

Conroe Independent School District

Grand Oaks High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement



Mission

We are a learning community that will strive to ensure that all students internalize the Grand Oaks High School GROWL.

GROWTH MINDSET

RESPECT

OWNERSHIP

WORK ETHIC

LEADERSHIP

Vision



Value Statement

Grand Oaks

Vision

EQUIP with skills,
EMPOWER with purpose,
IMPACT the community

High School

Mission

We are a learning community that will strive to ensure that all students internalize the Grand Oaks High School GROWL (Growth Mindset, Respect, Ownership, Work Ethic, Leadership).



Core Values

Beliefs and Behaviors

Outcomes

Growth Mindset

belief that most basic abilities can be developed through dedication and hard work

- I will grow my intelligence and skills through effort, practice and challenge.
- I will learn from my mistakes and will persevere in the face of difficulty.

- I value the experience and what I learned from it more than the outcome itself.
- I can overcome any challenge in life.

Respect

treating people, places, and things in a positive manner

- I matter.
- I will appreciate and value myself and others.

- I value diversity of culture, thought, and have regard for others' feelings, wishes, rights, or traditions.

Ownership

holding yourself accountable to do what needs to be done and not blaming others for the outcome

- I will be accountable for my actions and will accept the consequences of my choices and how they impact myself and others around me.

- I accept that my behavior is a function of my decisions, not my conditions.

Work Ethic

focused discipline to complete a task on time and with quality

- I believe that my hard work and diligence will strengthen my character and abilities as an individual.

- I understand that my results are directly related to the effort I put in.

Leadership

taking initiative, supporting and motivating peers and exemplifying the best of the GOHS Core Values of the GROWL

- I will inspire others towards a common goal.
- I will choose courage over comfort and what's right over what's fun, fast, and easy.

- I will use my influence to impact my peers, family, and community in a positive way.

Table of Contents

Comprehensive Needs Assessment	6
Student Achievement	6
Culture and Climate	10
Parent and Community Engagement	13
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	20
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	25
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	26
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	28
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	29
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	30
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	31
State Compensatory	33
Personnel for Grand Oaks High School	33
Campus Funding Summary	34
Addendums	35

Comprehensive Needs Assessment

Revised/Approved: October 26, 2020

Student Achievement

Student Achievement Summary

2018-19 Texas Academic Performance Report Summary

Grand Oaks High School received a 2019 Overall Texas Accountability rating of 90 (A). This was achieved by meeting all three targets:

- Student Achievement - GOHS Score = 91
- School Progress - GOHS Score = 78
- Closing the Gaps - 89

The campus also earned distinctions in Academic Achievement in ELA/Reading and Comparative Closing the Gaps.

Grand Oaks High School Testing Profile for 2019-2020

Conroe ISD Benchmark Data

		Tested	Approaches	Meets	Masters
Algebra I	Total	470	56%	10%	2%
	SPED	16	38%	13%	0%
	LEP	14	43%	21%	14%
	African American	72	44%	4%	0%
Biology	Total	792	87%	60%	18%
	SPED	29	28%	10%	0%
	LEP	20	65%	25%	5%
	African American	99	30%	5%	2%
English I	Total	764	88%	78%	27%
	SPED	16	38%	13%	0%
	LEP	19	53%	26%	0%
	African American	92	84%	74%	20%
English II	Total	703	80%	68%	15%
	SPED	25	20%	4%	0%

Conroe ISD Benchmark Data

US History	LEP	9	56%	44%	0%
	African American	88	70%	56%	7%
	Total	415	73%	41%	18%
	SPED	18	28%	11%	0%
	LEP	11	82%	64%	9%
	African American	72	58%	25%	14%

End of Course Exams for Retesters (December 2019)

	Tested	Approaches	Meets	Masters
Algebra I	42	40%	10%	7%
Biology	23	35%	9%	4%
English I	59	29%	10%	0%
English II	50	36%	12%	0%

SAT

	Math	Reading	Total
Grand Oaks	564	562	1126
Texas	507	512	1019
Nation	533	538	1070

Advanced Placement

	2019	2020
Total AP Students	334	562
Number of Exams	363	879
AP Students with Scores 3+	144	315
% of Total AP Students with Scores 3+	43.1%	56%

National Merit Recognition

	2020
Semifinalist	1

National Merit Recognition

Commended Scholars	2
National Hispanic Scholars	7
National African American Scholars	2
National Indigenous Scholars	2

Grand Oaks High School only has one year worth of End of Course exam data and accountability reports and thus look to district benchmark data to try to identify problems and trends. 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)
 - increasing academic progress for two specific sub groups: Special Education (SPED) and English Language Learners (ELLs)
 - closing the gaps for our African American students
- Student assessment results indicate the need to focus on increasing our 3+ scores on all Advanced Placement exams.

