

Conroe Independent School District
Grand Oaks High School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

2022-2023 Texas Academic Performance Report Summary

The Grand Oaks High School 2023 Overall Texas Accountability rating is pending release from TEA.

- Student Achievement - TBD
- School Progress - TBD
- Closing the Gaps - TBD

Grand Oaks High School Testing Profile for 2022-2023

End of Course Exams					
		Tested	Approaches	Meets	Masters
Algebra I	Total	537	86	49	21
	SPED	51	67	18	2
	LEP	44	80	41	11
	African American	112	79	37	12
	Economically Disadvantaged	203	80	41	14
Biology	Total	973	98	82	42
	SPED	57	81	40	11
	LEP	51	90	51	10
	African American	149	95	64	21
	Economically Disadvantaged	265	94	65	23
English I	Total	955	93	82	31

End of Course Exams					
	SPED	53	55	28	6
	LEP	50	70	42	6
	African American	143	85	66	13
	Economically Disadvantaged	258	83	66	14
English II	Total	914	90	78	17
	SPED	45	42	24	4
	LEP	31	55	29	0
	African American	139	84	68	8
	Economically Disadvantaged	227	82	60	7
US History	Total	794	99	89	61
	SPED	25	84	48	8
	LEP	18	94	67	17
	African American	125	98	77	46
	Economically Disadvantaged	177	98	77	38

* Scores are for first-time tested students

SAT			
	Math	Reading	Total
Grand Oaks	536	545	1081
Texas	481	497	978
National	508	520	1028

ACT					
	English	Math	Reading	Science	Composite
Grand Oaks	23.5	22.8	25.6	23.7	24
Texas					19.8
National	19.0	19.3	20.4	19.9	19.8

Advanced Placement					
	2019	2020	2021	2022	2023
Total AP Students	334	561	580	727	944
Number of Exams	363	878	1124	1447	1939
AP Students with Scores 3+	144	315	365	490	693
% of Total AP Students with Scores 3+	43.1%	56%	62.9%	67.4%	73.41%

Grand Oaks High School earned a Silver recognition on the 2023 AP School Honor Roll.

National Merit Recognition			
	2021	2022	2023
Semifinalist	2	1	4
Commended Scholars	7	11	7
National Hispanic Scholars	12	39	15
National African American Scholars	8	18	14
National Indigenous Award	-	3	2

While we are proud of our overall student achievement, we know there is work to be done in the following areas:

- Student assessment results indicate the need to focus on all EOC tested subjects especially in the areas of:
 - increasing academic progress for all students to grade level (meets) and above grade level (masters)
 - US History lost value for all sub populations in meets and masters compared to 2021-2022

- increasing academic progress for specific groups: Special Education (SPED), Economically Disadvantaged, and Emerging Bilinguals
- Student assessment results also indicate the need to focus on increasing the number of students who score 4+ on all Advanced Placement exams.
- A review of CCMR data indicates the need to prioritize the students coded as economically disadvantaged in meeting CCMR criteria.

Student Achievement Strengths

Grand Oaks High School has worked to establish a strong foundation for student achievement by creating a safe and collaborative culture in our school and classrooms and providing quality instruction in every course. We know that one of the greatest impacts on student achievement is the quality of the teacher. Thus at Grand Oaks High School, we are very intentional in building our systems, processes, expectations, and culture to cultivate quality educators. Our classroom teachers work with their collaborative teams through our school wide Professional Learning Community (PLC) process to identify essential skills and standards within the state curriculum standards (TEKS), and to create proficiency scales that identify levels of learning within those essential skills and standards. Teachers utilize these tools to design assessments for and of learning, plan engaging lessons, and monitor student progress during the lesson so they can adjust instruction accordingly.

