Goose Creek Consolidated Independent School District

Goose Creek Memorial High School

2025-2026 Goose Creek CISD Board Review - September 2025

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.

Value Statement

At Goose Creek Memorial High School, our Patriots **STAY RED – Stay Ready, Stay Empowered, Stay Driven.**

We prepare students to face the future with confidence by fostering a culture of **READINESS**, where every challenge is met with preparation and resilience. We **EMPOWER** each individual to take ownership of their learning, voice, and growth. And we remain **DRIVEN**, setting ambitious goals and pursuing excellence in everything we do academically, socially, and personally. Together, we embody what it means to **STAY RED**.

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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)
- 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
- Accountability Distinction Designations

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
- State-developed online interim assessments

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is GCM will exceed the state performance levels by increasing Meets performance level in ELA to 53% (ELA1 increase 10%/ELA2 increase 2%) and increase Approaches performance level to 67% (ELA1 increase 9%/ELA2 increase 6%).

IF we plan and teach to the entirety of the TEKS, focus on student ownership and give targeted tutorials, we will then raise rigor and ensure that our goal is met.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
Strategy 1: Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches High on previous STAAR. Teachers will add to the tracker students that scored NWEA BOY Meets and Masters. Lastly, teachers will add students that have scored Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Meets performance level to ensure that the Meets goal is met.   Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches/DNM High on previous STAAR. Teachers will add NWEA BOY DNM High, Approaches, Meets and Masters. Lastly, teachers will add students that have scored Approaches, Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Approaches performance level to ensure that the Approaches goal is met.   Teachers will review data trackers in Professional Learning Communities to disaggregate data and create intervention plans where needed. TLC's will help facilitate and provide resources.
Strategy's Expected Result/Impact: Teachers will analyze student data and use differentiated strategies to focus on the needs of the student to elevate to the next level. Administrators will support teachers by reviewing list and talking with students about their goals when doing walk throughs. **Staff Responsible for Monitoring:** Campus Principal, Dean and APs Content Specialists, Team Leads

Strategy 2 Details
Strategy 2: Students will obtain ownership of their learning in their STAAR courses by creating data reflection tracker folders. Students will then take pictures of their trackers creating a digital eBinder.
Strategy's Expected Result/Impact: During 5th period, students will utilize 22 minutes twice a week to work in Progress Learning on TEKs in which they struggle (found in the digital portfolio). All teachers will review digital portfolios of the students in their 5th period. Admin will perform walk throughs during 22 minute time frame. **Staff Responsible for Monitoring:** Campus Principal, Dean, APs

Strategy 3 Details

Strategy 3: Using STAAR data and student data reflection trackers, students will be invited to tutorials designed for specific reporting categories.

    Strategy's Expected Result/Impact: Students will understand their own data and be able to attend specific tutorials to benefit their needs. Tutorials will be face to face with teachers of the specific content area to provide engaging lessons for the reporting area. Tutorials will also be put in their tracker as evidence to be celebrated.

    Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads

Strategy 4 Details

Strategy 4: The campus will use WICOR strategies daily with an emphasis on Writing. Students will create their eBinder and utilize AVID Focused Note Taking.

    Strategy's Expected Result/Impact: Professional development sessions to review AVID strategies presented by admin/teachers that went to AVID Summer Institute will create processes for teacher implementation in the classroom. AVID evidence will be collected and celebrated from teachers and students.

    Staff Responsible for Monitoring: AVID Coordinator, Campus Principal, Dean, APs, Content Specialist, Team Leads

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Mathematics Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is GCM will exceed the state performance levels by increasing Meets performance level in Algebra 1 to 48% (increase 20%) and increase Approaches performance level to 77% (increase 7%).

IF we plan and teach to the entirety of the TEKS, focus on student ownership and give targeted tutorials, we will then raise rigor and ensure that our goal is met.

   Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details

Strategy 1: Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches High on previous STAAR. Teachers will add to the tracker students that scored NWEA BOY Meets and Masters. Lastly, teachers will add students that have scored Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Meets performance level to ensure that the Meets goal is met.
 	
Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches/DNM High on previous STAAR. Teachers will add NWEA BOY DNM High, Approaches, Meets and Masters. Lastly, teachers will add students that have scored Approaches, Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Approaches performance level to ensure that the Approaches goal is met.
 	