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. Continued progress and success is most evident in our English Language Arts classrooms and the use of the above best practices which shines through the department’s use of the Writer’s/Reader’s workshop model with students in every classroom. Their use of and success with true implementation with fidelity has led to not only an Academic

Achievement in ELA/Reading distinction on the previous year's accountability rating, but has shown massive growth for our English Language Learners (ELLs) on district benchmarks. For example:

- our 9th grade ELL subpopulation went from 23% to 53% in Approaches and from 7% to 26% in Meets Grade Level between the 8th STAAR exam and our district benchmark.
- our 10th grade ELL subpopulation went from 18% to 55% in Approaches and from 9% to 44% to Meets Grade Level between the English I EOC and our district benchmark.

As a new campus, it is imperative that we continue our work of building strong systems and processes based on best practices in planning, instruction, learning environment, and professional development to replicate and exponentially grow our successes in student achievement at Grand Oaks High School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): When compared to comparable schools, GOHS student assessment results indicate an underperformance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and masters 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 2 (Prioritized): Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects and District Benchmarks. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions is not implemented with fidelity.

Problem Statement 3 (Prioritized): Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform 10% lower than white students. **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 our curriculum.

Problem Statement 4: Student assessment results indicate the need to focus on increasing our 3+ scores on all Advanced Placement exams. **Root Cause:** Based upon our 40 school comparison group we understand that our advanced students are under performing on Advanced Placement exams. We believe this is due to the lack of consistent quality instruction and rigor in our advanced level classes.

Problem Statement 5: Student assessment results indicate the need to focus on improving academic progress among our English Language Learners (ELL) students. **Root Cause:** Quality ELL support and strategies are not implemented with fidelity to support language and content acquisition.

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).

2019-2020 Student Incident Referrals (Excluding Tardies)

Grade	Total	Info Only
9	1006	399
10	576	192
11	426	165

While our 9th grade referrals are quite large, our student incident referrals drastically decrease with our 10th and 11th grade students who have been fully trained and supported in our behavior expectations as a campus and learning community.

Discipline Trends by Indicator:

Discipline Data Validation #6	0
Special Education #13	0
Special Education #15	1
Special Education #16	11

Organizational Health Profile

OH Dimensions	2018	2019
Goal Focus	98	97
Communication Adequacy	99	99
Optimal Power Equalization	99	97
Resource Utilization	98	98
Cohesiveness	98	96

Organizational Health Profile

Morale	97	97
Innovativeness	98	99
Autonomy	98	96
Adaptation	97	95
Problem Solving Adequacy	96	97
Average OH Score	98	97

Culture and Climate Strengths

The Grand Oaks OHI data indicate that the critical mass of our faculty:

- Are advocates for the mission and goals of our campus
- Engage in open, honest, two-way communications
- Are motivated by a principles-centered “Power Beyond”
- See that their skills are appropriately used and appreciated
- Work effectively in independent teams for interdependent purposes
- Gain a high degree of personal and professional satisfaction from student success
- Are receptive to new ideas and seek creative ways to accomplish existing goals and new mandates
- Perform their professional roles in responsible ways with minimal supervision
- Proactively adapt to external demands for change because they align the expectation for change with school goals
- Resolve problems at the appropriate level and do so in a way that reinforces accomplishing school goals.

Data Dynamics of the OHI: Since all ten dimension scores are at or above the 90th percentile, these data indicate that our team members have the competence and commitment to make the instructional adaptations needed to close any achievement gaps that may exist. These data also predict that our school should out-perform schools with similar demographics in our district and state.

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. **Root Cause:** We have 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 (Prioritized): Our schools do not reflect the diversity in our 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: We have a drastically higher number of referrals for freshmen as compared to our upperclassmen. **Root Cause:** We need to drastically improve our freshmen orientation so 9th grade students are aware of our behavioral and academic expectations.