Beyond the planning process of the four PLC guiding questions, our school also focuses on effective teaching by asking the question, “what does learning look like?” Using the Texas Teacher Evaluation Support System (T-TESS) rubric as the evaluation tool for teacher development and feedback, our campus wide PLC focuses our planning, instruction, learning environment, and our professional development around visible teaching and learning to increase student achievement. Our teachers are working to plan more intentional and explicit lessons that provide four major student centered processes for visible teaching and learning: explicit modeling/teaching of the concept, time for metacognition, cooperative learning and movement, and prompt feedback that is explicit in identifying student learning goals on the course’s proficiency scales. It is also through the use of proficiency scales that we are able to quickly identify student needs and respond to any interventions needed.

It is through our intentional planning, explicit instruction, building of safe and collaborative learning environments, continued professional growth in best practices for teaching and learning, and constant collaboration for refinement of our craft that Grand Oaks High School is seeing continued progress and success in student achievement. It is imperative that we continue our work building strong systems and processes based on our best practices in planning, instruction, learning environment, and professional development to replicate and exponentially grow our successes into student achievement at Grand Oaks High School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. **Root Cause:** Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.

Problem Statement 2 (Prioritized): When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. **Root Cause:** Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.

Problem Statement 3 (Prioritized): Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically

disadvantaged, and Emerging Bilingual students on EOC subjects. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.

Problem Statement 4 (Prioritized): Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. **Root Cause:** Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course

Problem Statement 5 (Prioritized): Student assessment results indicate a need to focus on the performance of homeless students in Algebra I. **Root Cause:** There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

Problem Statement 6: Grand Oaks High School students performed significantly lower than the previous year in the meets and masters areas of the US History EOC. **Root Cause:** A significant portion of the US History team was new and teachers were teaching with low-level questioning.

Problem Statement 7: Student assessment results indicate the need to focus on improving academic progress among our Emerging Bilingual students. **Root Cause:** Quality support and strategies are not implemented with fidelity to support language and content acquisition.

Problem Statement 8: Student IEPs did not meet the criteria regarding "Transitions" for our GO students. 23 out of 31 transition records failed the state audit. **Root Cause:** Teachers were not provided adequate training to complete transition documentation.

Culture and Climate

Culture and Climate Summary

At Grand Oaks High School, we are very intentional about building a culture and climate that not only supports the whole student physically, academically, and emotionally but our faculty and staff as well. The building of our culture begins with a clear vision and mission for our school and continues in our organizational systems and processes with an intentional focus on our norms of “how we do things here.” We are very intentional in creating vision, building positive relationships, developing short and long-term goals, and communicating expectations so all students and staff feel supported and see personal growth in their learning and working environment. This is evident in how we embed our Grizzly GROWL core values into our classrooms daily, work with our teachers towards High Will/High Skill beliefs and behaviors, and focus on cultural responsiveness in everything we do. We celebrate our students and teachers that exhibit the core values within our Grizzly GROWL (Growth Mindset, Respect, Ownership, Work Ethic, Leadership). At Grand Oaks High School, we are the PLC. PLCs are an integral part of our learning environment as all staff members belong to a PLC at the subject, school, and/or district level. PLCs use data to make instructional decisions and all resources are utilized including but not limited to instructional coaches, counselors, administrators, RTI, ESL and Special Education staff members, and this year interventionists. When problems are identified, a review of all data is initiated, solutions are implemented, data is reviewed again, and additional help (including the formation of new PLCs) is applied.

2022-2023 Student Incident Referrals (Excluding Tardies)		
Grade	Total	Info Only
9	832	609
10	623	396
11	405	287
12	284	221

While we are proud of the culture we are establishing at Grand Oaks , we know there is work to be done to continue to establish systems and procedures as we have had to mass hire the last few years and have experienced tremendous growth in our student population.

Culture and Climate Strengths

The Grand Oaks High School GROWL Den for Freshmen students appears to have had a positive impact on freshmen student behavior. The referral count for freshmen was lower than the referral count for sophomores and juniors. In previous years the freshmen referral count was much larger than the other classes. We will continue to provide lessons on the Grand Oaks GROWL so students will internalize the expectations for our school.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. **Root Cause:** We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Problem Statement 2: Our school's staff does not reflect the demographics of our student population or community thus our students of diversity feel excluded from the prevalent campus culture. **Root Cause:** We recognize that we have historically systemic and cultural issues in embracing cultural responsiveness and well as diversity and inclusion in our staff and in our curriculum. Thus students feel they have no opportunity to share and celebrate culture.