Teachers will review data trackers in Professional Learning Communities to disaggregate data and create intervention plans where needed. TLC's will help facilitate and provide resources.
   Strategy's Expected Result/Impact: Teachers will analyze student data and use differentiated strategies to focus on the needs of the student to elevate to the next level. Administrators will support teachers by reviewing list and talking with students about their goals when doing walk throughs.
   Staff Responsible for Monitoring: Campus Principal, Dean and APs, Content Specialists, Team Leads

Strategy 2 Details

Strategy 2: Students will obtain ownership of their learning in their STAAR courses by creating data reflection tracker folders. Students will then take pictures of their trackers creating a digital eBinder.
   Strategy's Expected Result/Impact: During 5th period, students will utilize 22 minutes twice a week to work in Progress Learning on TEKs in which they struggle (found in the digital portfolio). All teachers will review digital portfolios of the students in their 5th period. Admin will perform walk throughs during 22 minute time frame.
   Staff Responsible for Monitoring: Campus Principal, Dean, APs

Strategy 3 Details

Strategy 3: Using STAAR data and student data reflection trackers, students will be invited to tutorials designed for specific reporting categories.

    Strategy's Expected Result/Impact: Students will understand their own data and be able to attend specific tutorials to benefit their needs. Tutorials will be face to face with teachers of the specific content area to provide engaging lessons for the reporting area. Tutorials will also be put in their tracker as evidence to be celebrated.

    Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads

Strategy 4 Details

Strategy 4: The campus will use WICOR strategies daily with an emphasis on Writing. Students will create their eBinder and utilize AVID Focused Note Taking.

    Strategy's Expected Result/Impact: Professional development sessions to review AVID strategies presented by admin/teachers that went to AVID Summer Institute will create processes for teacher implementation in the classroom. AVID evidence will be collected and celebrated from teachers and students.

    Staff Responsible for Monitoring: AVID Coordinator, Campus Principal, Dean, APs, Content Specialist, Team Leads

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is GCM will exceed the state performance levels by increasing Meets performance level in Biology to 63% (increase 3%) and increase Approaches performance level to 92% (increase 3%).

IF we plan and teach to the entirety of the TEKS, focus on student ownership and give targeted tutorials, we will then raise rigor and ensure that our goal is met.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
Strategy 1: Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches High on previous STAAR. Teachers will add to the tracker students that scored NWEA BOY Meets and Masters. Lastly, teachers will add students that have scored Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Meets performance level to ensure that the Meets goal is met.   Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches/DNM High on previous STAAR. Teachers will add NWEA BOY DNM High, Approaches, Meets and Masters. Lastly, teachers will add students that have scored Approaches, Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Approaches performance level to ensure that the Approaches goal is met.   Teachers will review data trackers in Professional Learning Communities to disaggregate data and create intervention plans where needed. TLC's will help facilitate and provide resources.
Strategy's Expected Result/Impact: Teachers will analyze student data and use differentiated strategies to focus on the needs of the student to elevate to the next level. Administrators will support teachers by reviewing list and talking with students about their goals when doing walk throughs.
Staff Responsible for Monitoring: Campus Principal, Dean and APs, Content Specialists, Team Leads

Strategy 2 Details
Strategy 2: Students will obtain ownership of their learning in their STAAR courses by creating data reflection tracker folders. Students will then take pictures of their trackers creating a digital eBinder.
Strategy's Expected Result/Impact: During 5th period, students will utilize 22 minutes twice a week to work in Progress Learning on TEKs in which they struggle (found in the digital portfolio). All teachers will review digital portfolios of the students in their 5th period. Admin will perform walk throughs during 22 minute time frame.
Staff Responsible for Monitoring: Campus Principal, Dean, APs

Strategy 3 Details
Strategy 3: Using STAAR data and student data reflection trackers, students will be invited to tutorials designed for specific reporting categories.
Strategy's Expected Result/Impact: Students will understand their own data and be able to attend specific tutorials to benefit their needs. Tutorials will be face to face with teachers of the specific content area to provide engaging lessons for the reporting area. Tutorials will also be put in their tracker as evidence to be celebrated.
Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads

Strategy 4 Details

Strategy 4: The campus will use WICOR strategies daily with an emphasis on Writing. Students will create their eBinder and utilize AVID Focused Note Taking.
 	
