

Conroe Independent School District
Grand Oaks High School
2022-2023 Campus Improvement Plan



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

High School

Vision

EQUIP with skills,
EMPOWER with purpose,
IMPACT the community



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

Growth Mindset

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

Respect

treating people, places, and things in a positive manner

Ownership

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

Work Ethic

focused discipline to complete a task on time and with quality

Leadership

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

Beliefs and Behaviors

- 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 matter.
- I will appreciate and value myself and others.
- 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 believe that my hard work and diligence will strengthen my character and abilities as an individual.
- 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.

Outcomes

- I value the experience and what I learned from it more than the outcome itself.
- I can overcome any challenge in life.
- I value diversity of culture, thought, and have regard for others' feelings, wishes, rights, or traditions.
- I accept that my behavior is a function of my decisions, not my conditions.
- I understand that my results are directly related to the effort I put in.
- I will use my influence to impact my peers, family, and community in a positive way.

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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.	29
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.	33
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

2021-2022 Texas Academic Performance Report Summary

Grand Oaks High School received a 2022 Overall Texas Accountability rating of 87 (B).

- Student Achievement - GOHS Score = 91
- School Progress - GOHS Score = 81
- Closing the Gaps - 77

Grand Oaks High School Testing Profile for 2021-2022

End of Course Exams

		Tested	Approaches	Meets	Masters
Algebra I	Total	530	75.28	29.87	11.51
	SPED	41	53.66	17.07	9.76
	LEP	26	69.23	23.08	3.85
	African American	102	69.61	20.59	6.86
	Economically Disadvantaged	187	64.71	20.32	8.02
Biology	Total	917	94	76.88	38.28
	SPED	43	58.14	32.56	11.63
	LEP	29	72.41	37.93	13.79
	African American	129	87.60	65.89	20.93
	Economically Disadvantaged	229	86.03	55.46	18.34
English I	Total	948	84.28	70.99	22.89
	SPED	50	32	14	8
	LEP	36	38.89	16.67	2.78
	African American	134	79.85	62.69	14.18

End of Course Exams

English II	Economically Disadvantaged	236	72.46	52.12	10.59
	Total	834	87.65	77.58	15.71
	SPED	27	37.04	25.93	0
	LEP	24	45.83	25	0
	African American	137	81.75	66.42	9.49
US History	Economically Disadvantaged	185	76.22	58.92	7.57
	Total	736	97.42	91.44	72.28
	SPED	28	60.71	53.57	32.14
	LEP	15	80	73.33	40
	African American	110	98.18	89.09	61.82
	Economically Disadvantaged	158	94.94	85.44	56.33

SAT

Math Reading Total

Grand Oaks	518	525	1043
Texas			1003

Advanced Placement

	2019	2020	2021	2022
Total AP Students	334	562	580	728
Number of Exams	363	879	1119	1449
AP Students with Scores 3+	144	315	365	490
% of Total AP Students with Scores 3+	43.1%	56%	62.9%	67.3%

National Merit Recognition

	2021	2022
Semifinalist	2	1

Commended Scholars	7	TBD
National Hispanic Scholars	12	39
National African American Scholars	8	18
National Indigenous Award	-	3

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)
 - mathemeatics lost value for all students and all sub populations compared to 2020-2021
 - increasing academic progress for specific sub groups: Special Education (SPED) and Emerging Bilinguals
 - closing the gaps
- Student assessment results also indicate the need to focus on increasing our 40+ 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: Student assessment results indicate the need to focus on improving academic progress among our special education (SPED) students on EOC subjects. **Root Cause:** Explicit instruction that uses the implementation of chunking and scaffolding, increases in practice turns and feedback, and targeted interventions are not implemented with fidelity.

Problem Statement 3: Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform lower than white students in the meets category. **Root Cause:** We recognize that we have historically systemic and cultural issues in embracing cultural responsiveness as 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 (Prioritized): Student assessment results indicate the need to focus on improving academic growth particularly among our students who are economically disadvantaged. They are consistently scoring 10-20% below the campus meets average. **Root Cause:** Systemic and cultural issues create barriers for economically disadvantaged students.

Problem Statement 6 (Prioritized): 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 (Prioritized): Grand Oaks High School students performed significantly lower than the previous year (2020-2021) on the Algebra I End of Course exam. **Root Cause:** Remote learning caused some difficulty in the ability to teach, reteach, and intervene on behalf of students in the prior year for foundational skills. We also had a new team teaching Algebra I in 2021-2022.

