

# **Conroe Independent School District**

## **Grand Oaks High School**

### **2021-2022 CIP Board Item**

**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.

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# Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

## Student Achievement

### Student Achievement Summary

#### 2020-2021 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 2020-2021

##### End of Course Exams

		Tested	Approaches	Meets	Masters
Algebra I	Total	468	85.04%	53.63%	28.42%
	SPED	26	58.00%	19.23%	12.00%
	LEP	22	82.00%	27.27%	18.00%
	African American	86	80.23%	44.19%	24.42%
	Economically Disadvantaged	120	75.83%	42.50%	25.00%
Biology	Total	799	96.62%	84.36%	47.81%
	SPED	27	74.07%	29.63%	4.00%
	LEP	23	87.00%	39.13%	0.00%
	African American	125	95.20%	74.40%	34.40%
	Economically Disadvantaged	168	90.48%	67.86%	28.57%
English I	Total	705	87.05%	75.47%	31.51%
	SPED	29	24.14%	10.34%	0.00%

### End of Course Exams

English II	LEP	25	36.00%	12.00%	0.00%
	African American	126	84.92%	67.46%	19.05%
	Economically Disadvantaged	164	78.66%	53.66%	15.24%
	Total	770	88.83%	79.35%	21.30%
	SPED	28	32.14%	21.43%	0.00%
US History	LEP	15	60.00%	33.33%	7.00%
	African American	113	76.11%	64.60%	15.93%
	Economically Disadvantaged	157	75.16%	57.96%	8.28%
	Total	694	94.52%	81.84%	59.22%
	SPED	38	55.25%	15.79%	8.00%
	LEP	9	56.00%	22.22%	0.00%
	African American	100	85.00%	65.00%	40.00%
	Economically Disadvantaged	149	87.92%	68.46%	42.95%

### End of Course Exams for Re-testers (December 2020)

	Tested	Approaches	Meets	Masters
Algebra I	32	47%	6%	0%
Biology	23	61%	30%	9%
English I	54	35%	19%	2%
English II	34	40%	25%	0%

### ACT

	Math	Science	English	Reading	Composite
Grand Oaks	23.6	23.8	23.4	25.3	24.2
Texas					20.2
Nation	20.1	20.4	21.2	20.6	20.7

## SAT

	Math	Reading	Total
Grand Oaks	527	514	1041
Texas	510	500	1010
Nation	528	523	1051

## Advanced Placement

	2019	2020	2021
Total AP Students	334	562	580
Number of Exams	363	879	1119
AP Students with Scores 3+	144	315	365
% of Total AP Students with Scores 3+	43.1%	56%	62.9%

## National Merit Recognition

	2021
Semifinalist	2
Commended Scholars	7
National Hispanic Scholars	12
National African American Scholars	8

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 Emerging Bilinguals
  - 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. 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):** 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 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 are 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 (Prioritized):** 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 (Prioritized):** Student assessment results indicate the need to focus on improving academic progress among our students who are economically disadvantaged. They are consistently scoring 8-10% below the campus average. **Root Cause:** Systemic and cultural issues create barriers for economically disadvantaged students.

**Problem Statement 6:** 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 7:** Campus data indicates a need to focus on improving the number of students who complete CTE courses with an Industry based Certification (IBC). **Root Cause:** As a newer campus we have not had the opportunity to offer the course sequences necessary to assist in improving our IBC numbers. We need to be intentional about the planning and development of IBCs in the classroom setting.

**Problem Statement 8:** Achievement gaps exist as many students are transitioning back to face to face instruction. **Root Cause:** Remote learning caused some difficulty in the ability to teach, reteach, and intervene on behalf of students.

# 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).

### 2020-21 Student Incident Referrals (Excluding Tardies)

Grade	Total	Info Only
9	959	259
10	713	132
11	516	88
12	330	42

While our 9th grade referrals are quite large, our student incident referrals drastically decrease with our 10th, 11th, and 12th grade students who have been fully trained and supported in our behavior expectations as a campus and learning community.