    Strategy's Expected Result/Impact: Professional development sessions to review AVID strategies presented by admin/teachers that went to AVID Summer Institute will create processes for teacher implementation in the classroom. AVID evidence will be collected and celebrated from teachers and students.
 	
    Staff Responsible for Monitoring: AVID Coordinator, Campus Principal, Dean, APs, Content Specialist, Team Leads

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is GCM will exceed the state performance levels by increasing Meets performance level in US History to 69% (increase 13%) and increase Approaches performance level to 95% (increase 5%).

IF we plan and teach to the entirety of the TEKS, focus on student ownership and give targeted tutorials, we will then raise rigor and ensure that our goal is met.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
Strategy 1: Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches High on previous ELA 2 STAAR. Teachers will add to the tracker students that scored BOY Meets and Masters. Lastly, teachers will add students that have scored Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Meets performance level to ensure that the Meets goal is met.   Teachers will use school data tracker template to review the data of students that scored Meets/Masters/Approaches/DNM High on previous ELA 2 STAAR. Teachers will add BOY DNM High, Approaches, Meets and Masters. Lastly, teachers will add students that have scored Approaches, Meets and Masters on 4 or more CUAs. Teachers/admin will identify exactly how many students will need to reach the Approaches performance level to ensure that the Approaches goal is met.   Teachers will review data trackers in Professional Learning Communities to disaggregate data and create intervention plans where needed. TLC's will help facilitate and provide resources.
Strategy's Expected Result/Impact: Teachers will analyze student data and use differentiated strategies to focus on the needs of the student to elevate to the next level. Administrators will support teachers by reviewing list and talking with students about their goals when doing walk throughs.   **Staff Responsible for Monitoring:** Campus Principal, Dean and APs, Content Specialists, Team Leads

Strategy 2 Details
Strategy 2: Students will obtain ownership of their learning in their STAAR courses by creating data reflection tracker folders. Students will then take pictures of their trackers creating a digital eBinder.
Strategy's Expected Result/Impact: During 5th period, students will utilize 22 minutes twice a week to work in Progress Learning on TEKs in which they struggle (found in the digital portfolio). All teachers will review digital portfolios of the students in their 5th period. Admin will perform walk throughs during 22 minute time frame.   **Staff Responsible for Monitoring:** Campus Principal, Dean, APs

Strategy 3 Details

Strategy 3: Using STAAR data and student data reflection trackers, students will be invited to tutorials designed for specific reporting categories.

Strategy's Expected Result/Impact: Students will understand their own data and be able to attend specific tutorials to benefit their needs. Tutorials will be face to face with teachers of the specific content area to provide engaging lessons for the reporting area. Tutorials will also be put in their tracker as evidence to be celebrated.

Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads

Strategy 4 Details

Strategy 4: The campus will use WICOR strategies daily with an emphasis on Writing. Students will create their eBinder and utilize AVID Focused Note Taking.

Strategy's Expected Result/Impact: Professional development sessions to review AVID strategies presented by admin/teachers that went to AVID Summer Institute will create processes for teacher implementation in the classroom. AVID evidence will be collected and celebrated from teachers and students.

Staff Responsible for Monitoring: AVID Coordinator, Campus Principal, Dean, APs, Content Specialist, Team Leads

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: GCM will provide opportunities for parents to participate in their child's educational career as well as with our stakeholders via faculty collaboration, family communication and community partnerships.

    Evaluation Data Sources: Teacher/Parent Survey

Strategy 1 Details

Strategy 1: Via website, Quarterly Newsletter, Social Media, and ParentSquare GCM will provide information to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, testing and upcoming events and activities.
    Strategy's Expected Result/Impact: Increase in parent participation.
    Staff Responsible for Monitoring: Campus Administrators, Webmaster

Strategy 2 Details

Strategy 2: GCM will hold at least one meeting a semester addressing college/career preparation to parents.
    Strategy's Expected Result/Impact: Parents become more aware of high school/post secondary options for their student.
    Staff Responsible for Monitoring: Campus Administrators, College and Career Counselor

Strategy 3 Details

Strategy 3: Parent meetings for each grade level will be offered to parents during the 1st semester and 2nd semester.
    Strategy's Expected Result/Impact: Increase in parent involvement
    Staff Responsible for Monitoring: Campus Administrators, Counselor

