timely interventions GCM will increase our "Meets" performance to the following: Algebra I 53%, Biology 62% , English I 48%, English II 55% and US History 73%

**Evaluation Data Sources:** 2022-2023 STAAR Data, CBA Data, Campus Action Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize differentiation and AVID strategies as reflected in lesson plans and monitored via walkthroughs and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> The use of these best practices will effect student engagement, which will allow for the implementation for more rigorous instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Formative and summative assessments will be used as a data points to disaggregate the data by teacher, subgroup, and/or class period and then to design and determine the interventions needed to be implemented to 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.</p> <p><b>Strategy's Expected Result/Impact:</b> During department meetings, teachers will be able to use data to determine specific areas of weakness in instruction and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Distinctions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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 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 will increase STAAR EOC scores with all groups to reach "Meets" Grade Level with a focus on students identified in Special Education and/or Emergent Bilingual with the following percentages: Special Ed ELAR 18%, Special Ed Math 36%, Special Ed CCMR 33%, EL ELAR 36%, EL Math 67%, EL CCMR 33%.

**Evaluation Data Sources:** 2022-2023 STAAR Data, CBA Data, Campus Action Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> GCM faculty and staff will conduct data talks, disseminate information by ethnicity, and utilize the PLC process to plan with the C&amp;I, EB, Special Education, and CTE departments to develop strategies that identify and address gaps for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialist</p> <p><b>Funding Sources:</b> Supplemental materials and supplies - Coordination of Local and State Funds - ESL Funds - \$750, Supplemental materials and supplies - Coordination of Local and State Funds - GT Funds - \$750, Supplemental materials and supplies - Coordination of Local and State Funds - Special Education Funds - \$750</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers and Campus Administrators will hold data talks each 9 weeks and disseminate information by student ethnicity and sub populations, with specific analysis of trends and gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the achievement gap among different sub-populations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> GCM will utilize ESL Reading classes to double block students with English Language deficiencies in order to provide language support.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR/EOC data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialists</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Targeted instruction provided by a content certified teacher and a special education certified teacher through the following co-teaching models: 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on check-point assessments. CBAs, and STAAR Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialists</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 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:** Through rigorous instruction and timely interventions GCM will increase our "Mastery" performance to the following: Algebra I 36 %, Biology 30% , English I 11%, English II 10 % and US History 45%





**Evaluation Data Sources:** 2022-2023 STAAR Data, CBA Data, Campus Action Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During PLC, teachers will review their data following CBAs and benchmarks for re-testers in all content areas, conduct data analysis, design an instructional plan, and implement the instructional plan to address the deficiencies for all re-testers in Algebra I, English I, English II, and/or Biology EOCs.</p> <p><b>Strategy's Expected Result/Impact:</b> At least a 50% pass rate for all EOC re-testers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Content Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create EOC retest and trailer sections for all tested areas, which will use AVID strategies to reteach content.</p> <p><b>Strategy's Expected Result/Impact:</b> At least a 50% pass rate for all EOC re-testers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores increased</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Semester Grade Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student surveys and recruitment will begin in Fall to determine which students are interested in taking advanced academic courses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Dual Credit Enrollment and completion of advanced credit with at least 40% of student body receiving college credit</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 Sources:** 2022-2023 STAAR Data, CBA Data, Campus Action Plan, CCMR Data, AP Scores, ACT/SAT scores





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The staff 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.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Test results and AP test results will indicate student success and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 , and Teacher development of intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> CBA assessment data showing at least 2% higher achievement for all student groups when compared with last year's scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialists,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> In order to improve implementation of instructional strategies for all students, appraisers will complete at least 10 walkthroughs a week and provide feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of visits</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide coaching in identified classrooms to increase effective instructional strategies, formative assessments, and data disaggregation. Teachers will be provided opportunities to "show and tell" learned strategies during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$75,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 identified at-risk student student attendance and academic performance in order to increase instructional success.

