

Campus Improvement Plan
2018-2019

*Reflecting on a proud past,
building a dynamic future...*



Submitted for Board Approval October 2018

Comprehensive Needs Assessment

Data Sources Reviewed

2016-2017 TAPR Report	2018 Academic Growth Data Table
2018 Accountability Ratings	2018 Campus Comparison Group
2018 Closing the Gaps Status Table	2018 College, Career, and Military Readiness Table
2018 AP Data	2018 ACT, PSAT, & SAT Data
2018 Distinction Designation Summary	2018 Graduation Rate Data Table
2018 STAAR Performance Data Table	2018 AP Comparative Scores
AP Comparative Scores (State, National, and Global)	AP School summary by Demographic
2018 TELPAS Data	2018 School Climate Survey for Parents
2018 School Climate Survey for Staff	2018 School Climate Survey for Students
2018 SAT Results	

Identified Strengths

Demographics

GRHS dropout rate for all students is very low. Only 0.2% of all students are considered “dropouts.” None of the students considered “dropouts” were SPED or ELL.
69% of ELL students were approaching grade level on the Algebra STAAR assessment.
GRHS met the growth indicator for African American students, ELL students, and SPED students.
93% of our ELL students grew in mathematics for the 2017-2018 school year.

Student Achievement

GRHS students increased the percentage of students who mastered grade level on the Algebra I STAAR assessment.
GRHS advanced placement program increased their exam participation in multiple areas (i.e., Science, Math, English, and Social Studies). Advanced placement test scores in science increased, and social studies fell in quartile one on the 2018 distinction designation summary for AP/IB examination participation.

GRHS has partnered with EOS (Equal Opportunity Schools) to help continue to find AP eligible students to take AP courses that have the potential to find success. Fostering this initiative has supported an increase in the number of AP students taking AP courses the 17-18 school year, but has also assisted in creating post-secondary readiness.
GRHS has a rating of Met Standard on the 2018 Accountability Rating report.
According to the 2018 Distinction Designation Summary, GRHS earned distinctions in Academic Growth (ranked 3 rd in campus comparison group) and Closing the Gap (ranked 5 th in campus comparison group).
GRHS has a high graduation rate for all students (98.8%).
GRHS fell in quartile one for Masters Grade Level in STAAR performance for Biology, English 2, and Algebra 1.
GRHS AP mean scores in Fine Arts was above the state, US, and Global average.

School Climate and Culture

GRHS utilizes a restorative discipline management model which focuses on the “why” and not the “what”, as well as focuses on the restoration of relationships.
Student engagement, student success, student behavior, and the appropriate use of social media are all priorities at GRHS.
We have over 50 clubs represented here at GRHS. We place a heavy emphasis on getting students plugged into the different areas they are interested in. We also place an emphasis of providing opportunities for new clubs to be created on campus to help build a strong culture on our campus to get students plugged in.
According to the campus climate survey, 64% of parents come to school with their students for campus events because of the emphasis placed on parental involvement on campus.
According to the campus climate survey, majority of parents have good, open communication with their students’ teachers.
According to the campus climate survey, students feel safe on the GRHS campus, and they feel like an adult is available to help them if needed.

Staff Quality, Recruitment, and Retention

100% of the GRHS teaching staff is deemed highly qualified by the state of Texas.
All potential staff undergo a rigorous two-part interview process in which administrators and department chairs evaluate if the candidate is a good fit for GRHS and the academic team they will possibly be working with.
All new teachers to GRHS are assigned a campus mentor and receive a tremendous amount of support from their supervising administrator and department chair. New teachers to the campus meet once a month, and professional development is provided by our department chairs on pertinent topics like classroom management, organization strategies, and building relationships.
According to the campus climate survey, teachers enjoy working at GRHS, and they feel like they are part of a successful working community. According to the survey, 73% of teachers feel like someone on campus is willing to listen to them if they need to discuss a concern.
Each new teacher on the campus is provided with an administrative driven new teacher orientation of the campus and is provided resources to assist them in starting the school year off with success and resources to refer to throughout the school year.
The GRHS principal has a staffing conference with every staff member to discuss any of their concerns and to also discuss what they are requesting to teach for the upcoming school year.
More than 60% of GRHS teachers have six or more years of teaching experience and 27% of teachers have their masters degree.

Curriculum, Instruction, and Assessment

Algebra I, English I, and English II teams have a daily PLC period built into their schedule. During this time, they meet to both analyze data and share successful instructional strategies/techniques with one another. They use data prior to the delivery of new content to ensure optimal success. They also review data following all major assessments to target both at risk students and TEKS as a team that need to be spiraled into their upcoming lessons. All other content area teams meet at least once a week, and it is still an expectation that the PLC process is followed.
Majority of parents (83%) agree that GRHS sets high standards.
Parents (80%) believe that learning standards and expectations are clearly explained to their student at school.
According to T-TESS data from the 2017-2018 school year, teachers plan engaging and academically challenging activities for students.