Strategy 4 Details

Strategy 4: 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.
    Strategy's Expected Result/Impact: Increase in parent involvement
    Staff Responsible for Monitoring: Campus Administrators, Counselor

Strategy 5 Details

Strategy 5: GCM will meet quarterly with stakeholders to discuss upcoming events and opportunities that include activities such as Red Ribbon week, contributions toward PBIS, guest speakers, job shadowing and other activities as agreed upon.
    Strategy's Expected Result/Impact: Contribution to community and increased industry participation
    Staff Responsible for Monitoring: Campus Principal, Dean

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: TEAMs, Review 360, Edgenuity, Discipline reports, Attendance reports

Strategy 1 Details
Strategy 1: The staff will focus on quality first-time instruction (higher order thinking questions, AVID strategies, project-based learning, differentiation, and question stems that require analysis, evaluation, and creation) and alignment of curriculum to cover and teach the whole TEK.
Strategy's Expected Result/Impact: STAAR Test results and dual credit grades will indicate student success and growth.
Staff Responsible for Monitoring: Campus Administrators, Content Specialists

Strategy 2 Details
Strategy 2: Analyze CUA, interims and benchmark performance per department, which includes the discussion of strengths, areas needing improvement, and instructional/ curricular adjustments. Analyze grade distribution and failure rates of all teachers at PLC to create RARE days and enrichment opportunities.
Strategy's Expected Result/Impact: Increase in student achievement.
Staff Responsible for Monitoring: Campus Administrators, Content Specialists, TLCs

Strategy 3 Details
Strategy 3: Implement structures that will address common graduation obstacles, including student seat time, credit recovery, and testing remediation.
Strategy's Expected Result/Impact: Improve student academic success
Increase in graduation rate
Staff Responsible for Monitoring: Campus Administrators

Strategy 4 Details
Strategy 4: Provide tangible incentives for students achieving perfect attendance, as well as students with improved attendance, each nine week grading period, each semester, and throughout the school year.
Strategy's Expected Result/Impact: Increase in attendance rate
Increased perfect attendance
Staff Responsible for Monitoring: Campus Administrators
Counselor

Strategy 5 Details

Strategy 5: The campus will monitor the implementation of PBIS to strengthen the success for all students.

    Strategy's Expected Result/Impact: Decrease in office referrals
Increase in student morale

    Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details

Strategy 6: The campus administrative staff will review discipline data each nine 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.

    Strategy's Expected Result/Impact: Decrease in number of discipline referrals

    Staff Responsible for Monitoring: Campus Administrators

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 2: GCM will increase the number of students taking and completing rigorous coursework including Honors, Dual Credit and AP courses through Lee College and CTE technical credits.

    Evaluation Data Sources: Lee College data, Student surveys

Strategy 1 Details
Strategy 1: Student and teacher surveys/recruitment will begin in Fall and Spring for the following year to determine which students are interested in taking advanced academic courses
Strategy's Expected Result/Impact: Increase in Dual Credit Enrollment and completion of advanced credit with at least 40% of student body receiving college credit.
Staff Responsible for Monitoring: Campus Administrators, Counselors

Strategy 2 Details
Strategy 2: GCM will increase the 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. GCM will offer review sessions for AP tests and 3 week monitoring in Dual Credit facilitated courses.
Strategy's Expected Result/Impact: Increased student success on AP exams and student success on Dual Enrollment courses
Staff Responsible for Monitoring: Campus Administrators, Content Specialist

Strategy 3 Details
Strategy 3: 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.
Strategy's Expected Result/Impact: Completion of CTE Fair
Staff Responsible for Monitoring: Campus Administrators CTE Specialists

Strategy 4 Details
Strategy 4: Students will TSI test on specific schedule by grade level to ensure that all students have opportunities to apply for Dual Credit courses. Students that are not successful on their initial date will have the opportunity for remediation prior to retesting.
Strategy's Expected Result/Impact: 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.
Staff Responsible for Monitoring: Campus Administrators, Counselors

Strategy 5 Details

Strategy 5: Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD.
    Strategy's Expected Result/Impact: Completion of College Fair
    Staff Responsible for Monitoring: Campus Administrators
    College and Career Counselor