Problem Statement 3: Staff experiences frustration over equity in regards to assigned duties and feel there is not enough accountability with campus duties. **Root Cause:** Staff members feel colleagues who do not report to duty go unnoticed by Administration.

Problem Statement 4: Based on a campus survey, a large section of teachers felt they rarely see Administration in the hallways. **Root Cause:** Administrators are often caught in office situations, covering other duty locations, or assisting teachers.

Problem Statement 5: Staff feels they are not recognized/celebrated enough for their efforts. **Root Cause:** GO has a limited number of celebratory processes for Staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Grand Oaks High School recognizes that educating our students does not occur in a vacuum but align's to Epstein's spheres of influence of parents, school, and community. Every year, we survey all stakeholders (parents, students, teachers) to gain insight into their need/desires and we have reached out to our local community to partner with us. We focus on having clear lines of communication and building strong relationships with all stakeholders to provide an environment that is conducive to growing and preparing our students for life beyond high school. Parents eagerly attend athletic competitions, fine arts performances, and academic events. Getting volunteers to participate is never a concern on the student, staff or parent level. Our community is eager to see Grand Oaks become a premier school in the area. Our parents and community members report feeling very welcome when they arrive at any school event thanks to the warm and caring approach of our front office staff, administration, counselors, teachers, and students. Parents know education is our top priority, but they are appreciative of the strong relationships our staff provides for our students and parents.

Events/Organizations/Media available to all stakeholders:

- Parent Teacher Organization (PTO)
- Open House
- Parent Information Nights
- Counselors Presentations
- Academic Showcase and College Fairs
- Parent, Counseling, and College Career Center Newsletters
- Media Rich Website
- Celebratory Events: Academic Awards
- Grizzly Growl Awards

Parent and Community Engagement Strengths

Grand Oaks High School is working hard to establish positive relationships with our parents and community at large by establishing strong lines of communication, asking for input from all stakeholders, and providing quality professional service to those that interact with our staff on/off campus. Our strengths include:

- Making response to parent emails and phones calls a priority
- Improvement of School Messenger to help keep parents informed of high school information
- Strong PTO and booster club organizations

- Strong media presence online that includes online presentations, videos, and easy to read graphics on our regularly updated website
- Enthusiastic attendance by parents and community members at extra curricular activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The community prefers to refer to social media regarding questions or concerns rather than contacting the school directly which leads to miscommunication regarding incidents and activities at GOHS. **Root Cause:** The (unofficial) GOHS Parent page is often the preferred source of information and it is often a place where parents feel they can air any grievances. If any of the information shared is incorrect, this often leads to a pervasive spread of misinformation.

Problem Statement 2: GOHS needs to establish stronger connections with more businesses and other stakeholders in the community to improve community involvement. **Root Cause:** GOHS is a relatively young school (6 years) in a developing community US

Problem Statement 3: GOHS needs to utilize its volunteer list to improve campus/community relations **Root Cause:** No established system or process of identifying how/where volunteers can be utilized on campus

Priority Problem Statements

Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged.

Root Cause 1: Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects.

Root Cause 2: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The community prefers to refer to social media regarding questions or concerns rather than contacting the school directly which leads to miscommunication regarding incidents and activities at GOHS.

Root Cause 3: The (unofficial) GOHS Parent page is often the preferred source of information and it is often a place where parents feel they can air any grievances. If any of the information shared is incorrect, this often leads to a pervasive spread of misinformation.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level.

Root Cause 4: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population.

Root Cause 5: Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Student assessment results indicate a need to focus on the performance of homeless students in Algebra I.

Root Cause 6: There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations.

Root Cause 7: We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Problem Statement 7 Areas: Culture and Climate

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- 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

- 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
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 13, 2023

Goal 1: Student Achievement and Post-Secondary Success



CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.