### Organizational Health Profile

OH Dimensions	2018	2019	2020
Goal Focus	98	97	99
Communication Adequacy	99	99	99
Optimal Power Equalization	99	97	99
Resource Utilization	98	98	99
Cohesiveness	98	96	97
Morale	97	97	96
Innovativeness	98	99	99
Autonomy	98	96	98
Adaptation	97	95	98
Problem Solving Adequacy	96	97	98
Average OH Score	98	97	98

## 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:** 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.
- Focus areas for personal concerns:
  - feeling anxious or irritable
  - making better decisions
  - getting involved in school activities
  - making friends
  - conflict resolution skills
- Focus areas for school concerns
  - Improving study skills
  - planning for options after high school
  - time management
  - improving test taking skills
  - understanding personal learning style
- 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, and 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)
- Needed focus areas for students from parent perspective:
  - Social well being

- Mental/emotional health
- Academic struggles

#### **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, Coffee with the Counselors
- 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 phone 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):** 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 2:** 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 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 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 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 are 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:** 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 5:** 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 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Student assessment results indicate the need to focus on improving academic progress among our students who are economically disadvantaged. They are consistently scoring 8-10% below the campus average.

**Root Cause 6:** Systemic and cultural issues create barriers for economically disadvantaged students.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Student assessment results indicate the need to focus on increasing our 3+ scores on all Advanced Placement exams.

**Root Cause 7:** 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 7 Areas:** Student Achievement

# Goals

## 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 from 65% to 78%.

### HB3 Goal

**Evaluation Data Sources:** CCMR data, STAAR EOC, SAT scores, ACT scores, AP scores

Strategy 1 Details
<b>Strategy 1:</b> Work in conjunction with the Conroe ISD CTE department to improve the communication and implementation of CTE programs . <b>Strategy's Expected Result/Impact:</b> Improvements in understanding CTE programs of study to increase the number of completers in CTE programs. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Counselors, CTE Teachers, Special Education Teachers, District CTE Personnel
Strategy 2 Details
<b>Strategy 2:</b> Counselors will track CCMR status of students via CCMR cards. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, Counselors, CTE Teachers
Strategy 3 Details
<b>Strategy 3:</b> Teachers of College Prep and Algebra II courses will take the TSI to have a better understanding of the assessment to inform their teaching practice. <b>Strategy's Expected Result/Impact:</b> Increased student success on TSI. <b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, College Prep Teachers
Strategy 4 Details
<b>Strategy 4:</b> AP Teachers will utilize AP Classroom to assess student progress throughout the year in preparation for spring AP exams. <b>Strategy's Expected Result/Impact:</b> Improvement in AP Scores <b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, AP Coordinator, AP Teachers

## 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:** 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
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction, intervention, and enrichments on most essential content standards and skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Additional staff to reduce class size - State Comp Ed - \$130,000, ESL instructional supplies for academic intervention - Title III - \$3,500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment and targeted instruction, intervention, and enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1</p> <p><b>Funding Sources:</b> Accelerated Instruction - State Comp Ed - \$47,029</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Specific feedback results in targeted improvement for quality instruction at the Tier 1 and Tier 2 level of RTI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Campus Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 1</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Campus interventionist will monitor all student progress through Branching Minds and work in conjunction to identify students who need academic intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive timely interventions</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, RTI Committee, Teaching Staff</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Academic Interventionist Math .25 (2 Years) - ESSER - \$35,561, Academic Interventionist Math and/or English (2 Years) - ESSER - \$144,811</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> 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 masters grade level. <b>Root Cause:</b> 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><b>Problem Statement 2:</b> Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects and District Benchmarks. <b>Root Cause:</b> Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity.</p> <p><b>Problem Statement 3:</b> Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform 10% lower than white students. <b>Root Cause:</b> 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.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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.</p>