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

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

Strategy 1 Details
Strategy 1: 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.
Strategy's Expected Result/Impact: 100% highly effective staff roster
Staff Responsible for Monitoring: Campus Administrators   Content Specialists   Lead Mentor Teacher

Strategy 2 Details
Strategy 2: 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 days a designated member(s) of the AVID committee will present to teachers in all content areas (EOC tested and non-EOC tested).
Strategy's Expected Result/Impact: Increase in student achievement
Staff Responsible for Monitoring: Campus Administrators   AVID Coordinator

Strategy 3 Details
Strategy 3: In order to improve implementation of instructional strategies for all students, appraisers will complete at least 10 walkthoughs a week and provide feedback to teachers.
Strategy's Expected Result/Impact: Documentation of visits
Staff Responsible for Monitoring: Campus Administrators

Strategy 4 Details
Strategy 4: GCM teachers and staff will attend AVID professional development, network with other AVID professionals and return to GCM to share strategies with colleagues.
Strategy's Expected Result/Impact: Attendance at AVID conference
Staff Responsible for Monitoring: Campus Administrators

Strategy 5 Details
Strategy 5: GCM staff will receive an overview training to assist teachers to recognize signs of bullying, teen violence, and campus or home based abuse.

Strategy's Expected Result/Impact: Increase in student achievement
Staff Responsible for Monitoring: Campus Administrators
Counselor

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

    Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details

Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.
     Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.
     Staff Responsible for Monitoring: Campus Principal

Strategy 2 Details

Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.
     Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.
     Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.
     Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.
     Staff Responsible for Monitoring: Campus Principal

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
Strategy 1: Gifted and Talented (GT) State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across meets and masters categories **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental materials and supplies - Coordination of Local and State Funds - GT Funds - $750

Strategy 2 Details
Strategy 2: Special Education State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. **Strategy's Expected Result/Impact:** Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental materials and supplies - Coordination of Local and State Funds - Special Education Funds - $650

Strategy 3 Details
Strategy 3: Bilingual/ESL State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across all STAAR progress measures. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental materials and supplies - Coordination of Local and State Funds - ESL Funds - $750

Strategy 4 Details

Strategy 4: Career and Technology Education State Program - The campus will facilitate funds to prepare students for successful careers in a dynamic economy by improving program quality, expanding access, supporting educators, and aligning with workforce demands.

Strategy's Expected Result/Impact: Student and Staff Data Reports
Program of Study Reports

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Program staff, materials, etc. - Coordination of Local and State Funds - CTE Funds - $200,000

Strategy 5 Details

Strategy 5: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement.

Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for At- Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - $70,000, Intervention Costs (Tutoring, Credit Recovery, etc.) - Coordination of Local and State Funds - SCE Funds - $20,000

Strategy 6 Details

Strategy 6: State Compensatory Education (SCE) State Program - Provide coaching in identified classrooms to increase effective instructional strategies (including WICOR) , formative assessments, and data disaggregation. Teachers will be provided opportunities to "show and tell" learned strategies during PLC.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for SCE Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - $75,000

Strategy 7 Details

Strategy 7: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs.

Strategy's Expected Result/Impact: Increase in attendance rate
Decrease in failure rate

Staff Responsible for Monitoring: Principal
District Program Director

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

Strategy 8 Details

Strategy 8: College, Career, and Military Readiness State Program - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department.

    Strategy's Expected Result/Impact: Increase in students utilizing the College and Career Center

    Staff Responsible for Monitoring: Principal

District Program Director

    Funding Sources: Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - $75,000

Campus Funding Summary

			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1	Supplemental materials and supplies	GT Funds	$750.00
5	2	2	Supplemental materials and supplies	Special Education Funds	$650.00
5	2	3	Supplemental materials and supplies	ESL Funds	$750.00
5	2	4	Costs for Program staff, materials, etc.	CTE Funds	$200,000.00
5	2	5	Intervention Costs (Tutoring, Credit Recovery, etc.)	SCE Funds	$20,000.00
5	2	5	Costs for At- Risk Intervention Teacher	SCE Funds	$70,000.00
5	2	6	Costs for SCE Teaching and Learning Coach	SCE Funds	$75,000.00
5	2	7	Costs for Student Wellness Interventionist	SCE Funds	$75,000.00
5	2	8	Costs for College and Career Counselor	CCMR Funds	$75,000.00
				Sub-Total	$517,150.00