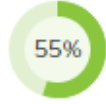





Performance Objective 1: Increase the percent of graduates that are college, career, or military ready (CCMR) from 76% to 85%.

High Priority

HB3 Goal

Evaluation Data Sources: Graduation Rate, CCMR Data, SAT Scores, ACT Scores, AP Scores, TSI Scores, and Earned IBCs

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold both department wide meetings throughout the year and individual conferences with CTE teachers throughout the spring semester regarding their student certification counts Strategy's Expected Result/Impact: Improvement in the number of students who attempt IBCs. Staff Responsible for Monitoring: Department Administrators Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: A CCMR review of all grade levels will occur every nine weeks. The data will be disseminated to English, Math and CTE teachers for instructional planning purposes. Strategy's Expected Result/Impact: Identify students who have CCMR points and who has yet to earn points in order to create a plan of action on how students will obtain CCMR points prior to graduation. Staff Responsible for Monitoring: District CTE officials for data support, Associate Principal of Curriculum, English teachers, Math teachers, CTE teachers, Department Administrators Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Grand Oaks High School will host a school day ACT for Seniors in the fall and a school day PSAT for juniors in the spring to provide an opportunity for students to take a college entrance exam during the school day. Strategy's Expected Result/Impact: Increased number of students taking college entrance exams by removing the barrier of Saturday testing. Staff Responsible for Monitoring: Associate for Curriculum, College and Career Counselor, Testing Coordinator Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Our Special Services Counselor will ensure proper scheduling and coding of students who receive special education services. Strategy's Expected Result/Impact: Increase in students who graduate with a complete IEP and workforce readiness and students who graduate with an advanced diploma. Staff Responsible for Monitoring: Special Services Counselor Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Mentoring and academic support of students who are behind cohort. Strategy's Expected Result/Impact: Build intentional relationships of support for students who need additional guidance and a push to reach graduation. Staff Responsible for Monitoring: Administrator over Mentor Program, Academic Interventionist Problem Statements: Student Achievement 1 Funding Sources: Academic Interventionist - State Comp Ed - \$84,875.40	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. Root Cause: Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.




Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: We will increase the percentage of students who meet grade level standard on Algebra I EOC from 49% to 60% and masters from 21% to 26%.

High Priority

Evaluation Data Sources: Campus based assessments, CFAs, interim assessments, Eduphoria, and TAPR reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted small group instruction will be utilized to increase the rigor and drive a higher level of understanding and fluency. Strategy's Expected Result/Impact: Increased understanding, increase in STAAR performance Staff Responsible for Monitoring: Math teachers, math interventionist, department administrator, associate principals of instruction and curriculum Results Driven Accountability Problem Statements: Student Achievement 2, 3, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Assigned faculty will push in and pull out of Algebra I to provide additional support to students. Strategy's Expected Result/Impact: Increased understanding, increase in STAAR performance Staff Responsible for Monitoring: Department Administrator, Associate Principal of Instruction Problem Statements: Student Achievement 2, 3, 5	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide differentiated instruction to extend learning and assist students who need additional supports. Strategy's Expected Result/Impact: Increased meets and masters scores. Staff Responsible for Monitoring: Instructional Coach, Department Administrator Problem Statements: Student Achievement 2, 3, 5	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. **Root Cause:** Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.

Problem Statement 3: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.

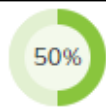

Problem Statement 5: Student assessment results indicate a need to focus on the performance of homeless students in Algebra I. **Root Cause:** There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

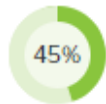






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: We will increase the passing rates of high focus students (Emergent Bilingual, Economically Disadvantaged, and Special Education) by 5% in each EOC subject area.