Community and Student Engagement

GRHS hosts multiple events to engage GRHS families and community members, such as Freshman Parent Orientation, Open House, Parent Nights, Festival of Trees at the Ranch, AutoRama, Course Selection Night, Grade Level Awards Nights, Dancing with the staff, and a Christmas Show.

According to the campus climate survey, the community feels as if extracurricular (78% of the community) and athletic (76% of the community) programs are successful and benefit those involved.

GRHS communicates campus events and important information through various forms of social media including the school website, weekly emails and call outs, twitter, remind 101, and Canvas. Active communication is a priority at GRHS. According to the campus climate survey, 90% of parents feel they are well informed regarding their child's grades and academics on campus.

GRHS has a high graduation rate because of high student engagement.

School Organization

GRHS is recognized as extremely organized to which promotes high staff productivity and high academic performance. GRHS has well defined processes and procedures in place to ensure that effective communication occurs and expectations of staff and students are clearly understood. Workshop Wednesdays help support this structure.

GRHS places a heavy emphasis on communication to ensure that all stakeholders are well informed as this creates a positive learning environment for our students and staff that we serve daily.

Within the building, teachers' rooms are grouped by subject area, which encourages collaboration and communication amongst content area teams.

Technology

GRHS teachers are trained in instructional technology during Workshop Wednesday sessions in which they learn about innovative ways to utilize technology within their classrooms both to deliver instruction and have students access information.

GRHS utilizes various forms of technology to communicate with the GRHS educational community about important school news and upcoming events. All GRHS teachers must have a Canvas account, twitter account, and remind 101 accounts.

GRHS has a Campus Instructional Technology Specialist (CITS) that is available 3 days a week to support the faculty and staff with their technological needs and build the staff's capacity to utilize technology in the classroom.

GRHS places a heavy emphasis in ensuring students have access to technology within their instructional settings. GRHS creates new technology opportunities for students to get engaged through our Maker's Space which is provided in the library to which can be accessed by all students. This is a great way for our students to show creativity. Grants have been written to continue to create the optimum technology based opportunities within our Maker's Space located in the library. (ex: 3D Printer)

According to the campus climate survey, the staff at GRHS feel as if technology is readily available and feel strongly supported in their use of new technology.

Identified Needs

Priorities Based off Identified Needs

Demographics

<p>SPED students consistently scored below their peers in all the assessment areas on the STAAR.</p>	<p>Place a heavy emphasis on disaggregating data to track SPED students' progress and utilize that data to drive instructional decisions by making instructional adjustments to meet the SPED populations needs in all subject areas. Continue to focus on team teaching and best practices for inclusion settings on the campus to build the successes of SPED students on our campus. All inclusion support will be trained on the co-teach model with the expectation of it being implemented into the classroom setting.</p>
<p>EL students showed regression or no growth on the TELPAS assessment in listening, speaking, and writing.</p>	<p>Place a heavy emphasis on successfully tracking our EL students' progress and ensure that the appropriate supports and trainings are in place for our returning and new teachers on the campus to ensure best practices are being implemented. We will monitor EL progress by picking up 2 writing samples per six weeks. These samples will be scored by our Sheltered Teachers to build capacity and show growth. Optimum push is for all staff members to be trained in Sheltered Instruction.</p>
<p>African American and Hispanic students scored below their white counterparts in all assessment areas on the STAAR.</p>	<p>Through disaggregating data, we will need to effectively track the progress of our African American and Hispanic students on the campus. By placing a heavy focus on our pacing and the rigor we are applying to the instruction. Furthermore, we will continue to partner with EOS and have trainings on closing the achievement gap for underrepresented students.</p>