Problem Statement 8 (Prioritized): Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students. **Root Cause:** Teachers lack the training necessary to understand how they can impact the CCMR status of our students with IBCs and formative assessment practices.

Culture and Climate

Culture and Climate Summary

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

2021-2022 Student Incident Referrals (Excluding Tardies)

Grade	Total	Info Only
9	890	373
10	987	412
11	941	255
12	402	146

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

Culture and Climate Strengths

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): We have struggled to find consistency of implementation of our systems, processes, and norms. **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 need to reteach PBIS and foundations procedures and expectations. **Root Cause:** We have grown exponentially over the last few years and have had to change procedures to fit the growing needs of the campus.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Events/Organizations/Media available to all stakeholders:

- Parent Teacher Organization (PTO)
- Open House
- Parent Information Nights
- Counselors presentations: Coffee with the Counselors, Mental Health Nights, Drugs/Technology Education,
- Academic Showcase and College Fairs
- Parent, Counseling, and College Career Center Newsletters
- Media rich website
- Celebratory events: academic awards
- Grizzly Growl Awards

Parent and Community Engagement Strengths

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

- Making response to parent emails and 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 on our regularly updated website

- Enthusiastic attendance by parents and community members at extra curricular activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The communication between the parents and the school community often suffers through the various modes of communication. **Root Cause:** Grand Oaks parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Parent Newsletter , Counselor Newsletter, Facebook, and Twitter With so many platforms, parents may struggle with where to find information.

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 are 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 5: 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 5: 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 5 Areas: Student Achievement

Problem Statement 7: We have struggled to find consistency of implementation of our systems, processes, and norms.

Root Cause 7: 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 7 Areas: Culture and Climate

Problem Statement 6: The communication between the parents and the school community often suffers through the various modes of communication.

Root Cause 6: Grand Oaks parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Parent Newsletter, Counselor Newsletter, Facebook, and Twitter With so many platforms, parents may struggle with where to find information.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 2: Student assessment results indicate the need to focus on improving academic growth particularly among our students who are economically disadvantaged. They are consistently scoring 10-20% below the campus meets average.

Root Cause 2: Systemic and cultural issues create barriers for economically disadvantaged students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Student assessment results indicate the need to focus on improving academic progress among our Emerging Bilingual students.

Root Cause 4: Quality support and strategies are not implemented with fidelity to support language and content acquisition.

Problem Statement 4 Areas: Student Achievement

Problem Statement 3: Grand Oaks High School students performed significantly lower than the previous year (2020-2021) on the Algebra I End of Course exam.

Root Cause 3: Remote learning caused some difficulty in the ability to teach, reteach, and intervene on behalf of students in the prior year for foundational skills. We also had a new team teaching Algebra I in 2021-2022.

Problem Statement 3 Areas: Student Achievement

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

Root Cause 1: Teachers lack the training necessary to understand how they can impact the CCMR status of our students with IBCs and formative assessment practices.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

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 (CCMR) from 62% to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR data, SAT scores, ACT scores, AP scores, TSI scores, and earned IBCs

Strategy 1 Details	Reviews			
Strategy 1: Hold both department wide and individual conferences with CTE teachers throughout the spring semester regarding their student certification counts Strategy's Expected Result/Impact: Improvement in the number of students who attempt IBCs. Staff Responsible for Monitoring: Department Administrators Problem Statements: Student Achievement 8 Funding Sources: Additional Administrator - ESSER II - \$82,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A CCMR review of all grade levels will occur every nine weeks. The data will be disseminated to English, Math and CTE teachers for instructional planning purposes. Strategy's Expected Result/Impact: Identify students who have CCMR points and who has yet to earn points in order to create a plan of action on how students will obtain CCMR points prior to graduation. Staff Responsible for Monitoring: District CTE officials for data support, Associate Principal of Curriculum, English teachers, Math teachers, CTE teachers, Department Administrators Problem Statements: Student Achievement 8	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Grand Oaks High School will host a school day SAT for Seniors in the fall and juniors in the spring to provide an opportunity for students to take a college entrance exam during the school day. Strategy's Expected Result/Impact: Increased number of students taking the SAT exam. Staff Responsible for Monitoring: Associate for Curriculum, College and Career Counselor, Testing Coordinator Problem Statements: Student Achievement 8	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Our Special Services Counselor will ensure proper scheduling and coding of students who receive special education services. Strategy's Expected Result/Impact: Increase in students who graduate with a complete IEP and workforce readiness and students who graduate with an advanced diploma. Staff Responsible for Monitoring: Special Services Counselor Problem Statements: Student Achievement 8 Funding Sources: Special Services Counselor - ESSER II - \$82,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 8: Campus data indicates a need to focus on improving the college, career and military readiness of Grand Oaks High School students. Root Cause: Teachers lack the training necessary to understand how they can impact the CCMR status of our students with IBCs and formative assessment practices.





