

Goose Creek Consolidated Independent School District

Impact Early College High School

2023-2024 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 changed over the past several 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, LEP, and at-risk students than in previous years. The demographics have changed with an increase in the male populations as well as other ethnicities. The student population is 11% African-American, 11% Anglo, 4% Asian, 72% Hispanic, 37% male and 63% female with a low socioeconomic status of 69%. The staff population is 10% African-American, 62% Anglo, 28% Hispanic, 27% male and 73% female with an average of 20 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:** Although we have a high teacher retention percentage, the pool of teacher candidates does not reflect the student population.

Student Learning

Student Learning Summary

Our teachers and teacher 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. We all are focused on making sure our students are achieving at the highest levels with the goal of 75% associate degree completion. We have recently implement a study hall where students can catch up on Edgenuity, we are implementing after school and Friday tutorials, we are holding students accountable for tracking their progress and making goals. 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. Some students are referred for support services.

Student Learning Strengths

We have developed a clear and consistent transition plan that will help support students and parents with clear expectations for success. There is 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 complete school work. After school tutorials are available along with transportation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): College course completion impacts student success. **Root Cause:** Along with maturity level concerns, students are not always academically prepared for college level coursework.

School Processes & Programs

School Processes & Programs Summary

Focus on the student - Individual teachers, 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, 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 struggle with being 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 for students to hold themselves 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. We focus on college preparation curriculum and activities to help close the gap for at-risk student populations and make college more accessible to students. IMPACT staff provides individualized, case-specific, support, monitoring, and college enrichment experiences students on other campuses typically do not receive. 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. 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. 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. 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.

Priority Problem Statements

Problem Statement 1: College course completion impacts student success.

Root Cause 1: Along with maturity level concerns, students are not always academically prepared for college level coursework.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- PSAT