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. In building a new school culture it is imperative that parents and the community are a part of the process. Every year, we have surveyed all stakeholders (parents, students, teachers) to gain insight into their need/desires and 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.

Student Survey Data

- Preferred Mode of communication: from other students, from teachers
- Preferred School Participation: Advanced classes, athletics, fine arts, student organizations
- Needed focus for interactions with school personnel
 - feeling heard
 - feeling empowered
 - feeling supported no matter the issue their having
- Needed focus on quality instruction:
 - The classroom is free of distractions.
 - What we are learning is meaningful and relevant to real life.
 - Students actively participate in groups
 - Students follow directions and behavior expectations.
- How students learn best:
 - teacher modeling or providing a demo on how to do something
 - labs, activities, games, simulations
 - using technology (Canvas, Google Edu Apps, Quizlet, etc)
 - working in groups
- Focus areas for culture:
 - EMPOWERMENT (student choice)

- HUMOR (having fun)
- ROUTINES, RITUALS, & CEREMONIES (celebrations & right of passage)

Parent Survey Data:

- Preferred Mode of communication: from student, from teacher, parent newsletter
- Preferred School Participation: orientation, open house, virtual parent information nights, parent-teacher conferences
- Needed focus for dialogue
 - Our community and school avoids passive-aggressive behavior (avoid conflict, but complain about an issue not being fixed)
 - Our community and school have crucial conversations to put students first and solve problems, even when the topics are hard.
 - Our community and school stays focused on facts instead of stories and rumors
- Needed focus on quality instruction:
 - The teacher engages in frequent and informative communications with the parent about student progress, attendance, behavior, curriculum topics, and objectives.
 - The teacher provides continued feedback on how my child is doing and he/she can improve
- Focus areas for culture:
 - NORMS (expectations for behavior of all stakeholders)
 - CLIMATE (our attitude)
 - EMPOWERMENT (teacher, student, parent voice)

Events/Organizations/Media available to all stakeholders:

- Parent Teacher Organization (PTO)
- Open House
- Parent Information Night
- Counselors presentations: College with Counselors, Mental Health Nights, Drugs/Technology Education
- Academic Showcase and College Fairs

- Parent, Counseling, and College Career Center Newsletters
- Media rich website and Twitter feed
- Celebratory events: pep rallies, 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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. **Root Cause:** External/internal pressures and exposure to non-stop access to news is creating escalating cycles of stress inducers.

Problem Statement 2 (Prioritized): We have seen an increase of parents not wanting to communicate with the teacher directly about problems related to their classrooms or content. **Root Cause:** We believe we have not informed our students and parents of the best method or approach to address classroom concerns thus causing a gap in proactive communication and conflict dialogue skills.

Problem Statement 3: Based upon student and parent survey, empowerment is a priority and needs to be addressed in instruction and access to school information. **Root Cause:** We tend to provide instruction and information in a one-size-fits all approach and need to allow for a variety of choices so parents and students can choose the best modes of information and learning that meet their needs.

Priority Problem Statements

Problem Statement 1: When compared to comparable schools,GOHS student assessment results indicate an underperformance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and masters grade level.

Root Cause 1: 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 1 Areas: Student Achievement

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

Root Cause 2: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions is not implemented with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform 10% lower than white students.

Root Cause 3: We recognize that we have historically systemic and cultural issues in embracing cultural responsiveness and well as diversity and inclusion in our staff and our curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: We have struggled to find consistency of implementation of our systems, processes, and norms.

Root Cause 4: We have 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 4 Areas: Culture and Climate

Problem Statement 5: Our schools do not reflect the diversity in our demographics of our student population or community thus our students of diversity feel excluded from the prevalent campus culture.

Root Cause 5: 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 5 Areas: Culture and Climate

Problem Statement 6: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being.

Root Cause 6: External/internal pressures and exposure to non-stop access to news is creating escalating cycles of stress inducers.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: We have seen an increase of parents not wanting to communicate with the teacher directly about problems related to their classrooms or content.