Student Achievement

<p>While advanced placement test participation increased, we saw a decline in scores in several areas (i.e., Calculus BC, Statistics, English Lit, and English Composition).</p>	<p>AP teachers will track the progress of their AP students by analyzing data on all major assessments as well as continually formally assessing student progress. Furthermore, professional development on AP training will be highly encouraged, so teachers can learn best practices for implementing higher rigor and expectations into the AP classroom.</p>
<p>For ELL students, we saw no growth or regression on TELPAS in the areas of listening speaking and writing.</p>	<p>Place a heavy emphasis on successfully tracking our EL students' progress and ensure that the appropriate supports and trainings are in place for our returning and new teachers on the campus to ensure best practices are being implemented. We will monitor EL progress by picking up 2 writing samples per six weeks. These samples will be scored by our Sheltered Teachers to build capacity and show growth. Optimum push is for all staff members to be trained in Sheltered Instruction.</p>
<p>SPED students consistently scored below their peers in all the assessment areas.</p>	<p>Place a heavy emphasis on disaggregating data to track SPED students' progress and utilize that data to drive instructional decisions by making instructional adjustments to meet the SPED populations needs in all subject areas. Continue to focus on team teaching and best practices for inclusion settings on the campus to build the successes of SPED students on our campus. All inclusion support will be trained on the co-teach model with the expectation of it being implemented into the classroom setting and ongoing professional development on the co-teach model will be provided throughout the school year.</p>
<p>SAT math scores fell into quartile four under the 2018 academic achievement in mathematics.</p>	<p>SAT math style questions will be implemented into all math classes daily whether it's through a warmup, quiz, unit text, or exit ticket. Data will be taken and reviewed on these assessments to adjust instruction accordingly.</p>

GRHS fell in quartile four for postsecondary readiness and a distinction for state accountability was not met.	We have a low number of students graduating as CTE Coherent Sequence graduates, which is affecting our postsecondary readiness. Counselors will meet with students frequently to help keep them on track for a single endorsement.
When looking at the GRHS campus comparison group, GRHS has a low attendance rate (94.2%).	The administrative team will be diligent about calling home after 6 absences, placing students on lost credit after 9 absences, and filing truancy after 10 absences. Furthermore, teachers will be expected to contact home if students are frequently absent, and attendance will be taken within the first 15 minutes of every class period.

School Culture and Climate

When looking at the campus climate survey, approximately 40% of students do not feel they have a staff member they can talk to.	Professional development will be provided on building relationships with students. Also, a group of teachers will be sent to Capturing Kids Hearts.
According to the campus climate survey, more than 30% of students felt like they couldn't talk to an assistant principal.	Provide opportunities for students to have open discussions with assistant principals.

Staff Quality, Recruitment, and Retention

According to the campus climate survey, 45% of teachers feel like they do not know much about available scholarships and career options following high school.	The College and Career Facilitator will work to provide relevant information to teachers regarding scholarship opportunities and post-secondary opportunities.
When looking at data, teacher experience at GRHS is lower than the district and state average.	Provide professional development for teachers on effective instructional strategies and provide teachers with opportunities to observe other classrooms.
GRHS had a high teacher turnover rate from the 2017-2018 school year to the 2018-2019 school year.	Implement activities and events to increase teacher moral (i.e., teacher of the month, Pineapple Chart, Shout-outs)

Curriculum, Instruction, and Assessment

<p>According to the campus climate survey, 27% of parents feel as if we need improvement in the areas of instruction and assessment, and 20% of parents want more useful information to help their students succeed academically.</p>	<p>Provide multiple avenues to receive resources (i.e., progress reports, SAT workshops, training in person or via web courses). Have teachers streamline their Canvas pages, so information is easier for parents to access.</p>
<p>Thirty-five percent of students did not meet the state criteria for college, career, and military readiness.</p>	<p>Have the College and Career Facilitator implement different activities (i.e., College and Career Day at the Ranch, guest speakers, TSI study hall) to inform students and get them thinking about post-secondary life.</p>
<p>GRHS did not receive distinctions in ELA/Reading, Math, Social Studies, or Post-Secondary Readiness.</p>	<p>Improve our PLC process, and administrators will keep teams accountable to make sure they are implementing the process with fidelity.</p>
<p>According to the campus climate survey, 54% of students do not feel that lessons connect with the real world.</p>	<p>Teachers should be implementing one real world experience into one part of the lesson cycle.</p>
<p>When looking at T-TESS data from the 2017-2018 school year, GRHS teachers need growth in the areas of differentiation, monitoring and adjusting, and achieving expectations.</p>	<p>Provide professional development in these areas and administrators will continue to collect data and track teacher growth in these areas.</p>

Community and Student Engagement

<p>The continued need to provide multilingual publications, notices and other public documents to an increasingly diverse set of community stakeholders.</p>	<p>All letters sent home to parents are in Spanish and English. All callouts are in Spanish and English. Any type of communication that needs to be sent to an ELL student is sent via the family's home language.</p>
<p>According to the campus climate survey, only 27% of parents said their student is excited to come to school.</p>	<p>All teachers must call home if a student's grade falls below a 70 at any time during the 6 weeks. Call logs are checked by supervising administrators. Failure conferences are held for any student who fail 2 or more classes. Parents are contacted each time a student is referred to the office for discipline.</p>

Placing a continued focus on restoring relationships and building the capacity of our students to find success in the instructional environment here at GRHS.	Place an emphasis on restoring positive relationships through the implementation of Restorative Practices by all administrators and teaching staff at GRHS. Building positive relationships is a priority at GRHS.
According to the campus climate survey, 47% of parents are not engaging in family events at the school.	Have outreach events to get the community involved in the school. Provide opportunities for meet-and-greets where different organizations host different events.