## 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:** 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

Strategy 1 Details
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment of what proficiency level the student is on as well as what targeted intervention is needed</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Special Education Department Chair, Campus Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> GOHS will monitor all special education students. 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. They will ensure proper supports are in place for each student according to the student's specific support plan; teachers will adjust as needed based on collected student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted focus on progress within each students' IEP and overall achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Curriculum, Assistant Principal, Special Education Department Chair, Special Education Case Managers, Diagnosticians, Student Support Counselor, Classroom Teachers</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Counselor for Student Support Services (2 Years) - ESSER - \$175,839</p>

### Performance Objective 3 Problem Statements:

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

## 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 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

Strategy 1 Details
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff awareness of, assessment for, and progress on the Cultural Competence Continuum</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches, Counselors, and the GOHS Committee on Diversity, Inclusion and Acceptance.</p> <p><b>Problem Statements:</b> Student Achievement 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of discipline trends and maximized instruction time</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Operations, Assistant Principals</p> <p><b>Problem Statements:</b> Student Achievement 3</p>

### Performance Objective 4 Problem Statements:

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

## 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:** Increase the percentage of economically disadvantaged students who score at the meets level by 10%.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Grow the knowledge and influence of our cultural responsiveness committee campus wide to actively educate and provide professional learning for our staff on all topics related to cultural responsiveness, diversity and inclusion.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff awareness of, assessment for, and progress on the Cultural Competence Continuum</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches, teachers, and the GOHS Committee on Diversity, Inclusion and Acceptance.</p> <p><b>Problem Statements:</b> Student Achievement 2, 3, 5 - Culture and Climate 1</p>

### Performance Objective 5 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects and District Benchmarks. <b>Root Cause:</b> Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity.</p> <p><b>Problem Statement 3:</b> Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform 10% lower than white students. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 5:</b> Student assessment results indicate the need to focus on improving academic progress among our students who are economically disadvantaged. They are consistently scoring 8-10% below the campus average. <b>Root Cause:</b> Systemic and cultural issues create barriers for economically disadvantaged students.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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.</p>



## 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 6:** Increase the percentage of Emerging Bilingual students who score at the meets level by 10% in English I.

**Evaluation Data Sources:** TAPR, School report Card, District Benchmark Data

Strategy 1 Details
<p><b>Strategy 1:</b> Our English I and ESL teacher will collaborate with the district instructional coach to ensure proper implementation of strategies and supports for Emerging Bilinguals.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted Instruction. Increased student performance.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, ESL Paraprofessional, English I Teachers, Campus Instructional Coaches, Administrator over ESL</p> <p><b>Problem Statements:</b> Student Achievement 1</p>

### Performance Objective 6 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> 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 masters grade level. <b>Root Cause:</b> 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>

**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
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective fiscal management of resources and operations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Budget Clerk, Activity Fund Clerk, all administrators and faculty related to fiscal responsibilities.</p>

## 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:** Walkthrough data in Strive.

Strategy 1 Details
<b>Strategy 1:</b> The administrative team for 2021-2022 will consist of an associate principal for instruction, an associate principal for curriculum, an associate principal for building operations, two assistant principals for instruction, and four assistant principals for culture. <b>Strategy's Expected Result/Impact:</b> Defined roles will result in an increased of targeted walkthroughs focused on culture or instruction. <b>Staff Responsible for Monitoring:</b> All administrators <b>Problem Statements:</b> Culture and Climate 1
Strategy 2 Details
<b>Strategy 2:</b> Administrators will take active roles in leading professional learning opportunities via Grizzly Shorts and Bear Crawls. <b>Strategy's Expected Result/Impact:</b> Student learning outcomes will improve because teachers have opportunities to improve their ability to affect student outcomes. <b>Staff Responsible for Monitoring:</b> All administrators <b>Problem Statements:</b> Student Achievement 1

### Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> 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 masters grade level. <b>Root Cause:</b> 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.
Culture and Climate
<b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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 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
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Recruitment of highly qualified teachers <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor
Strategy 2 Details
<b>Strategy 2:</b> 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). <b>Strategy's Expected Result/Impact:</b> Hire quality candidates that align to school vision, mission, etc. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor <b>Problem Statements:</b> Culture and Climate 1
Strategy 3 Details
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Provide clarity of expectations and support new teachers in meeting those expectations <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Instructional Coaches <b>Problem Statements:</b> Culture and Climate 1
Strategy 4 Details
<b>Strategy 4:</b> 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 <b>Strategy's Expected Result/Impact:</b> Targeted professional development to develop highly qualified teachers <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Instructional Coaches <b>Problem Statements:</b> Culture and Climate 1
Strategy 5 Details
<b>Strategy 5:</b> Provide differentiated professional development for administrators in instructional leadership, elements of T-TESS, and effective feedback that also models best practices of instruction so they can better support the development of highly qualified staff. <b>Strategy's Expected Result/Impact:</b> Growth of instructional leadership in administration <b>Staff Responsible for Monitoring:</b> Associate Principal of Instruction, Campus Instructional Coaches

Strategy 6 Details
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher innovation and creativity that supports our campus vision and mission</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Instructional Coaches</p>
Strategy 7 Details
<p><b>Strategy 7:</b> GOHS English II and US History teams will engage in N2 Learning's Teacher Leadership Institute throughout the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lesson design and collaboration in English II and US History.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs over English and Social studies, English II team, US History team</p>

### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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.</p>

#### 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:** To continue to create a collaborative school culture in which students learn behavioral and academic expectations.

**Evaluation Data Sources:** Discipline Referrals, SAEs, TAEs

Strategy 1 Details
<b>Strategy 1:</b> Continue implementing a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations. <b>Strategy's Expected Result/Impact:</b> Clear expectations and positive encounters in common areas <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Operations, Assistant Principals, and the PBIS Committee <b>Problem Statements:</b> Culture and Climate 1
Strategy 2 Details
<b>Strategy 2:</b> Continue the process of implementing CHAMPS as the classroom management focus of PBIS <b>Strategy's Expected Result/Impact:</b> Clear expectations and positive encounters in all classrooms <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Operations, Assistant Principals, and the PBIS Committee <b>Problem Statements:</b> Culture and Climate 1 <b>Funding Sources:</b> Pay 10 Substitutes for CISD Effective Classroom and Behavior Management Training - ESSER - \$1,092, Behavior Interventionist 2022-2023 - ESSER - \$89,911, Pay for 14 CHAMPS books for PBIS Foundation Team - ESSER - \$700
Strategy 3 Details
<b>Strategy 3:</b> All Freshmen will participate in a Freshmen Grizzly Den and have an opportunity to attend GROWL Camp to learn the expectations at Grand Oaks High School. <b>Strategy's Expected Result/Impact:</b> Freshmen referrals will decrease. Students will display appropriate behavioral expectations. <b>Staff Responsible for Monitoring:</b> Administration, Grizzly Den Teachers, Counselors <b>Problem Statements:</b> Culture and Climate 1

#### Performance Objective 1 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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 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:** To ensure that all stakeholders receive effective internal and external communication.

Strategy 1 Details
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> Communication on a variety of media to fit the needs of all stakeholders <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, and Counselors <b>Problem Statements:</b> Parent and Community Engagement 1
Strategy 2 Details
<b>Strategy 2:</b> Provide timely communication, in a language parents understand, about campus initiatives, programs, meetings, guidance topics, and activities through a variety of media sources <b>Strategy's Expected Result/Impact:</b> Increased stakeholder involvement in the school community. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, and Counselors <b>Problem Statements:</b> Parent and Community Engagement 1
Strategy 3 Details
<b>Strategy 3:</b> Conduct parent surveys to address the needs and interests of parents and the community <b>Strategy's Expected Result/Impact:</b> Assessment of needs <b>Staff Responsible for Monitoring:</b> GOHS Administration, Counselors, Parents/Community <b>Problem Statements:</b> Parent and Community Engagement 1
Strategy 4 Details
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Informed parent community <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Counselors, Parents/Community <b>Problem Statements:</b> Parent and Community Engagement 1