**Evaluation Data Sources:** Attendance, Academic, and Discipline reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus Administrators, teachers, Counselors, Social Workers, and CIS will work together to develop a system of identifying students who fall into the areas of concern for academics, being "chronically absent", and/or experiencing behavioral concerns and determine interventions to put into action.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rate Decrease in failure rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$75,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a variety of accelerated instruction/tutorial interventions for identified at-risk students, including before/after school academic tutorials, credit recovery-Edgenuity, attendance recovery, and creative scheduling to improve instructional performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p> <p><b>Funding Sources:</b> Intervention Costs (Tutoring, Credit Recovery, etc.) - Coordination of Local and State Funds - SCE Funds - \$12,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rate Increased perfect attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** AVID strategies, Lesson planning, CCMR data, Dual Credit data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced academic courses</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success on AP exams Increased student success on Dual Enrollment courses</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> GCM AVID teachers will attend AVID for professional development and to network with other AVID professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at AVID conference</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> AVID opportunities and instructional strategies will be presented to students throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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:** 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 Sources:** Regular parent meetings, College Career and Lee College Dual Credit meetings, College night attendance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A meeting addressing college/career preparation will be offered to parents at least once during the school year.  <b>Strategy's Expected Result/Impact:</b> Parents become more aware of post secondary options for their child  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      College and Career Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Completion of CTE Fair  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      CTE Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD.  <b>Strategy's Expected Result/Impact:</b> Completion of College Fair  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      College and Career Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Address higher education/continuing education by providing opportunities for all students through the GCM College and Career Center and Counseling Department.  <b>Strategy's Expected Result/Impact:</b> Increase in students utilizing the College and Career Center  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Counselor                      College and Career Counselor   <b>Funding Sources:</b> Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$75,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Counselors will meet with students throughout the year to create, update and maintain their 4-year Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Personal Graduation Plans and Xello 4-Year Plans completed and entered in their respective database</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor College and Career Counselor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 Sources:** Discipline Reports-Campus

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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., and Support implementation of PBIS strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> GCM staff will receive an overview training to assist teachers to recognize signs of bullying, teen violence, and campus or home based abuse.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Sources:** Faculty turnover rate, mentor program for all new teachers, end of the year survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Development regarding instructional best practices and classroom managements strategies will be provided for all staff. New teachers will meet monthly in order for them to receive additional training and various other tools needed to be successful in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% highly effective staff roster</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Specialists Lead Mentor Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize GCCISD Professional Learning and Induction Handbook --during new teacher monthly meetings to support 1st year teachers and provide professional development for teachers with less than 5 years of experience</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in retention</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Lead Mentor Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create more opportunities to recognize students and staff for their accomplishments. Team building activities will be built into PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher campus morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Teacher/Parent Survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Emails sent to parents and newsletters posted</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Webmaster</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> GCM will communicate to parents and students the opportunities and tools for success available such as ACT,SAT, TSI testing, dual credit courses, Xello, College Board, tutorials, Night School, and credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Information provided via email and letters</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Webmaster Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of School Messenger calls on the items listed Parent survey at the end of the year asking about GCM communication</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</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 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 Sources:** Technology reports on App/Software usage, Teacher trainings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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
1	2	1	Supplemental materials and supplies	Special Education Funds	\$750.00
1	2	1	Supplemental materials and supplies	ESL Funds	\$750.00
1	2	1	Supplemental materials and supplies	GT Funds	\$750.00
2	1	4	Costs for Teaching and Learning Coach	SCE Funds	\$75,000.00
3	1	1	Costs for Student Wellness Interventionist	SCE Funds	\$75,000.00
3	1	2	Intervention Costs (Tutoring, Credit Recovery, etc.)	SCE Funds	\$12,000.00
3	3	4	Costs for College and Career Counselor	CCMR Funds	\$75,000.00
<b>Sub-Total</b>					<b>\$239,250.00</b>