School Organization

While content area teams have common planning periods, GRHS moved away from common planning periods for entire departments to relieve stress on the master schedule. This has caused a lack in vertical planning.	Before and after school meetings will be implemented once a month; Departments will utilize OneNote notebook and SharePoint to share pertinent information amongst the group.
Due to the large population of students at GRHS, many teachers have had to move into portable buildings located on the South end of the campus.	Workshop Wednesdays will be held every Wednesday and will provide these teachers with an opportunity to ask questions and collaborate with others.

Technology

Continue to expand learning opportunities to students as technology continues to evolve and change.	GRHS will continue to utilize the Campus Instructional Technology Specialist (CITS) to provide staff with support in evolving technology.
Continue to provide staff with support in evolving technology used for instructional purposes.	GRHS will continue to promote and support LCISD's initiative to increase the use of technology for all staff and students to help increase student engagement. Each teacher at GRHS is required to utilize technology as a resource for both instruction and communication.

<p>Continue to focus on peeking student interest and engagement while delivering instruction.</p>	<p>Utilize various forms of technology in the classroom to deliver instructional best practices and peek student interests. Student engagement for 21st century learners requires implementation of technology in the classroom and at GRHS this is an expectation. Students can bring a Mobile Learning Device (MLD) to be utilized within the instructional environment to optimize access and efficiency.</p>
<p>Parents have expressed concern regarding Canvas access and the ability to navigate each teachers' Canvas page.</p>	<p>GRHS will provide a tech Wednesday for parents, as well as, a Saturday session to instruct parents on how to use Canvas. Furthermore, GRHS will streamline communication methods on Canvas by requiring all teachers to use the same format on Canvas to better support our GRHS parents.</p>

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Improvement Plan Goals

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| 1) By May of 2019, Special Education will increase the percentage of students reaching approaches grade level by at least 20% in all content areas on the STAAR (i.e., ELA/reading, math, science, social studies). |
| 2) By May of 2019, African American and Hispanic students will score as well as their white counterparts in all areas of the STAAR assessment. |
| 3) By the end of the 2018-2019 school year, 100% of the GRHS ELL population will show one year's growth in listening, speaking, and writing as evidenced by the TELPAS assessment. |
| 4) By May of 2019, GRHS will increase the percentage of students meeting CCMR status to 70%. |
| 5) For the 2018-2019 school year, GRHS will focus on implementing strategies and communicating effectively with all stakeholders (e.g., staff, students, parents, and community business leaders) to promote a positive school culture to all. |

Goal 1

<p>Goal Statement: By May of 2019, Special Education will increase the percentage of students reaching approaches grade level by at least 20% in all content areas on the STAAR (i.e., ELA/reading, math, science, social studies).</p>	<p>CNA Area of Need: Student Achievement and Demographics</p>	
<p>2018 Student Performance addressed by the Goal (if applicable):</p>	<p>SPED Approaches Grade Level for all Subjects – 46% of SPED Students compared to 90% of All Students</p>	<p>Approaches Grade Level: ELA/Reading – 31% Mathematics – 49% Science – 64% Social Studies – 70%</p>

Performance Objective: 50% of students in special education at GRHS will reach approaches grade level on the English I and English II STAAR assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>English I and English II teams will meet daily during their structured PLC period that was integrated into the master schedule.</p>	<p>English I and English II teams, associate principal, supervising administrator</p>	<p>September 2018- May 2019</p>	<p>None</p>	<p>Weekly PLC Planning Logs</p>
<p>Continuous staff development will be provided throughout the school year to ensure teachers are implementing the PLC process with fidelity.</p>	<p>Administrative team, All English teachers, English department chair</p>	<p>August 2018 – May 2019</p>	<p>Data from formative and summative assessments</p>	<p>Weekly PLC Planning Logs, Lesson Plans, PLC minutes, and Walkthroughs</p>
<p>GRHS will implement writing across all content levels. All tests in all content areas will include an open-ended response question. Teachers will grade these responses based on a rubric created by the English teachers.</p>	<p>All teachers, administrative team</p>	<p>August 2018 – May 2019</p>	<p>Rubric, English I and English II Benchmarks</p>	<p>Teacher tests, English I and English I Benchmark Data</p>