Evaluation Data Sources: EOC Scores, Interim Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: The ESL coordinator will provide targeted instruction to our new Emergent Bilinguals in ELDA and ESOL courses to increase their English Language Acquisition Strategy's Expected Result/Impact: Students will improve on STAAR EOC assessments, TELPAS assessments, and classroom assessments. Staff Responsible for Monitoring: LPAC Administrator Problem Statements: Student Achievement 3 Funding Sources: ESL instructional supplies - Title III - \$4,250	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The ESL Coordinator will continue to train teachers on how to support Emergent Bilingual Learners. Teachers with Emerging Bilinguals in their classes and will teach their students how to utilize their in-class supports such as Bilingual dictionaries and translation applications. Strategy's Expected Result/Impact: Emergent Bilingual Learners will have higher grades in their coursework along with better performance on standardized tests such as STAAR EOC and TELPAS. Staff Responsible for Monitoring: ESL Coordinator, LPAC Administrator Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Longitudinal data trackers will be given to teachers to identify high focus student growth and areas of need throughout the school year. Strategy's Expected Result/Impact: Identification of struggling students and students who can be pushed more in their learning. Staff Responsible for Monitoring: Instructional Coaches, Department Administrators, Associate for Instruction Problem Statements: Student Achievement 2, 3 Funding Sources: Instructional Coaches - State Comp Ed - \$155,338.60	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: English I, English II, and Algebra I students will receive special education support from certified special education teachers in their classes along with the teacher of record. Strategy's Expected Result/Impact: More seamless and directed supports in a co-teach setting. Staff Responsible for Monitoring: Special Education Administrator, Associate of Curriculum, Special Education Department Chair Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Collaborative team planning days to review TEKS, plan for intervention and enrichment, and to complete data dives to understand individual student needs. Strategy's Expected Result/Impact: Uninterrupted time to focus on the right work and improve overall scores. Staff Responsible for Monitoring: Department Administrators, Associate for Instruction Problem Statements: Student Achievement 2 Funding Sources: Substitutes - State Comp Ed - \$3,654	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:




Student Achievement
Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. Root Cause: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.
Problem Statement 3: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects. Root Cause: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase Meets grade level on the End of Course (EOC) Assessment for all student groups by 8% and Masters grade level by 5%

Evaluation Data Sources: TAPR, School Report Card, District Benchmark data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze TEKS to identify essential skills and standards and will use the essential skills and standards to create proficiency scales to pre-plan interventions/enrichments for each level of the proficiency scale Strategy's Expected Result/Impact: Targeted instruction, intervention, and enrichments on most essential content standards and skills Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Accelerated Instruction for students who did not meet grade level standards on previous EOC assessments during activity time, after school, and on select weekends. Strategy's Expected Result/Impact: Assessment and targeted instruction, intervention, and enrichment Staff Responsible for Monitoring: Associate Principal of Instruction Problem Statements: Student Achievement 2 Funding Sources: Extra Duty Pay for Accelerated Instruction - State Comp Ed - \$3,654	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: With the teacher goal from GO Commits in mind, campus and district instructional coaches as well as campus administrators will provide timely and effective feedback that will support teacher growth in quality instruction in the high yield strategies expected in Tier I and Tier 2 instruction. Strategy's Expected Result/Impact: Specific feedback results in targeted improvement for quality instruction at the Tier 1 and Tier 2 level of RTI Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Campus Instructional Coaches Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus interventionists will monitor all student progress through Branching Minds and work in conjunction to identify students who need academic intervention. Strategy's Expected Result/Impact: Students will receive timely interventions Staff Responsible for Monitoring: Associate of Instruction, Interventionists, RTI Committee, Teaching Staff Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: We will identify our students and their expected growth from previous English and math assessments. The data will be given to teachers so they can perform targeted interventions to assist students in their academic growth by teaching to the edges instead of focusing on teaching to the middle. Strategy's Expected Result/Impact: Increased STAAR EOC scores, Improvement in the campus closing the gaps rating. Staff Responsible for Monitoring: Associate of Instruction, Instructional Coaches, Math Teachers, English Teachers Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:








Student Achievement
Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. Root Cause: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Grand Oaks High School will increase the representation of diverse students in advanced course selection for the 2024-2025 school year and AP exam registrations in the spring of 2024.

