



Campus Improvement Plan 2019-2020

Secondary Campus: Grand Oaks HS

Rating: A

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned:

ELA/Reading

Comparative Closing the Gaps



ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: GOHS will increase the percentage of all students passing/approaches EOC exams while increasing percentage of students that meet grade level standards and masters on EOC exams. GOHS will also increase the number of students taking AP courses and improve AP scores. GOHS will increase the number of students enrolled in Dual Credit courses.

STRATEGY DESCRIPTION(S):

- All students needing to retake EOC exams in the Fall semester will be enrolled in targeted intervention classes during Grizzly Den starting on October 22.
- Tier 2 interventions will be offered for targeted students during Grizzly Den starting on October 22.
- Teachers and staff will contact parents of students failing courses at least every three weeks.
- Counselors will be meeting with individuals students failing three or more courses every three weeks.
- Scheduled tutorials will be offered for free after school for all students to attend.
- Collaboration teams of subject teachers will meet weekly for curriculum planning and data analysis of student academic growth for the purpose of implementing intervention and enrichment activities and strategies.
- Advanced Placement Coalition will meet regularly to plan on the improvement of the Advanced Placement, Dual Credit, and PreAP programs.
- College preparatory classes are offered for all students after school and on Saturdays.

READING/ELA

PERFORMANCE OBJECTIVE: GOHS will increase the percentage of all students and specifically, Economically Disadvantaged, Special Ed, and EL students, passing/approaches, meets grade level, and masters the EOC English 1 and EOC English 2 exams.

STRATEGY DESCRIPTION(S):

- Support the organization and facilitation of small group instruction using text that is more accessible to assist teaching reading to students who are below grade level.
- Maintain and grow the vertical alignment and implementation of Writer's Workshop to support explicit teaching and student writing.

WRITING

PERFORMANCE OBJECTIVE: N/A

STRATEGY DESCRIPTION(S): N/A

MATH

PERFORMANCE OBJECTIVE: GOHS will increase the percentage of all students and specifically, Economically Disadvantaged, Special Ed, and EL students, passing/approaches, meets grade level, and masters the EOC Algebra 1 exam.

STRATEGY DESCRIPTION(S):

- Focus small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and the implementation of effective tutorial programs and targeted intervention and enrichment activities.
- Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using differentiated instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps.
- Math teachers will utilize proficiency scales to measure the academic growth of individual students within their math classes.



SOCIAL STUDIES

PERFORMANCE OBJECTIVE: GOHS will work to maximize the percentage of all students passing/approaches, meets grade level, and masters the EOC US History exam.

STRATEGY DESCRIPTION(S):

- Provide classroom instruction utilizing differentiated instruction, quality questioning, cooperative learning, and formative assessments.
- Emphasize writing and the analysis of the primary sources through the DBQ Project.
- Professional learning opportunities will be provided for teachers to develop their understanding of inquiry-based learning.

SCIENCE

PERFORMANCE OBJECTIVE: GOHS will increase the percentage of all students passing/approaches, meets grade level, and masters the EOC Biology exam.

STRATEGY DESCRIPTION(S):

- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
- Provide support for teachers as they plan collectively and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).
- Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and Small Group Instruction.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Provide students with opportunities and activities within their instruction that allow “choice”.
- Provide students with technology that promotes self-assessment.
- Provide instruction that incorporates a high percentage of engaged time.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Grow Grizzly Den Advisory that permits students to select an interest group to join for the purpose of assisting with building relationships with students, preventing student dropouts, assisting Tier 2 struggling students, and promote academics for advanced learners.
- All teachers will be trained on how to assist ELL, Dyslexia, Special Ed, 504, and GT students within their classrooms.
- Counselors will meet with struggling at-risk students on a regular basis to provide assistance and develop academic and social goal setting.
- Vertical teaming with feeder schools to improve transitions for Special Ed.
- Initiating more intentional monitoring systems for the academic success of Special Ed students.
- Teachers and staff are calling/communicating with parents of students that are failing courses at least every three weeks.
- Teachers will utilize proficiency scales within their curriculum to measure student growth for all populations.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.5% in 2018/19 to 97% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: The campus will increase student attendance, decrease the number of dropouts, and improve the postsecondary readiness of students in their academic performance.

STRATEGY DESCRIPTION(S):

- Counselors will meet every three weeks with all students that are failing three or more classes to work on preventing dropouts.
- Counselors will meet with small groups of students for counseling in order to assist with mental health concerns to work on preventing dropouts.
- Students at-risk of dropping out will be assigned staff mentors to assist with guidance through their high school experiences.
- Attendance data is shared weekly with staff and twice a month with parents in order to better inform everyone where the student population is at on school-wide attendance.
- Assistant principals will be working with the District's Attendance Specialist and parents of students with excessive absences to help develop plans to reduce future absences.
- Advanced Placement Coalition of teachers and staff will meet on a regular basis to share academic and student data on the advanced placement program and potential areas for improvement. In addition, teaching strategies and best practices will be explored in committee meetings and shared with all PreAP, Dual Credit, and AP teachers.
- Increase the number of students enrolled in taking AP exams and enrolled in Dual Credit courses.
- Ensure all Advanced Placement, Dual Credit, and Pre-Advanced Placement course offerings are available and communicated to all students and student groups.
- Promote awareness of CTE endorsements and career pathways in presentations to all students, individual counseling, parent presentations, and online information.
- Monitor ELL, Special Education, Economically Disadvantaged students and CTE 4-year graduation plans.
- Provide meaningful opportunities for students to access certification standards for learning.
- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Grow Grizzly Den Advisory that permits students to select an interest-based activity or group to join for the purpose of assisting with building relationships with students, preventing student dropouts, assisting Tier 2 struggling students, and promote academics for advanced learners.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds



ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Administrators

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Provide required professional development for teachers to acquire ESL certification to strengthen language development knowledge of campus student learners
- Sponsor student teachers and provide meaningful professional development for new teachers with 0-5 years of experience.
- Provide professional development on professional learning communities, utilizing proficiency standards, collaboration, data analysis by student, assisting EL, Dyslexia

Financial Resources Campus budget, Teacher Activity Fund, Title III

Additional Resources Position Control Reports, Allocation Reports

Monitoring Timeline November, January, March

Formative Evaluation HQ data from Human Resources

Summative Evaluation TAPR, HQ Report to TEA

Project Managers Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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



STRATEGY DESCRIPTION(S):

- Provide opportunities at school for families to be engaged in academic and social events.
- Ensure evening events provide parents with choices on what topics and presentations to attend by hosting breakout sessions.
- Hold monthly Coffee with Counselors sessions with topics selected from parent surveys.
- Provide timely communication, in a language parents understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Conduct parent surveys to address the needs and interests of parents and the community.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Continue implementing a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundation.
- Start the introduction of CHAMPS in the spring 2020 semester.
- Debrief after all scheduled drill and emergency situations to assess ways to improve safety measures for all students and staff.
- Expand morning arrival procedures and afternoon dismissal procedures for the added growth of another 800 students.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Build teacher capacity to fully implement technology in instruction across the curriculum.
- Train all new teachers on the uses of Apple TV and Interactive Whiteboards.
- Increase student opportunities for utilizing technology across the curriculum.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Goal 1: Math, ELA, Drop Out	Academic Tutorials	\$1,031.00	0.02
Goal 1: College Readiness	Technology for At-Risk Students	\$8,000.00	0.00
Goal 1: Drop Out, College Readiness	Instructional Materials for At-Risk Students	\$969.00	0.00
Goal 1: Drop Out	Instructional Support for At-Risk Students	\$114,420	2.00
	TOTAL SCE	\$124,420	2.02

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Goal 1: At-Risk, ELL Support	Academic Tutorials	\$500.00	0.01
Goal 1: ELL Resource Support	Technology	\$500.00	0.00
Goal 1: ELL Resource for Core	Books	\$500.00	0.00
Goal 1: ELL Resource for Core	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$2,000.00	0.01



Data Summary Report 2019-2020

Secondary Campus: Grand Oaks HS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

89% scored Approaches Grade Level Standards
72% scored Meets Grade Level Standards
26% scored Masters Grade Level Standards

2019-2020 Goals:

92% will score Approaches Grade Level Standards
75% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

67% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

70% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards
53% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

Focus Student Group: Special Education

45% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: EL

72% scored Approaches Grade Level Standards
52% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards

Focus Student Group: EL

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
57% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

Focus Student Group: Special Education

31% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards

Focus Student Group: EL

66% scored Approaches Grade Level Standards
55% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
65% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: Special Education

50% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards

Focus Student Group: EL

75% will score Approaches Grade Level Standards
65% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: EL <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: n/a <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: n/a <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>70</u>% scored Approaches Grade Level Standards <u>39</u>% scored Meets Grade Level Standards <u>15</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>42</u>% scored Approaches Grade Level Standards <u>27</u>% scored Meets Grade Level Standards <u>2</u>% scored Masters Grade Level Standards Focus Student Group: EL <u>72</u>% scored Approaches Grade Level Standards <u>48</u>% scored Meets Grade Level Standards <u>17</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>80</u>% will score Approaches Grade Level Standards <u>50</u>% will score Meets Grade Level Standards <u>25</u>% will score Masters Grade Level Standards Focus Student Group: Special Education <u>60</u>% will score Approaches Grade Level Standards <u>40</u>% will score Meets Grade Level Standards <u>10</u>% will score Masters Grade Level Standards Focus Student Group: EL <u>80</u>% will score Approaches Grade Level Standards <u>60</u>% will score Meets Grade Level Standards <u>25</u>% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: EL <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>80</u>% will score Approaches Grade Level Standards <u>60</u>% will score Meets Grade Level Standards <u>35</u>% will score Masters Grade Level Standards Focus Student Group: Special Education <u>60</u>% will score Approaches Grade Level Standards <u>40</u>% will score Meets Grade Level Standards <u>20</u>% will score Masters Grade Level Standards Focus Student Group: EL <u>75</u>% will score Approaches Grade Level Standards <u>45</u>% will score Meets Grade Level Standards <u>25</u>% will score Masters Grade Level Standards</p>



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students</p> <p>85% scored Approaches Grade Level Standards</p> <p>57% scored Meets Grade Level Standards</p> <p>16% scored Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>68% scored Approaches Grade Level Standards</p> <p>28% scored Meets Grade Level Standards</p> <p>0% scored Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p>80% scored Approaches Grade Level Standards</p> <p>53% scored Meets Grade Level Standards</p> <p>13% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students</p> <p>90% will score Approaches Grade Level Standards</p> <p>65% will score Meets Grade Level Standards</p> <p>25% will score Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>75% will score Approaches Grade Level Standards</p> <p>35% will score Meets Grade Level Standards</p> <p>10% will score Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p>90% will score Approaches Grade Level Standards</p> <p>65% will score Meets Grade Level Standards</p> <p>25% will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		Economically Disadvantaged
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, English Learners (Current & Monitored), Special Education
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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