Professional development will be provided to all inclusion teams on the co-teach model.	SPED teachers, inclusion teacher teams, and SPED supervising administrator	August 2018 – May 2019	(F) IDEA Special Education	Ongoing data like benchmarks and summative STAAR EOC results
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Performance Objective: 70% of students in special education at GRHS will reach approaches grade level on the Algebra I STAAR assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The Algebra I team will meet daily during their structured PLC period that was integrated into the master schedule.	Algebra I team, associate principal, supervising administrator	September 2018- May 2019	None	Weekly PLC Planning Logs
Continuous staff development will be provided throughout the school year to ensure teachers are implementing the PLC process with fidelity.	Administrative team, Math teachers, Math department chair	August 2018 – May 2019	Data from formative and summative assessments	Weekly PLC Planning Logs, Lesson Plans, PLC minutes, and Walkthroughs
GRHS will implement writing across all content levels. All tests in all content areas will include an open-ended response question. Teachers will grade these responses based on a rubric created by the English teachers.	All teachers, administrative team	August 2018 – May 2019	Rubric, English I and English II Benchmarks	Teacher tests, English I and English I Benchmark Data
Professional development will be provided to all inclusion teams on the co-teach model, and the special education department will participate in a book study regarding the co-teach model.	SPED teachers, inclusion teacher teams, and SPED supervising administrator	August 2018 – May 2019	(F) IDEA Special Education	Ongoing data like benchmarks and summative STAAR EOC results

Performance Objective: 85% of students in special education at GRHS will reach approaches grade level on the Biology STAAR assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The Biology team will meet once a week to have structured PLC time. During this time, they will review student data and plan for the upcoming units.	Biology team and supervising administrator	September 2018- May 2019	None	Weekly PLC Planning Logs
Continuous staff development will be provided throughout the school year to ensure teachers are implementing the PLC process with fidelity.	Administrative team, Science teachers, Science department chair	August 2018 – May 2019	Data from formative and summative assessments	Weekly PLC Planning Logs, Lesson Plans, PLC minutes, and Walkthroughs
GRHS will implement writing across all content levels. All tests in all content areas will include an open-ended response question. Teachers will grade these responses based on a rubric created by the English teachers.	All teachers, administrative team	August 2018 – May 2019	Rubric, English I and English II Benchmarks	Teacher tests, English I and English I Benchmark Data
Professional development will be provided to all inclusion teams on the co-teach model, and the special education department will participate in a book study regarding the co-teach model.	SPED teachers, inclusion teacher teams, and SPED supervising administrator	August 2018 – May 2019	(F) IDEA Special Education	Ongoing data like benchmarks and summative STAAR EOC results

Performance Objective: 90% of students in special education at GRHS will reach approaches grade level on the US History STAAR assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The US History team will meet once a week to have structured PLC time. During this time, they will review student data and plan for the upcoming units.	US History team and supervising administrator	September 2018- May 2019	None	Weekly PLC Planning Logs

Continuous staff development will be provided throughout the school year to ensure teachers are implementing the PLC process with fidelity.	Administrative team, Social Studies teachers, Social Studies department chair	August 2018 – May 2019	Data from formative and summative assessments	Weekly PLC Planning Logs, Lesson Plans, PLC minutes, and Walkthroughs
GRHS will implement writing across all content levels. All tests in all content areas will include an open-ended response question. Teachers will grade these responses based on a rubric created by the English teachers.	All teachers, administrative team	August 2018 – May 2019	Rubric, English I and English II Benchmarks	Teacher tests, English I and English I Benchmark Data
Professional development will be provided to all inclusion teams on the co-teach model, and the special education department will participate in a book study regarding the co-teach model.	SPED teachers, inclusion teacher teams, and SPED supervising administrator	August 2018 – May 2019	(F) IDEA Special Education	Ongoing data like benchmarks and summative STAAR EOC results

Goal 2

Goal Statement: By May of 2019, African American and Hispanic students will score as well as their white counterparts on the ELA and Math STAAR assessments.	CNA Area of Need: Student Achievement and Demographics	
2018 Student Performance addressed by the Goal (if applicable):	African American 85% at Approaches grade level for all STAAR tests.	Hispanic 84% at Approaches grade level for all STAAR tests
Compared to 95% of white students at approaches grade level for all STAAR tests and 90% of all students at approaches grade level for all STAAR tests.		

Performance Objective: At least 75% of African American and Hispanic students will meet grade level standard or above on the ELA STAAR assessment.