#### Performance Objective 2 Problem Statements:

## Parent and Community Engagement

**Problem Statement 1:** 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 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:** 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
<b>Strategy 1:</b> Debrief after all scheduled drill and emergency situations to assess ways to improve safety measures for all students and staff. <b>Strategy's Expected Result/Impact:</b> Proactive planning and practice for emergency situations <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal of Operations, Assistant Principals <b>Problem Statements:</b> Culture and Climate 1

#### Performance Objective 3 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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 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 4:** Provide opportunities at school and virtually for families to be engaged in academic and social events

Strategy 1 Details
<p><b>Strategy 1:</b> Grand Oaks High School will host events that allow parents and community members to engage in person and virtually based on their comfort levels during the continuation of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Reconnecting the school community after 2020-2021 pandemic school year closed schools to outside visitors and large events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Counselors, PTO, Teacher Committees, Parents/Students/Community</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>

#### Performance Objective 4 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> We have seen an increase of parents not wanting to communicate with the teacher directly about problems related to their classrooms or content. <b>Root Cause:</b> 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.</p>

## 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:** 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 Details
<b>Strategy 1:</b> Build teacher capacity to fully implement technology integration across the curriculum to provide access to and engagement with the Canvas learning platform. <b>Strategy's Expected Result/Impact:</b> Access to curriculum via online platforms <b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, Associate Principal for Instruction, Campus Instructional Coaches, District Instructional Coaches, Librarians <b>Problem Statements:</b> Culture and Climate 1 <b>Funding Sources:</b> Purchase technology hardware - State Comp Ed - \$27,000
Strategy 2 Details
<b>Strategy 2:</b> Provide professional development and support for teachers in implementing engaging instruction for all students using tools such as Canvas, Google Education Apps, AP Classroom, Mimio, and other instructional tools. <b>Strategy's Expected Result/Impact:</b> Engaging instruction for all students <b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, Campus Instructional Coaches, District technology Instructional coach, Librarians <b>Funding Sources:</b> Purchase seven Chromebook carts - ESSER - \$78,029

### Performance Objective 1 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> We have struggled to find consistency of implementation of our systems, processes, and norms. <b>Root Cause:</b> 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 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:** To utilize data to inform and improve instruction in the classroom.

Strategy 1 Details
<p><b>Strategy 1:</b> Collaborative teams will utilize Eduphoria as a data and assessment tool to identify team needs for PLC questions three and four.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of extension and intervention for students and identification of students for RTI or advanced courses.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal of Curriculum, Associate Principal of Instruction, Instructional Coaches, Teachers</p>

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Additional staff to reduce class size		\$130,000.00
1	2	2	Accelerated Instruction		\$47,029.00
5	1	1	Purchase technology hardware		\$27,000.00
Sub-Total					\$204,029.00
Budgeted Fund Source Amount					\$204,029.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESL instructional supplies for academic intervention		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Academic Interventionist Math .25 (2 Years)		\$35,561.00
1	2	4	Academic Interventionist Math and/or English (2 Years)		\$144,811.00
1	3	2	Counselor for Student Support Services (2 Years)		\$175,839.00
4	1	2	Pay 10 Substitutes for CISD Effective Classroom and Behavior Management Training		\$1,092.00
4	1	2	Behavior Interventionist 2022-2023		\$89,911.00
4	1	2	Pay for 14 CHAMPS books for PBIS Foundation Team		\$700.00
5	1	2	Purchase seven Chromebook carts		\$78,029.00
Sub-Total					\$525,943.00
Budgeted Fund Source Amount					\$525,943.00
+/- Difference					\$0.00
Grand Total					\$733,472.00