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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications 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>Strategy 1: Analyze CBA, benchmark performance, and past state assessments per department per grade level, to analyze student weaknesses and make necessary curricular adjustments.</p> <p>Strategy's Expected Result/Impact: Add data reviews to meeting agendas; utilize the Leadership Report Card and Teacher Learning Reports, and 2 Year Academic Growth Template STAAR to review data to guide instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold at least one grade level meeting per semester where goals and expectations are communicated to the students. Follow up with REMIND, email, conference, other forms of communication to reinforce.</p> <p>Strategy's Expected Result/Impact: All attending staff will sign-in We will use the school calendar to schedule assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Build in time for support in student schedule Keep and share SOS minutes Maintain up to date SST minutes</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>Funding Sources: Supplemental materials - Coordination of Local and State Funds - ESL Funds - \$500, Supplemental materials - Coordination of Local and State Funds - GT Funds - \$500, Supplemental materials - Coordination of Local and State Funds - Special Education Funds - \$250</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Offer one parent meeting a semester to discuss data and student success strategies. Strategy's Expected Result/Impact: Have parents sign-in Build in meetings around the school calendar Offer Tuesday Talks for parents to meet with counselors Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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>Strategy 1: All faculty will participate in professional development activities focusing on the delivery of instruction, specifically the Common Instructional Framework. The faculty will use techniques promoted by The Common Instructional Framework, SIOP, WICOR, and AVID strategies, in order to promote students' critical thinking and problem solving skills. ELA specialist will provide additional support as needed.</p> <p>Strategy's Expected Result/Impact: Provide PLC training and have all participants sign in Create agendas with PLC focus Reflect key look-fors when conducting classroom observations</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize innovative technology to assist students in the learning process including the use of iPads and subject appropriate apps. Teachers will commit to using one new technology application each semester.</p> <p>Strategy's Expected Result/Impact: Develop agenda items around technology use Keep sign-in sheets Reflect usage on walkthroughs Look for technology use in lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize campus teachers to implement professional development and model instructional strategies.</p> <p>Strategy's Expected Result/Impact: Having teachers who are using strategies that are working and being able to demonstrate that to others will encourage teachers to try different strategies and experiment with new ideas in their respective content areas. Model AVID engagement strategies at weekly Faculty Meetings (embed writing as seen on page 16/Strategy 2). Monitor implementation using weekly teacher conference frequency charts (from observations). Capture effective implementation via SWIVL camera system (or video of teacher) to highlight in faculty meetings and professional learning meetings. Set goals for teacher implementation based on current status.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Dean, Principal</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: 100% of the student population is college ready by the end of their freshman year in reading and writing as measured by the TSI assessment.</p> <p>Strategy's Expected Result/Impact: Analyze and use TSI test scores to reinforce and reteach as needed</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students that are not TSI ready in Math by the time they complete Algebra 2 will be placed in a math lab with the expectation that we will have 100% pass by completion of Algebra II.</p> <p>Strategy's Expected Result/Impact: Analyze and use TSI scores to better prepare students Create opportunities in the student schedules for test prep and review</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Audit college (collaboratively done by Lee College advisor and IMPACT counselor) and High School transcripts (IMPACT counselor) - all students every summer, seniors again in late fall, and again in mid spring. Have students sign in Document conversations and notes about student progress</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Assistant Principal Lee College</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increased number of students with improved scores completing ACT/SAT by the end of their junior year by 25%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, College and Career Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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. Beginning of year and end of year surveys will be conducted to measure this.</p> <p>Staff Responsible for Monitoring: Campus Administrators, College and Career Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Students will have completed the first step towards continuing their post-secondary education and will have evidence that it is attainable.</p> <p>Staff Responsible for Monitoring: Campus Administrators, College and Career Counselor</p> <p>Funding Sources: Costs for College and Career Counselor-50% - Coordination of Local and State Funds - CCMR Funds - \$37,500</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: All IMPACT teachers will make reading a component of their classroom instruction. Teachers will look for written text that relates to their content and incorporate into their instruction. Online and textbook resources will be utilized as appropriate.</p> <p>Strategy's Expected Result/Impact: Review cumulative lesson plans and conduct classroom observations weekly; analyze test results every 9 weeks.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All IMPACT teachers will make writing a component of their course by teaching note taking skills and utilizing AVID/WICOR writing strategies.</p> <p>Strategy's Expected Result/Impact: Model note-taking and WICOR writing strategies at weekly Faculty Meetings (embedded with Page 13 - Strategy 3). Monitor implementation using weekly teacher conference frequency charts (from observations). Capture effective implementation to highlight at faculty meetings (gallery walks) Set goals for teacher implementation based on current status.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Where possible, STAAR tested dual-credit subjects should be taught by state-certified teachers cognizant of the required TEKS and STAAR requirements.</p> <p>Strategy's Expected Result/Impact: Review GCCISD and LEE College rosters of IMPACT students in dual credit classes</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: IMPACT will review data to determine coaching opportunities needed for identified EOC classrooms to improve instructional quality.</p> <p>Strategy's Expected Result/Impact: Review cumulative lesson plans and conduct classroom observations to assure alignment with district curriculum documents and taught curriculum. Analyze CUA data to ensure curricular alignment. Identify instructional gaps using CUA data and confer with teachers and instructional coaches about student needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teaching and Learning Coach</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000</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 1: Maintain an attendance rate of more than 97.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Keep parent phone call log to document daily calls.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Maintain minutes from meeting and signed contracts, review minutes from SST, monitor attendance reports from RaaWee</p> <p>Staff Responsible for Monitoring: Campus Administrators, SST Team, Attendance Clerk</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide incentives for students achieving perfect attendance as well as improved attendance each grading period and semester.</p> <p>Strategy's Expected Result/Impact: List individual students getting the awards</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 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 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>Strategy 1: All IMPACT teachers will offer after school tutorials for at-risk students in need of additional instruction.</p> <p>Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Tutorial Teacher Pay and Bus Transportation - Coordination of Local and State Funds - SCE Funds - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Develop and share committee's finalized plan and minutes of meetings for each student</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Meet with parents and keep minutes of meeting</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The SST Team will meet and identify students that are having difficulty with attendance, academic, and/or behavior needs in order to provide support and/or resources to the student and/or the parent to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement as reflected by state testing scores.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administrators, SST Team

Funding Sources: Cost for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$75,000