Percent of Students at Meets Grade Level or Above on ELA STAAR Assessments			
All Students	African American	Hispanic	White
67%	56%	58%	77%

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
English I and English II teams will continue to disaggregate data weekly to assess the progress of African American and Hispanic students in comparison to all other students.	English teachers, Administrative team, testing coordinator	August 2018 – May 2019	Data reports from Eduphoria	Ongoing data tracking and comparisons using the Formal Data Tracker provided to all PLCs.
Staff will work with Equal Opportunity Schools (EOS) to implement strategies into the classroom to reach underrepresented students.	All staff	August 2018 – May 2019	EOS surveys and staff	Ongoing data tracking and comparisons using the Formal Data Tracker provided to all PLCs, data provided by EOS, and lesson plans

Continue professional development on PLCs will be given to ensure strong instruction is being provided to all students in each classroom.	All staff	August 2018 – May 2019	(S) Local Funds	T-TESS Walkthrough Data, Lesson Plans, and PLC Planning Logs
Staff will be expected to form positive relationships with all students to encourage participation and high expectations for all students.	All Staff	August 2018 – May 2019	None	Student Campus Climate Survey and EOS Survey
The English department and the administrative team will work to develop a tutorial plan for at risk students.	English Department and Administrative Team	August 2018 – May 2019	SCE Funding	Ongoing data tracking and ELA STAAR results.

Performance Objective: At least 80% of African American and Hispanic students will meet grade level standard or above on the Algebra 1 STAAR assessment.

Percent of Students at Meets Grade Level or Above on the Algebra I STAAR Assessment			
All Students	African American	Hispanic	White
76%	74%	67%	82%

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The Algebra 1 team will continue to disaggregate data weekly to assess the progress of African American and Hispanic students in comparison to all other students.	Math teachers, Administrative team, testing coordinator	August 2018 – May 2019	Data reports from Eduphoria	Ongoing data tracking and comparisons using the Formal Data Tracker provided to all PLCs.
Staff will work with Equal Opportunity Schools (EOS) to implement strategies into the classroom to reach underrepresented students.	All staff	August 2018 – May 2019	EOS surveys and staff	Ongoing data tracking and comparisons using the Formal Data Tracker provided to all PLCs, data provided by EOS, and lesson plans

Continue professional development on PLCs will be given to ensure strong instruction is being provided to all students in each classroom.	All staff	August 2018 – May 2019	(S) Local Funds	T-TESS Walkthrough Data, Lesson Plans, and PLC Planning Logs
Staff will be expected to form positive relationships with all students to encourage participation and high expectations for all students.	All Staff	August 2018 – May 2019	None	Student Campus Climate Survey and EOS Survey
The Math department and the administrative team will work to develop a tutorial plan for at risk students.	English Department and Administrative Team	August 2018 – May 2019	SCE Funding	Ongoing data tracking and Algebra 1 STAAR results.
A math teacher will be assigned to teach a strategic math class for at risk students.	Math teachers	August 2018 – May 2019	FTE Funding	STAAR scores and ongoing data tracking

Goal 3

<p>Goal Statement: By the end of the 2018-2019 school year, 100% of the GRHS EL population will show one year's growth in listening, speaking, and writing as evidenced by the TELPAS assessment.</p>	<p>CNA Area of Need: Student Achievement and Demographics</p>
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<p>Performance Objective: All EL students will show one year's growth in the listening domain as evidenced by the TELPAS assessment.</p>

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>A teacher of each EL student will participate in the middle of the year LPAC, testing LPAC, and end of the year LPAC to provide input on the students listening skills for English language acquisition.</p>	<p>Teachers of EL students, LPAC administrator, lead LPAC teacher</p>	<p>August 2018 – May 2019</p>	<p>Ellevation</p>	<p>EL test data through Eduphoria and teacher feedback</p>
<p>EL students who showed no growth in the listening domain from the 2017-2018 school year will be placed in targeted sheltered core content courses.</p>	<p>Core Content Area (i.g., math, science, English, and social studies) teachers, administrative team</p>	<p>August 2018 – May 2019</p>	<p>Master Schedule</p>	<p>TELPAS</p>
<p>Professional development on sheltered strategies will be offered to all staff throughout the school year.</p>	<p>All teachers, administrative team</p>	<p>August 2018 - May 2019</p>	<p>(S) Local Funds</p>	<p>T-TESS Walkthrough Data and Lesson Plans</p>
<p>Administrative team will be able to recognize sheltered strategies and will provide feedback to teachers through the T-TESS teacher appraisal process.</p>	<p>Administrative team</p>	<p>August 2018 – May 2019</p>	<p>T-TESS Rubric and Sheltered Strategies</p>	<p>T-TESS Walkthroughs</p>