Evaluation Data Sources: Course Selection of Advanced Courses, AP Tester Demographics

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the AP potential information for PSAT testing in course selection guidance meetings to encourage students to challenge themselves in more advanced coursework. Strategy's Expected Result/Impact: Increased enrollment in advanced courses Staff Responsible for Monitoring: Counselors, Associate Principal for Curriculum Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Actively recruit and support diverse students in advanced level classes. Strategy's Expected Result/Impact: Increased demographic representation in Honors and AP courses. Staff Responsible for Monitoring: Counselors, Advanced Course Teachers, Associate for Curriculum Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide information regularly and directly to students regarding AP exam registration deadlines and fee reductions to encourage students to take AP exams. Strategy's Expected Result/Impact: Increase in students from diverse populations taking AP exams. Staff Responsible for Monitoring: Associate for Curriculum/AP Coordinator, AP Facilitators Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 4: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. Root Cause: Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All Grand Oaks High School faculty and staff with fiscal responsibilities will maintain regular communication with our Activity Accounts and Budget Clerks to ensure all expenditures align with the campus vision and follow all CISD procurement policies. Strategy's Expected Result/Impact: Effective fiscal management of resources and operations, Clean audit of all activity and budget accounts Staff Responsible for Monitoring: Principal, Budget Clerk, Activity Fund Clerk, all administrators and faculty related to fiscal responsibilities. Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:


Culture and Climate
Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. Root Cause: We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To improve instructional leadership of the administration team.

Evaluation Data Sources: Collaborative team attendance, professional learning records

Strategy 1 Details	Formative Reviews		
Strategy 1: Assistant Principals will attend professional development that will focus on Instructional Leadership as well as attend their assigned department Professional Learning Committee meetings. Strategy's Expected Result/Impact: Assistant Principals will continue as Instructional Leaders on campus which will have a positive impact on student learning and instruction in the classroom. Staff Responsible for Monitoring: Principal, Associate Principal for Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div><div><div><div></div></div><div>0%</div></div>No Progress</div><div><div><div><div></div></div><div>100%</div></div>Accomplished</div><div><div><div><div></div></div><div></div></div>Continue/Modify</div><div><div><div><div></div></div><div></div></div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. Root Cause: Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.
Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. Root Cause: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.
Problem Statement 3: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects. Root Cause: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.
Problem Statement 4: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. Root Cause: Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course
Problem Statement 5: Student assessment results indicate a need to focus on the performance of homeless students in Algebra I. Root Cause: There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

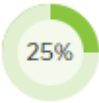


Culture and Climate


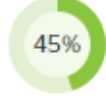




Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. **Root Cause:** We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize all available resources, including HR, colleges, universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas. Strategy's Expected Result/Impact: Recruitment of highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate Grand Oaks High School campus culture and expectations packets to applicants prior to interviewing (Vision, Mission, Core Values, Teacher High Will/High Skill chart, Instructional Program Process Map, etc). Strategy's Expected Result/Impact: Hire quality candidates that align to school vision, mission, etc. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Support new teachers to Grand Oaks High School through intentional onboarding practices that provides professional development and support to meet their specific needs in getting acclimated to our campus culture, instructional programs, and operating systems/procedures. Strategy's Expected Result/Impact: Provide clarity of expectations and support new teachers in meeting those expectations Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide differentiated professional development that meets the individual needs of teachers in growing professionally and making sure that the professional development models best practices of instruction Strategy's Expected Result/Impact: Targeted professional development through the GO Commits plan to develop highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Empower teachers with autonomy and decision making power on the details (loose) as long as they support our campus vision, mission, core values, and instructional program goals. Strategy's Expected Result/Impact: Teacher innovation and creativity that supports our campus vision and mission Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