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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>Strategy 1: Review discipline data from Review 360 each grading period to develop discipline plans as needed. Strategy's Expected Result/Impact: Use data from Review 360 and discipline plans Staff Responsible for Monitoring: Campus Administrators, teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement P.B.I.S. structures to decrease discipline referrals. Strategy's Expected Result/Impact: Increase in positive reinforcement and celebrations of student success/decrease in disciplinary infractions by 25%. Staff Responsible for Monitoring: Campus Administrators, teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a reward system for students who meet expected behavior standards. Strategy's Expected Result/Impact: Positive rewards will encourage students to meet expected behavior. Implement a button reward system that rewards positive educational attainment (e.g. Dean's List) based on student semester grades. Analyze Review 360 discipline frequency reports to determine changes (trending positively and negatively) in student behavior patterns. Reward students based on improvement using Review360. Staff Responsible for Monitoring: Assistant Principal, Counselors, SWI, At-Risk Interventionist, Principal</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: Each year administration, faculty and staff will receive an overview training to identify signs of abuse. Strategy's Expected Result/Impact: File training certificates and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: As needed, plans will be developed for students to receive instruction and intervention on issues of concern. These might include bullying, abuse, self-harm, tolerance, or other topics. Strategy's Expected Result/Impact: As documented by sign-in sheets Reflect in classroom observations Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain and grow the IMPACT Bullying Prevention Committee. Strategy's Expected Result/Impact: Increased student awareness of bullying and input on how to address/decrease bullying incidents, as measured by frequency of reports entered in Review360 and/or frequency of reports to the Bullying Hotline. Staff Responsible for Monitoring: Campus Administrators, Counselor, SWI</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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>Strategy 1: Student council will meet once per grading period with the campus Principal to discuss overall student needs and student concerns.</p> <p>Strategy's Expected Result/Impact: Keep meeting minutes</p> <p>Staff Responsible for Monitoring: Campus Administrators, Student Council Sponsor(s)</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Daily announcements will be delivered to students in a variety of forms to ensure all students have access to information.</p> <p>Strategy's Expected Result/Impact: Use Parent/StudentSquare and/or emailed announcements, scrolling announcements, Remind, Twitter, Apple TV, other social media options, positive affirmations such as "call-outs" on P.A. system as documentation</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain the newly created Principal's Advisory Council</p> <p>Strategy's Expected Result/Impact: Students serving on the council provide a direct line of communication to and from the student body, to positively affect change on campus, as measured by brief student surveys conducted at the beginning and end of the semester.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: IMPACT administration will attend job fairs and recruit early from a pool of highly effective teachers in core subject areas. Strategy's Expected Result/Impact: Attend job fairs per recruiting schedule and hire 100% highly qualified teachers. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assure that all assignments and reassignments are filled with highly effective staff. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus teacher induction program/mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Keep agendas and minutes of meetings. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 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		
Strategy 1: Assess staff development needs of those teachers that are not meeting highly effective standards Strategy's Expected Result/Impact: Provide staff development assessment and have staff upload certificates to Eduphoria for documentation. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop staff development growth plans for all non-highly effective teachers. Strategy's Expected Result/Impact: Write highly effective intervention plan and complete documentation for each non-highly effective teacher. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct mid-year review of staff development hours Strategy's Expected Result/Impact: Run staff development report as documentation. Staff Responsible for Monitoring: Campus Administrators	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 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>Strategy 1: IMPACT will send delegates from our campus to the AVID professional development conference. These teachers will share strategies learned.</p> <p>Strategy's Expected Result/Impact: Write meeting minutes to show strategies Spotlight a strategy once a month Collect certificates from AVID summer institute.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus AVID Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 as well as continue to build a "family culture" with our stakeholders via faculty collaboration, family communication and community partnerships.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: IMPACT ECHS will communicate with parents via parent e-mails, SchoolMessenger alerts, website postings, Tuesday Talks, Social Media and parent conferences.</p> <p>Strategy's Expected Result/Impact: Maintain an updated website, by reviewing every Friday and emailing campus webmaster with updates. Send out newsletters Utilize ParentSquare for communication including calls/emails/texts; run reports to document all communication. Post info on social media sites</p> <p>Staff Responsible for Monitoring: Campus Administrators, Webmaster, Social Media Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Submit annual PIE report</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Keep sign-in sheets and agendas Offer presentations</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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>Strategy 1: Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, iPads, Smart Boards, Google Classroom and other instructional apps.</p> <p>Strategy's Expected Result/Impact: Review lesson plans and document those with integrated technology Document technology use in walk-throughs</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Walk-throughs and observations will document use of technology and surveys will provide feedback on effectiveness.</p> <p>Strategy's Expected Result/Impact: Data will reinforce the importance of using technology effectively during instruction.</p> <p>Staff Responsible for Monitoring: Academic Dean, Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental materials	Special Education Funds	\$250.00
1	1	3	Supplemental materials	GT Funds	\$500.00
1	1	3	Supplemental materials	ESL Funds	\$500.00
1	4	3	Costs for College and Career Counselor-50%	CCMR Funds	\$37,500.00
2	1	4	Costs for Teaching and Learning Coach	SCE Funds	\$70,000.00
3	2	1	Tutorial Teacher Pay and Bus Transportation	SCE Funds	\$4,000.00
3	2	4	Cost for Student Wellness Interventionist	SCE Funds	\$75,000.00
Sub-Total					\$187,750.00