Parent workshops will be held at the beginning of the Spring semester. TELPAS objectives will be reviewed, and the parents will be given tips on how to help their students with these objectives at home.	Administrative Team, ESL Lead Teacher	January 2019	TELPAS Data & Local Bilingual Allotment	TELPAS Results
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Performance Objective: All EL students will show one year’s growth in the speaking domain as evidenced by the TELPAS assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
A teacher of each EL student will participate in the middle of the year LPAC, testing LPAC, and end of the year LPAC to provide input on the students speaking skills for English language acquisition.	Teachers of EL students, LPAC administrator, lead LPAC teacher	August 2018 – May 2019	Ellevation	EL test data through Eduphoria and teacher feedback
EL students who showed no growth in the speaking domain from the 2017-2018 school year will be placed in targeted sheltered core content courses.	Core Content Area (i.g., math, science, English, and social studies) teachers, administrative team	August 2018 – May 2019	Master Schedule	TELPAS
Professional development on sheltered strategies will be offered to all staff throughout the school year.	All teachers, administrative team	August 2018 - May 2019	(S) Local Funds	T-TESS Walkthrough Data and Lesson Plans
Administrative team will be able to recognize sheltered strategies and will provide feedback to teachers through the T-TESS teacher appraisal process.	Administrative team	August 2018 – May 2019	T-TESS Rubric and Sheltered Strategies	T-TESS Walkthroughs

Parent workshops will be held at the beginning of the Spring semester. TELPAS objectives will be reviewed, and the parents will be given tips on how to help their students with these objectives at home.	Administrative Team, ESL Lead Teacher	January 2019	TELPAS Data & Local Bilingual Allotment	TELPAS Results
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Performance Objective: All EL students will show one year’s growth in the writing domain as evidenced by the TELPAS assessment.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
A teacher of each EL student will participate in the middle of the year LPAC, testing LPAC, and end of the year LPAC to provide input on the students writing skills for English language acquisition.	Teachers of EL students, LPAC administrator, lead LPAC teacher	August 2018 – May 2019	Ellevation	EL test data through Eduphoria and teacher feedback
EL students who showed no growth in the writing domain from the 2017-2018 school year will be placed in targeted sheltered core content courses.	Core Content Area (i.g., math, science, English, and social studies) teachers, administrative team	August 2018 – May 2019	Master Schedule	TELPAS
Professional development on sheltered strategies will be offered to all staff throughout the school year.	All teachers, administrative team	August 2018 - May 2019	(S) Local Funds	T-TESS Walkthrough Data and Lesson Plans
Administrative team will be able to recognize sheltered strategies and will provide feedback to teachers through the T-TESS teacher appraisal process.	Administrative team	August 2018 – May 2019	T-TESS Rubric and Sheltered Strategies	T-TESS Walkthroughs

<p>GRHS will implement writing across all content levels. All tests in all content areas will include an open-ended response question. Teachers will grade these responses based on a rubric created by the English teachers.</p>	<p>All teachers, administrative team</p>	<p>August 2018 – May 2019</p>	<p>Rubric, English I and English II Benchmarks</p>	<p>Teacher tests, English I and English I Benchmark Data, TELPAS</p>
<p>Parent workshops will be held at the beginning of the Spring semester. TELPAS objectives will be reviewed, and the parents will be given tips on how to help their students with these objectives at home.</p>	<p>Administrative Team, ESL Lead Teacher</p>	<p>January 2019</p>	<p>TELPAS Data & Local Bilingual Allotment</p>	<p>TELPAS Results</p>

Goal 4

Goal Statement: By May of 2018, GRHS will increase the percentage of students meeting CCMR status to 70%.	CNA Area of Need: Student Achievement and Curriculum, Instruction, & Assessment
For the 2017-2018 school year, GRHS had 599 graduates, and only 65% of them gained credit for CCMR criteria.	

Performance Objective: 70% of the students at GRHS will meet CCMR criteria by meeting TSI criteria in both ELA/Reading and mathematics.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide multiple avenues for students to receive resources on the TSI	College and Career Facilitator, Administrative Team, Teachers	August 2018 – May 2019	Flyers, Website, E-mail	The number of students successfully completing the TSI
Plan a campuswide day for all eligible students to take the TSI	College and Career Facilitator, Testing Coordinator, Administrative Team, Teachers	Spring 2019	TSI Assessment	TSI
Have one-on-one conferences with individual students regarding the benefits of taking the TSI.	College and Career Facilitator, Counselors, Administrative Team	Spring 2019	None	Conference Log and TSI

Performance Objective: 45% of the students at GRHS will meet the criterion score on an AP exam in any subject.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide multiple resources for students to be successful.	AP teachers, Administrative Staff	August 2018-May 2019	SAT Prep, ACT Prep, Khan Academy	AP Scores

Provide ongoing staff development to AP teachers on implementing successful strategies to increase rigor in the classroom.	AP teachers	August 2018-May 2019	(S) Local Funds	AP Scores, Lesson Plans
Continue to collaborate with EOS staff to service our underrepresented students in AP courses.	AP teachers and Administrative Team	August 2018 – May 2019	None	EOS Data and AP Scores