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: We will increase the percentage of students who meet grade level standard on Algebra I EOC from 29% to 60% and masters from 11% to 20%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group instruction will be utilized to increase the rigor and drive a higher level of understanding and fluency. Strategy's Expected Result/Impact: Increased understanding, increase in STAAR performance Staff Responsible for Monitoring: Math teachers, math interventionist, department administrator, associate principals of instruction and curriculum Problem Statements: Student Achievement 7	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assigned faculty will push in to Algebra I to provide additional support to students Strategy's Expected Result/Impact: Increased understanding, increase in STAAR performance Staff Responsible for Monitoring: Math Academic Interventionist, math teachers, department administrator Problem Statements: Student Achievement 1, 7 Funding Sources: Math Interventionist - ESSER III - \$62,985	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will provide differentiated instruction to extend learning and assist students who need additional supports. Strategy's Expected Result/Impact: Increased meets and masters scores. Staff Responsible for Monitoring: Instructional Coach, Math Interventionist, Department Administrator Problem Statements: Student Achievement 7	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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.</p> <p>Problem Statement 7: Grand Oaks High School students performed significantly lower than the previous year (2020-2021) on the Algebra I End of Course exam. Root Cause: Remote learning caused some difficulty in the ability to teach, reteach, and intervene on behalf of students in the prior year for foundational skills. We also had a new team teaching Algebra I in 2021-2022.</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: We will increase the passing rate of emerging bilinguals on TELPAS from 34% to 40%, the passing rate for STAAR EOC English I from 39% to 45%, for STAAR EOC English II from 45% to 50%, and for Algebra I from 69% to 75%.

Evaluation Data Sources: TELPAS scores, TAPR report

Strategy 1 Details	Reviews			
Strategy 1: The ESL coordinator will provide targeted instruction to our new Emergent Bilinguals in ELDA and ESOL courses to increase their English Language Acquisition Strategy's Expected Result/Impact: Students will improve on STAAR EOC assessments, TELPAS assessments, and classroom assessments. Staff Responsible for Monitoring: LPAC Administrator Problem Statements: Student Achievement 6 Funding Sources: ESL instructional supplies - Title III - \$2,850	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The ESL Coordinator will continue to train teachers on how to support Emergent Bilingual Learners. Teachers with Emerging Bilinguals in their classes and will teach their students how to utilize their in-class supports such as Bilingual dictionaries and Translation applications. Strategy's Expected Result/Impact: Emergent Bilingual Learners will have higher grades in their coursework along with better performance on standardized tests such as STAAR EOC and TELPAS. Staff Responsible for Monitoring: ESL Coordinator, LPAC Administrator Problem Statements: Student Achievement 6	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Emergent Bilinguals will attend STAAR EOC tutorials as required by HB 4545 during Grizzly Den, after school, and/or Saturday depending on their area of deficiency Strategy's Expected Result/Impact: Emergent Bilinguals will score higher on the STAAR EOC test and the campus will see an overall improvement on STAAR EOC exams for Emerging Bilinguals. Staff Responsible for Monitoring: Associate Principal for Instruction, LPAC Administrator Problem Statements: Student Achievement 6	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Achievement
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.





Goal 1: Student Achievement and Post-Secondary Success

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze TEKS to identify essential skills and standards and will use the essential skills and standards to create proficiency scales to pre-plan interventions/enrichments for each level of the proficiency scale Strategy's Expected Result/Impact: Targeted instruction, intervention, and enrichments on most essential content standards and skills Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum, Associate Principal of Instruction, Assistant Principals, Campus Instructional Coaches Problem Statements: Student Achievement 1 Funding Sources: Additional Staff to reduce class size - State Comp Ed - \$165,000, Biology Teacher - ESSER II - \$81,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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 Instruction, Assistant Principals, Campus Instructional Coaches Problem Statements: Student Achievement 1, 5 Funding Sources: Accelerated Instruction - State Comp Ed - \$60,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: With the teacher goal from the Grand Oaks 6+1 instructional plan in mind, campus and district instructional coaches as well as campus administrators will provide timely and effective feedback that will support teacher growth in quality instruction in the high yield strategies expected in Tier I and Tier 2 instruction. Strategy's Expected Result/Impact: Specific feedback results in targeted improvement for quality instruction at the Tier 1 and Tier 2 level of RTI Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Campus Instructional Coaches Problem Statements: Student Achievement 1 Funding Sources: Instructional Coaches - State Comp Ed - \$76,334	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus interventionists will monitor all student progress through Branching Minds and work in conjunction to identify students who need academic intervention. Strategy's Expected Result/Impact: Students will receive timely interventions Staff Responsible for Monitoring: Associate of Instruction, Interventionists, RTI Committee, Teaching Staff Funding Sources: Academic Interventionist English - ESSER III - \$62,985	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Achievement
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: 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 5: Student assessment results indicate the need to focus on improving academic growth particularly among our students who are economically disadvantaged. They are consistently scoring 10-20% below the campus meets average. Root Cause: Systemic and cultural issues create barriers for economically disadvantaged students.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Our English and Math teams will work to improve our closing the gaps rating from a C to a B.

Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: We will identify our students and their expected growth from previous English and math assessments. The data will be given to teachers so they can perform targeted interventions to assist students in their academic growth by teaching to the edges instead of focusing on teaching to the middle.</p> <p>Strategy's Expected Result/Impact: Increased STAAR EOC scores, Improvement in the campus closing the gaps rating.</p> <p>Staff Responsible for Monitoring: Associate of Instruction, Instructional Coaches, Math Teachers, English Teachers</p> <p>Problem Statements: Student Achievement 1, 5, 6, 7</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Achievement
<p>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: Response to Intervention (tier one and tier two) as well as PLC guiding questions three and four (intervention and enrichment) are not being implemented with fidelity.</p> <p>Problem Statement 5: Student assessment results indicate the need to focus on improving academic growth particularly among our students who are economically disadvantaged. They are consistently scoring 10-20% below the campus meets average. Root Cause: Systemic and cultural issues create barriers for economically disadvantaged students.</p> <p>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.</p> <p>Problem Statement 7: Grand Oaks High School students performed significantly lower than the previous year (2020-2021) on the Algebra I End of Course exam. Root Cause: Remote learning caused some difficulty in the ability to teach, reteach, and intervene on behalf of students in the prior year for foundational skills. We also had a new team teaching Algebra I in 2021-2022.</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		Reviews			
Strategy 1: All Grand Oaks High School faculty and staff with fiscal responsibilities will maintain regular communication with our Activity Accounts and Budget Clerks to ensure all expenditures align with the campus vision and follow all CISD procurement policies. Strategy's Expected Result/Impact: Effective fiscal management of resources and operations, Clean audit of all activity and budget accounts Staff Responsible for Monitoring: Principal, Budget Clerk, Activity Fund Clerk, all administrators and faculty related to fiscal responsibilities.		Formative			Summative
		Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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 Google Form, Grizzly Shorts offerings

Strategy 1 Details		Reviews			
Strategy 1: Administrators will take active roles in leading professional learning opportunities via Grizzly Shorts and as an administrative staff we will complete multiple walkthroughs on all teachers over the course of the year. Strategy's Expected Result/Impact: Student learning outcomes will improve because teachers have opportunities to improve their ability to affect student outcomes through training and feedback. Staff Responsible for Monitoring: All administrators Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:





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

Goal 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	Reviews			
Strategy 1: Utilize all available resources, including HR, colleges, universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas. Strategy's Expected Result/Impact: Recruitment of highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate Grand Oaks High School campus culture and expectations packets to applicants prior to interviewing (Vision, Mission, Core Values, Teacher High Will/High Skill chart, Instructional Program Process Map, etc). Strategy's Expected Result/Impact: Hire quality candidates that align to school vision, mission, etc. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches, Lead Counselor	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support new teachers to Grand Oaks High School through intentional onboarding practices that provides professional development and support to meet their specific needs in getting acclimated to our campus culture, instructional programs, and operating systems/procedures. Strategy's Expected Result/Impact: Provide clarity of expectations and support new teachers in meeting those expectations Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide differentiated professional development that meets the individual needs of teachers in growing professionally and making sure that the professional development models best practices of instruction Strategy's Expected Result/Impact: Targeted professional development through the Grand Oaks 6+1 plan to develop highly qualified teachers Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Empower teachers with autonomy and decision making power on the details (loose) as long as they support our campus vision, mission, core values, and instructional program goals. Strategy's Expected Result/Impact: Teacher innovation and creativity that supports our campus vision and mission Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





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 ensure that all stakeholders receive effective internal and external communication.

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

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

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

Performance Objective 1 Problem Statements:





Parent and Community Engagement
Problem Statement 1: The communication between the parents and the school community often suffers through the various modes of communication. Root Cause: Grand Oaks parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Parent Newsletter , Counselor Newsletter, Facebook, and Twitter With so many platforms, parents may struggle with where to find information.