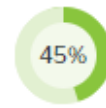


Student Achievement
Problem Statement 4: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. Root Cause: Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course
Culture and Climate
Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. Root Cause: We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Grand Oaks High School will work to ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent feedback, Newsletters, Social Media presence.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize School Messenger, Naviance, the GOHS website, Twitter, GOHS Facebook page, monthly newsletters (Parent, Counseling, and College/Career Center), and our digital outdoor sign to keep parents and the community informed. Strategy's Expected Result/Impact: Communication on a variety of media to fit the needs of all stakeholders Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, and Counselors Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide informational media (videos, graphics, articles) to support parents with relevant research, strategies, or information on current trends and needs in social emotional learning, mental health, academic support, self advocacy, collaborative problem solving dialogue, drugs, parenting, and technology topics. Strategy's Expected Result/Impact: Informed parent community Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Parents/Community Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Vertically align information by participating directly in parent and student information sessions at York Junior High. Strategy's Expected Result/Impact: Better understanding by parents and students of course offerings, CCMR status, and the impact of grades. Staff Responsible for Monitoring: Counselors, Associate of Curriculum Problem Statements: Student Achievement 1 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Student panels and focus groups will be utilized to gain a better understanding of the student experience at Grand Oaks High School to make improvements where possible. Strategy's Expected Result/Impact: Students will feel they have an opportunity to voice their concerns and will have an opportunity to receive direct feedback. Staff Responsible for Monitoring: Principal Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:




Student Achievement
Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. Root Cause: Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.
Culture and Climate
Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. Root Cause: We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.
Parent and Community Engagement
Problem Statement 1: The community prefers to refer to social media regarding questions or concerns rather than contacting the school directly which leads to miscommunication regarding incidents and activities at GOHS. Root Cause: The (unofficial) GOHS Parent page is often the preferred source of information and it is often a place where parents feel they can air any grievances. If any of the information shared is incorrect, this often leads to a pervasive spread of misinformation.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Grand Oaks High School will work to provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Log of Campus Safety Drills. Safe Schools Training of All Staff

Strategy 1 Details	Formative Reviews		
Strategy 1: Introduce the GO Card to students for the 2023-2024 school year. Strategy's Expected Result/Impact: This program aims to promote personal responsibility for all students in regards to the Classroom, Hallway, Extracurricular Behavior and Academic Expectations at GOHS. It also will help to improve the likelihood of students wearing their required ID. Staff Responsible for Monitoring: Administrators, Teachers Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide opportunities to recognize students and staff through celebrations such as GROWL Awards and the use of GROWL tokens. Strategy's Expected Result/Impact: Students and employees will become more engaged and live the GROWL on a daily basis. Staff Responsible for Monitoring: PBIS Committee, Counselors, Administrators Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly door checks will be conducted to ensure everyone is following policy in regard to locked doors on campus. Strategy's Expected Result/Impact: Improved safety and security of the building Staff Responsible for Monitoring: Associate Principal for Operations Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate







Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. **Root Cause:** We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Grand Oaks High School will work to increase parent engagement levels through unique opportunities.

Evaluation Data Sources: Feedback Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: As parents check out at the front office they will be provided an opportunity to complete a brief survey to describe if their needs were met during their visit. Strategy's Expected Result/Impact: Immediate and direct feedback to check and improve our quality of service. Staff Responsible for Monitoring: Administrators Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents can sign up to attend a day in the life of a Grizzly where they will experience being taught lessons by our teachers in the classroom setting. Strategy's Expected Result/Impact: Remove the veil and allow parents to experience what their students experiences on a typical day. Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:







Parent and Community Engagement
Problem Statement 1: The community prefers to refer to social media regarding questions or concerns rather than contacting the school directly which leads to miscommunication regarding incidents and activities at GOHS. Root Cause: The (unofficial) GOHS Parent page is often the preferred source of information and it is often a place where parents feel they can air any grievances. If any of the information shared is incorrect, this often leads to a pervasive spread of misinformation.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Grand Oaks High School will continue to use Tier 1 strategies for all students to create engaging, rigorous classroom environments.