Root Cause 7: We believe we have not informed our students and parents of the best method or approach to address classroom concerns thus causing a gap in proactive communication and conflict dialogue skills.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: 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

Summative Evaluation: None

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, Campus Instructional Coaches Problem Statements: Student Achievement 1, 2 - Culture and Climate 1 Funding Sources: Accelerated Instruction for At-Risk Students - State Comp Ed - \$136,047, ESL instructional supplies for academic intervention - Title III - \$3,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Using the proficiency scales, teachers will assess and identify student needs for intervention or enrichment and provide specific feedback that is targeted to the students' growth goals. Strategy's Expected Result/Impact: assessment and targeted instruction, intervention, and enrichment Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Campus Instructional Coaches Problem Statements: Student Achievement 1, 2 - Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Campus and District instructional coaches as well as 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 1, 2 - Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: When compared to comparable schools, GOHS student assessment results indicate an underperformance in and the need to focus on all EOC tested subjects, especially in increasing the percentage of students that meet grade level and masters 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 2: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects and District Benchmarks. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions is not implemented with fidelity.

Culture and Climate

Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. **Root Cause:** We have 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 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase the percentage of SPED students who score at the meets level and meet their expected growth measure by 10%

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

Summative Evaluation: None

Strategy 1: Focusing on the concepts mentioned in the book "Great Instruction Great Achievement for Students with Disabilities" by John O'Connor, teachers will receive professional development on how to provide explicit instruction through best practices identified in several of John Hattie's books around the concept of "Visible Learning" (with specific PD in the strategies of RTI, Micro-teaching lessons, and comprehensive interventions). Strategy's Expected Result/Impact: Progress in filling gaps due to implementation of quality explicit instruction, increase in practice turns and feedback, and targeted interventions Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Assistant Principals, Special Education Department Chair, Campus Instructional Coaches Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Using the proficiency scales, teachers will pre-plan interventions for each level of the proficiency scale with special focus on level 1 and 2 for Special Education students. Strategy's Expected Result/Impact: assessment of what proficiency level the student is on as well as what targeted intervention is needed Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Assistant Principals, Special Education Department Chair, Campus Instructional Coaches Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: The SPED department chair and case managers will run reports twice a nine weeks to assess student progress and conference with teachers and coach them on how to specifically work with students for progress. Strategy's Expected Result/Impact: targeted focus on progress within each students' IEP and overall achievement. Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Assistant Principal, Special Education Department Chair, Special Education Case Managers Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects and District Benchmarks. Root Cause: Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions is not implemented with fidelity.





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Increase the percentage of Black/African American students who score at the meets level by 10%

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

Summative Evaluation: None

Strategy 1: Grow the knowledge and influence of our cultural responsiveness committee campus wide to actively educate and provide professional development for our staff on all topics related to cultural responsiveness, diversity and inclusion. Strategy's Expected Result/Impact: Staff awareness of, assessment for, and progress on the Cultural Competence Continuum Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Assistant Principals, Campus Instructional Coaches, Counselors, and the GOHS Cultural Responsiveness Committee Problem Statements: Student Achievement 3 - Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: utilize instructional coaches and campus librarians to support content teams in finding diverse texts and resources to reflect our student demographics Strategy's Expected Result/Impact: diverse curriculum resources Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Campus Instructional Coaches, Librarians and the GOHS Cultural Responsiveness Committee Problem Statements: Student Achievement 3 - Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: run reports that specifically look at the discipline for our Black/African American students and create strategies to minimize any patterns or trends that increase time out of the classroom/instruction Strategy's Expected Result/Impact: increased awareness of discipline trends and maximized instruction time Staff Responsible for Monitoring: Principal, Associate Principal of Operations, Assistant Principals Problem Statements: Student Achievement 3 - Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform 10% lower than white students. 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 our curriculum.
Culture and Climate
Problem Statement 2: Our schools do not reflect the diversity in our 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.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Evaluation Data Sources: fiscal reports





Summative Evaluation: None

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 Staff Responsible for Monitoring: Principal, Budget Clerk, Activity Fund Clerk, all administrators and faculty related to fiscal responsibilities.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

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

Strategy 1: Utilize college and district job fairs and work with HR to post hard to fill positions on popular job-finding websites. Strategy's Expected Result/Impact: recruitment of highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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 to develop highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches Problem Statements: Culture and Climate 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 5: Provide differentiated professional development for administrators in instructional leadership, elements of T-TESS, and effective feedback that also so models best practices of instruction so they can better support the development of highly qualified staff. Strategy's Expected Result/Impact: growth of instructional leadership in administration Staff Responsible for Monitoring: Associate Principal of Curriculum, Campus Instructional Coaches	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 6: 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	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </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. Root Cause: We have 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 schools do not reflect the diversity in our 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.

