

Lamar Consolidated Independent School District

George Ranch High School

2023-2024 Campus Improvement Plan



Mission Statement

George Ranch High School promotes positive learning outcomes for all students by ensuring that instructional staff is extensively trained and working collaboratively to provide individualized success beyond our school walls.

At George Ranch High School, students' achievement and well-being are a priority. The instructional staff is highly trained and works collaboratively to provide individualized support that extends beyond school walls.

#OHOH

Vision

At George Ranch High School, we strive to create an environment where students' achievement and well-being are at the forefront of our priorities. We firmly believe that every student has the potential to succeed, and we are committed to providing a supportive and nurturing community that fosters that success. Our highly trained instructional staff is dedicated to working collaboratively to help each student reach their full potential. We understand that every student learns differently, and we are committed to providing individualized support that extends beyond the school walls. Our vision is to empower our students with the knowledge, skills, and confidence they need to achieve their goals and become lifelong learners. Together, we will continue to build a community where every student feels valued and supported, and where excellence is always within reach.

Value Statement

Our George Ranch staff understands that each student has unique talents, abilities, and learning styles, and we are committed to providing a supportive and nurturing community that fosters growth and development.

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2023

Demographics

Demographics Summary

George Ranch HS is a 9-12th grade 6A school with a total enrollment of 2403 students and an overall state accountability rating of an A as of 2022. Data source - On Data Suite - October 2023 / 22-23 PEIMS

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 10/26/2023)

Gender

Female

Male

Ethnicity

Hispanic-Latino

Race

American Indian - Alaskan Native

Asian

Black - African American

Native Hawaiian - Pacific Islander

White

Two-or-More

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/12/2023)

Dyslexia

Gifted and Talented

Regional Day School Program for the Deaf

Section 504

Special Education (SPED)

Bilingual/ESL

Emergent Bilingual (EB)

Bilingual

English as a Second Language (ESL)

Alternative Bilingual Language Program

Alternative ESL Language Program

Title I Part A

Schoolwide Program

Targeted Assistance

Targeted Assistance Previously Participated

Title I Homeless

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/12/2023)

- At-Risk
- Foster Care
- IEP Continuer
- Immigrant
- Intervention Indicator
- Migrant
- Military Connected
- Transfer In Students
- Unschool'd Asylee/Refugee
- Economic Disadvantage**
- Economic Disadvantage Total
- Free Meals
- Reduced-Price Meals
- Other Economic Disadvantage
- Homeless and Unaccompanied Youth**
- Homeless Status Total
- Shelter
- Doubled Up
- Unsheltered
- Hotel/Motel
- Not Unaccompanied Youth
- Is Unaccompanied Youth

Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance
2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023
37,434.0	386,555.0	0.0	423,989.0	2,243.523	91.2%
37,434.0	386,555.0	0.0	423,989.0	2,243.523	91.2%

District Name: LAMAR CISD
District ID: 079901

2022 - 2023

(079901009) - George Ranch H S

Discipline Action Group Summary 2023 for George Ranch H S

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent
(079901009) - George Ranch H S	All	2,589	464	192	7.42%	191	126	4.87%	30	29	1.12%	1	1	0.04%

District Name: LAMAR CISD
District ID: 079901

2021 - 2022

(079901009) - George Ranch H S

Discipline Action Group Summary 2022 for George Ranch H S

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent
(079901009) - George Ranch H S	All	2,696	503	244	9.05%	236	151	5.60%	33	31	1.15%	5	4	0.15%