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 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	Reviews			
Strategy 1: Weekly door checks will be conducted to ensure everyone is following policy in regard to locked doors on campus. Strategy's Expected Result/Impact: Improved safety and security of the building Staff Responsible for Monitoring: Associate Principal for Operations Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide opportunities to recognize students and staff through celebrations such as GROWL Awards and the use of GROWL Coins. Strategy's Expected Result/Impact: Students and employees will become more engaged and live the GROWL on a daily basis. Staff Responsible for Monitoring: PBIS Committee, Counselors	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide a health conscious environment in which students have access to clinic personnel. Strategy's Expected Result/Impact: Meet the medical needs of students. Staff Responsible for Monitoring: Nurse, Clinic Aide Funding Sources: Health Services Personnel - ESSER III - \$71,169	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Culture and Climate

Problem Statement 1: We have struggled to find consistency of implementation of our systems, processes, and norms. **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 5: Effective Instruction

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

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

Strategy 1 Details	Reviews			
Strategy 1: Grand Oaks High School will implement a 6+1 plan for instruction in 2022-2023. Teachers will work on improving the use of proficiency scales and another area (a choice of clear routines and procedures, student engagement, formal & informal assessment, generating & defending claims, student data tracking, or structured & appropriately paced lessons) so high quality and effective instruction is a daily occurrence. Professional development will be offered in each of these areas throughout the year. Strategy's Expected Result/Impact: Teachers will continue to improve in best practices, Students will increase their performance on course work, classroom assessments, and standardized tests. Staff Responsible for Monitoring: Administrators, Instructional Coaches	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Grand Oaks High School will offer a blend of STAAR EOC tutorials for HB 4545 that will be offered during Grizzly Den, after school, and Saturdays to fulfill the requirements of HB 4545 Strategy's Expected Result/Impact: With targeted STAAR EOC tutorials, Grand Oaks High School will have more students pass the STAAR EOC when they retake their tests in December and May. Staff Responsible for Monitoring: Associate for Instruction, Team Leads, Department Chairs, Teachers Funding Sources: Before and After School Tutorials - ESSER III - \$63,740	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Effective Instruction

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

Performance Objective 2: Grand Oaks High School will increase our student ratio of access to various forms of technology in preparation for online STAAR EOC testing in the 2022-2023 school year along with staff professional development on ways for teachers to use technology in their classrooms to ensure that all students and staff utilize technology to maximize learning for all students.

Evaluation Data Sources: Tip Web Database of Campus technology, Assessment Coordinator , Technology Specialist

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity to fully implement technology integration across the curriculum to provide access to and engagement with the Canvas learning platform and Eduphoria testing. Strategy's Expected Result/Impact: With the necessity to prepare students for standardized online testing, students will benefit from the use of technology within their classrooms and will apply this knowledge and skills to their standardized testing throughout the year. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leads, teachers	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Grand Oaks High School will purchase Chrome Carts and TI-84 calculators to assist students with instruction and remediation in the classrooms. Strategy's Expected Result/Impact: Students will have increased access to technology that will increase their ability to use technology effectively on state assessments such as the STAAR EOC tests as well as classroom assignments, quizzes, and assessments Staff Responsible for Monitoring: Department Chairs, Technology Specialist Funding Sources: Chromebooks - ESSER III - \$195,629	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Budget for Grand Oaks High School

Total SCE Funds: \$301,334.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Grand Oaks High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Nanfro	Math teacher	1
Claudine Narine	English Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESL instructional supplies		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Additional Staff to reduce class size		\$165,000.00
1	4	2	Accelerated Instruction		\$60,000.00
1	4	3	Instructional Coaches		\$76,334.00
Sub-Total					\$301,334.00
Budgeted Fund Source Amount					\$301,334.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Administrator		\$82,000.00
1	1	4	Special Services Counselor		\$82,000.00
1	4	1	Biology Teacher		\$81,000.00
Sub-Total					\$245,000.00
Budgeted Fund Source Amount					\$245,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math Interventionist		\$62,985.00
1	4	4	Academic Interventionist English		\$62,985.00
4	2	3	Health Services Personnel		\$71,169.00
5	1	2	Before and After School Tutorials		\$63,740.00
5	2	2	Chromebooks		\$195,629.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$456,508.00
Budgeted Fund Source Amount					\$456,508.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,005,692.00
Grand Total Spent					\$1,005,692.00
+/- Difference					\$0.00