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Provide opportunities at school and virtually for families to be engaged in academic and social events Strategy's Expected Result/Impact: increased engagement Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, PTO, teacher committees Problem Statements: Parent and Community Engagement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: conduct parent surveys to address the needs and interests of parents and the community Strategy's Expected Result/Impact: assessment of needs Staff Responsible for Monitoring: GOHS administration and counselors Problem Statements: Parent and Community Engagement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: 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, Problem Statements: Parent and Community Engagement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. Root Cause: External/internal pressures and exposure to non-stop access to news is creating escalating cycles of stress inducers.
Problem Statement 2: We have seen an increase of parents not wanting to communicate with the teacher directly about problems related to their classrooms or content. Root Cause: We believe we have not informed our students and parents of the best method or approach to address classroom concerns thus causing a gap in proactive communication and conflict dialogue skills.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: implement all Covid-19 safety procedures and protocols by training staff and students Strategy's Expected Result/Impact: mitigate the spread of Covid-19 Staff Responsible for Monitoring: Principal, Associate Principal of Operations, Assistant Principals Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Continue implementing a campus wide positive, proactive instructional approach to behavior through implementation of PIBS Foundation Strategy's Expected Result/Impact: clear expectations and positive encounters in common areas Staff Responsible for Monitoring: Principal, Associate Principal of Operations, Assistant Principals, and the PBIS Committee Problem Statements: Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Start the introduction of CHAMPS as the classroom management focus of PBIS Strategy's Expected Result/Impact: clear expectations and positive encounters in all classrooms Staff Responsible for Monitoring: Principal, Associate Principal of Operations, Assistant Principals, and the PBIS Committee Problem Statements: Culture and Climate 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 4: Debrief after all scheduled drill and emergency situations to assess ways to improve safety measures for all students and staff. Strategy's Expected Result/Impact: Proactive planning and practice for emergency situations Staff Responsible for Monitoring: Principal, Associate Principal of Operations, Assistant Principals	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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. Root Cause: We have 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: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. Root Cause: External/internal pressures and exposure to non-stop access to news is creating escalating cycles of stress inducers.

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Build teacher capacity to fully implement technology integration across the curriculum to provide access to and engagement with the Canvas learning platform. Strategy's Expected Result/Impact: access to curriculum via online platforms Staff Responsible for Monitoring: Associate Principal of Curriculum, Campus Instructional Coaches, Librarians Problem Statements: Culture and Climate 1 Funding Sources: Purchase technology hardware to support online learning. - State Comp Ed - \$12,969	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide professional development and support for teachers in implementing online instruction that provides engaging instruction for all students using tools such as Canvas, Google Education Apps, AP Classroom, PearDeck, and other instructional tools. Strategy's Expected Result/Impact: engaging instruction for all students (especially remote learners) Staff Responsible for Monitoring: Associate Principal of Curriculum, Campus Instructional Coaches, Librarians	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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. Root Cause: We have 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 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: provide timely communication, in a language parents understand, about campus initiatives, programs, meetings, guidance topics, and activities through a variety of media sources Strategy's Expected Result/Impact: clear communication Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, and Counselors Problem Statements: Parent and Community Engagement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Utilize School Messenger, Naviance, the GOHS website, Twitter, monthly newsletters (Parent, Counseling, and College/Career Center) and our digital outdoor sign to keep parents and the community 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	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. Root Cause: External/internal pressures and exposure to non-stop access to news is creating escalating cycles of stress inducers.
Problem Statement 2: We have seen an increase of parents not wanting to communicate with the teacher directly about problems related to their classrooms or content. Root Cause: We believe we have not informed our students and parents of the best method or approach to address classroom concerns thus causing a gap in proactive communication and conflict dialogue skills.

State Compensatory

Personnel for Grand Oaks High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Nanfro	Math Teacher	State Comp Ed	1.00
Jessica Criss	English Teaher	State Comp Ed	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Accelerated Instruction for At-Risk Students		\$136,047.00
6	1	1	Purchase technology hardware to support online learning.		\$12,969.00
Sub-Total					\$149,016.00
Budgeted Fund Source Amount					\$149,016.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL instructional supplies for academic intervention		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$152,016.00

Addendums