Performance Objective: At least 60% of GRHS students will graduate as CTE Coherent Sequence Graduates, and at least 10% of these students will receive an industry-based certification.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Have a CTE gallery walk for incoming Freshman to learn about the different CTE endorsements.	CTE teachers, Counselors, Administrative Team	August 2018	CTE and HB-5 information	CTE Coherent Sequence Graduate Data
Counselors will meet frequently with students to speak with them about their endorsement and encourage them to maintain a consistent endorsement throughout their high school career.	Counselors	August 2018 – May 2019	None	CTE Coherent Sequence Graduate Data
CTE teachers will meet with seniors to encourage them to take industry-based certification exams and will provide the student with adequate resources to be successful.	CTE teachers	August 2018 – May 2019	Exam Prep Resources	Certification Data

Goal 5

<p>Goal Statement: For the 2018-2019 school year, GRHS will focus on implementing strategies and communicating effectively with all stakeholders (e.g., staff, students, parents, and community business leaders) to promote a positive school culture for all.</p>	<p>CNA Area of Need: School Culture & Climate; Staff Quality, Recruitment, & Retention; Curriculum, Instruction, & Assessment; Community & Student Engagement; and Technology</p>
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Performance Objective: Teachers will provide ongoing purposeful academic feedback to students and will communicate with parents regarding student progress.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide multiple avenues to receive resources.	All Staff	August 2018 – May 2019	Canvas, E-mail, Flyers	Campus Climate Survey
All teachers will call home if a student's grade falls below a 70 at any time during the 6 weeks, and call logs will be checked by supervising administrators.	Teachers and Administrative Team	August 2018 – May 2019	Call Log	Campus Climate Survey
Failure Conferences will be held for any student failing two or more classes at the end of a six weeks.	Administrative Team and Counselors	August 2018 – May 2019	None	Campus Climate Survey and Student Grades
Teachers will work in their PLC to determine new, effective ways to provide adequate timely feedback to their students.	Teachers	August 2018 – May 2019	None	Lesson Plans and PLC Planning Logs

Performance Objective: The leadership team will implement practices to increase teacher moral and provide opportunities for teacher growth.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
A Pineapple Chart will be put up in the front hallway where teachers will post if they are doing innovative practices in their classrooms. Other teachers are encouraged to visit these classrooms to learn from one another.	Teachers	August 2018 – May 2019	Chart	Chart usage and teacher feedback

<p>A teacher of the month will be chosen by the administrative team each month, which will be based on T-TESS walkthroughs and teacher performance.</p>	<p>Teachers and Administrators</p>	<p>August 2018 – May 2019</p>	<p>T-TESS Data</p>	<p>T-TESS Data</p>
<p>Professional development will be provided to address the three areas of weakness from the T-TESS data extracted from the 2017-2018 school year: Differentiation, Monitor & Adjust, and Achieving Expectations.</p>	<p>Teachers and Administrators</p>	<p>August 2018 – May 2019</p>	<p>(S) Local Funds T-TESS Rubric</p>	<p>T-TESS Data and Teacher Feedback</p>

Financial Summary

Funding Source	Total Amount
SCE Funding	\$ 138,690.00
Title III Immigrant Funds	\$ 2,500.00
Title III LEP Funds	\$ 2,000. 00








SBDMC Members

Name	Position
Black, Frederick	Principal
Tielke, Gregory	Associate Principal
Momanyi, Judith	Assistant Principal
Lazar, Kayse	Assistant Principal
Cuellar, Christopher	Assistant Principal
Jessie Eilenstine	Assistant Principal
Shawna Jennings	Assistant Principal
Stacey Richards	Counselor
Reeves, Carin	Counselor
Hunt, Ashley	Counselor
Amanda Gloff	Counselor
Tucker, Christy	Counselor
Cavallo, Nick	Athletic Coordinator
Settle, Rachel	English Department Chair/ English Teacher
Gann, Kristin	CTE Department Chair/Marketing Teacher

Noonan, Alyssa	Science Teacher
Respondek, Amanda	Journalism Teacher
Ryburn, Eric	Math Teacher
Wilkening, Margaret	Social Studies Department Chair/ U.S. History Teacher
Barlow, Yvette	Parent
Carlino, Alison	Community / Business Owner
D'Ambra, Amy	Parent
Knapp, Ben	Community / Business Owner
Rodriguez, Isabel	Parent

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities	 <p>Recruit, support, and retain teachers and principals</p>	 <p>Build a foundation of reading and math</p>	 <p>Connect high school to career and college</p>	 <p>Improve low-performing schools</p>
Enablers	 <p>Increase transparency, fairness and rigor in district and campus academic and financial performance</p>			
	 <p>Ensure compliance, effectively implement legislation and inform policymakers</p>			
	 <p>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</p>			