Evaluation Data Sources: Walkthrough Data, Formal Observation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Grand Oaks High School will utilize the work from our GO Commits team to ensure effective instruction occurs in each classroom. Teachers choose a professional goal in one of the following areas: clear goals and objectives; varied content and instructional methods; high and challenging expectations; formal/informal assessment and timely feedback; student engagement; and learning environment. Strategy's Expected Result/Impact: Teachers will continue to improve in best practices, Students will increase their performance on course work, classroom assessments, and standardized tests. Staff Responsible for Monitoring: Administrators, Instructional Coaches Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grand Oaks High School will offer a blend of STAAR EOC tutorials for Accelerated Learning that will be offered during Activity Time, after school, and Saturdays to fulfill the requirements of HB 1416. Strategy's Expected Result/Impact: With targeted STAAR EOC tutorials, Grand Oaks High School will have more students pass the STAAR EOC when they retake their tests in December and May. Staff Responsible for Monitoring: Associate for Instruction, Team Leads, Department Chairs, Teachers Problem Statements: Student Achievement 2, 3, 5 Funding Sources: Before and After School Tutorials - State Comp Ed - \$7,000	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. **Root Cause:** Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.

Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. **Root Cause:** Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.

Problem Statement 3: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.

Problem Statement 4: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. **Root Cause:** Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course

Problem Statement 5: Student assessment results indicate a need to focus on the performance of homeless students in Algebra I. **Root Cause:** There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

Culture and Climate






Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. and we need to reteach PBIS and foundations procedures and expectations. **Root Cause:** We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus. We have also mass hired such large groups of teachers, the on-boarding process has bottle-necked our consistency of implementation of our systems, processes, and norms.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Grand Oaks High School will ensure that all students and staff utilize technology to maximize learning for all students and enhance the educational practices of teachers.

Evaluation Data Sources: Walkthrough Data, Formal Observations, Summative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Build teacher capacity through professional learning opportunities to fully implement technology integration across the curriculum to provide access to and engagement in platforms such as Canvas and Eduphoria. Strategy's Expected Result/Impact: With the necessity to prepare students for standardized online testing, students will benefit from the use of technology within their classrooms and will apply this knowledge and skills to their standardized testing throughout the year. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leads, teachers Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students, particularly for students who are economically disadvantaged. Root Cause: Additional training is necessary for teachers and counselors to understand the new standards for CCMR and how they can impact the CCMR status of our students with IBCs and formative assessment practices.</p> <p>Problem Statement 2: When compared to comparable schools, GOHS student assessment results indicate an under performance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and master grade level. Root Cause: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.</p> <p>Problem Statement 3: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED), economically disadvantaged, and Emerging Bilingual students on EOC subjects. Root Cause: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity. We also recognize there are systemic and cultural issues that create barriers for these students.</p> <p>Problem Statement 4: Advanced Placement course enrollment and testing participation does not accurately reflect the diversity of our student population. Root Cause: Systematic and cultural issues with diversity and inclusion are affecting Advanced Placement course registration. Our level courses are not teaching at a rigorous enough level to inspire confidence in students who have not yet taken an advanced placement course</p>

Student Achievement
Problem Statement 5: Student assessment results indicate a need to focus on the performance of homeless students in Algebra I. Root Cause: There are gaps in fundamental areas of math due to mobility and lost instructional time when students are in transition.

State Compensatory

Budget for Grand Oaks High School

Total SCE Funds: \$301,334.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Grand Oaks High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hartman, Lauren	Instructional Coach	1
Merchan, Tara	Instructional Coach - ELA	1
Pease, Christian	Academic Interventionist	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESL instructional supplies		\$4,250.00
Sub-Total					\$4,250.00
Budgeted Fund Source Amount					\$4,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Academic Interventionist		\$84,875.40
1	3	3	Instructional Coaches		\$155,338.60
1	3	5	Substitutes		\$3,654.00
1	4	2	Extra Duty Pay for Accelerated Instruction		\$3,654.00
5	1	2	Before and After School Tutorials		\$7,000.00
Sub-Total					\$254,522.00
Budgeted Fund Source Amount					\$254,522.00
+/- Difference					\$0.00
Grand Total Budgeted					\$258,772.00
Grand Total Spent					\$258,772.00
+/- Difference					\$0.00