District Name: LAMAR CISD
District ID: 079901

2022-2023

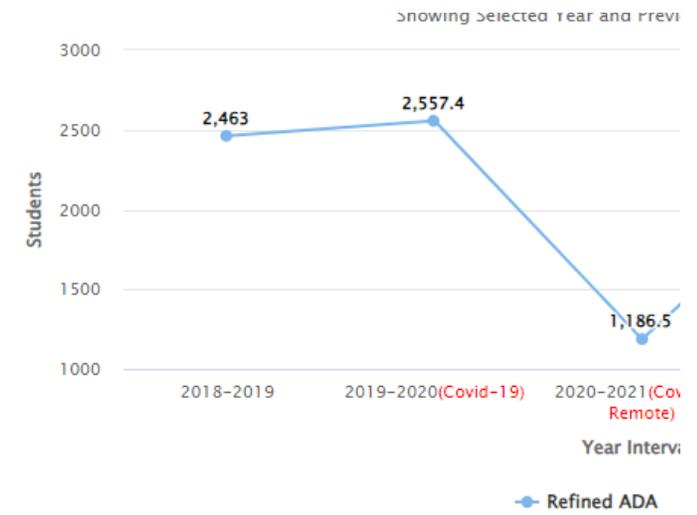
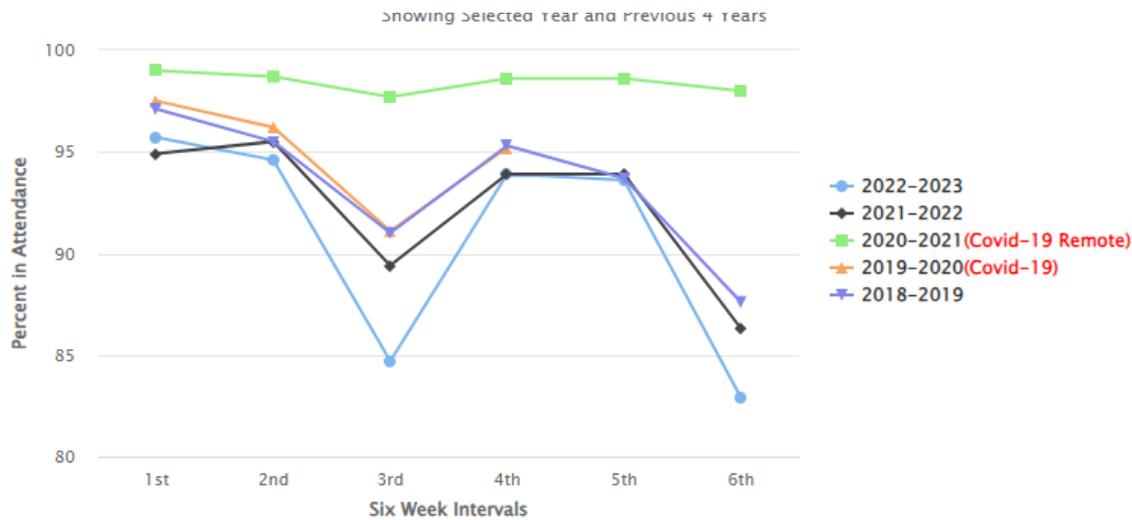
Campus Sum

Six Weeks Attendance Report for 2022 - 2023 Campus Summary for All Campuses

Attendance Report for 2019 - 2023

Print/Download

Refined ADA for 2019



	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade 09	96.4%	569	95.1%	572	90.0%	576	95.2%	578	94.7%	576	91.2%	576
Grade 10	95.6%	629	94.8%	633	87.2%	631	94.9%	629	94.7%	625	89.4%	625
Grade 11	96.2%	599	95.3%	598	83.7%	594	94.3%	596	94.4%	581	85.3%	581
Grade 12	94.8%	725	93.5%	717	79.2%	712	91.7%	715	91.2%	708	66.7%	708
Total Students	95.7%	2,522	94.6%	2,519	84.7%	2,512	93.9%	2,504	93.6%	2,490	82.9%	2,490

FOUR YEAR GRADUATION RATE

	DISTRICT	LCHS	THS	FHS	GRHS	CHS
Class of 2022	96.4%	95.3%	93.2%	97.9%	97.5%	96.4%
Class of 2021	94.4%	92.9%	88.0%	96.7%	96.5%	94.4%

GRADES 9-12 DROPOUT RATE

	DISTRICT	LCHS	THS	FHS	GRHS	C
Class of 2022	1.1%	1.6%	2.9%	0.3%	0.6%	C
Class of 2021	0.9%	0.9%	2.0%	0.5%	0.7%	C

Demographics Strengths

- Improvements in discipline data from 21-22 to 22-23 except **tardiness**
- ISS reduction
- Effective systems in place for calling 4200 vs handling on your own
 - reduction of non-compliance and Failure to follow rules
 - Reduction in skipping class
 - Graduation rate increased from 21 to 22
 - Drop out rate decreased from 21 to 22

Problem Statements Identifying Demographics Needs

Problem Statement 1: There was an increase in tardiness rates from 2021-2022 to 2022-2023. **Root Cause:** In 22-23, inputting tardies for each class period shifted to the teacher's responsibility from that of the process of using the tardy kiosk. The increase in number of recorded tardies is in part due to this shift. However, if there is a sense of urgency that the first few minutes are important and engaging, the number of tardies will decrease.

Problem Statement 2 (Prioritized): The overall attendance rate is good, however, the small percentage of students with chronic absenteeism consistently impacts attendance rate and academic achievement. **Root Cause:** Since COVID, there are not clear expectations of: a) what is excused vs unexcused absences 2) of communicating with stakeholders regarding the handbook parameters for absences 3) lack of clear procedures for the Attendance Review Committee and 4) process for filing truancy.

Student Learning

Student Learning Summary

STAAR EOC Raw Data as of 5/23/23

Subject	Tested	Likely Pass	Possibly Meets	Possibly Masters
English I	598	79%	68%	27%
English II	636	83%	61%	11%
Biology	574	89%	63%	21%
US History	588	96%	69%	24%
Algebra	406	77%	42%	14%

STAAR EOC projected scores

GRHS		App	Meets	Masters
	English I	88%	79%	37%
	English II	90%	80%	20%
	Algebra I	90%	58%	23%
	Biology	96%	83%	46%
	US History	99%	92%	69%

Campus Type / Name	Domain 1		Domain 2		Best of D1 or D2	Domain 3 (What If)		Overall	
	Domain Score	Domain Grade	Domain Score	Domain Grade	Score	Domain Score	Domain Grade	Final Score	Final Grade

High Schools									
(079901001) - Lamar Cons H S	72	C	76	C	76	67	D	73	C
(079901002) - B F Terry H S	68	D	76	C	76	44	F	66	D
(079901003) - Foster H S	85	B	85	B	88	78	C	85	B
(079901009) - George Ranch H S	86	B	84	B	86	93	A	88	B
(079901010) - Fulshear H S	83	B	81	B	83	90	A	85	B
(079901011) - Dr Thomas E Randle H S	82	B	86	B	86	77	C	83	B
DISTRICT								82	B

CCMR

*Please view attached addendum for Class of 2024 College Readiness spreadsheet outlining students who are considered **NOT** College Ready for English and math from the SAT School Day. Meaning they will need to retake their SAT/ACT or take the TSIA2. This spreadsheet is based on data currently available from all three tests and a larger spreadsheet that our CCF will keep track of throughout their senior year. Some students will be taking the SAT or ACT in the summer so these numbers may change. (data as of 5/23/23) -

TSI Criteria

Met criterion score on an AP/IB exam in any subject

Met TSI

credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject

AP/IB Examination

Met criterion score on an AP/IB exam in any subject

Dual Course Credits Earned

credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject

Industry Based Certifications:

Earned an industry-based certification from approved list

ESTIMATED CCMR OUTCOMES FOR CLASS OF 2022 COMPARED TO CLASS OF 2023

INDICATOR	DISTRICT		LAMAR CHS		TERRY HS		FOSTER HS		GEORGE RANCH HS	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
PERCENT MET CCMR	62%	67%	54%	56%	46%	71%	70%	79%	71%	68%
MET ELA BY	60%	66%	71%	60%	38%	73%	68%	73%	66%	66%
TSIA 2	9%	3%	7%	1%	10%	4%	15%	5%	8%	
ACT	3%	2%	1%	0%	1%	1%	3%	2%	4%	
SAT	47%	51%	30%	36%	26%	31%	58%	59%	61%	
COLLEGE PREP	8%	15%	40%	25%	7%	44%	0%	13%	0%	
MET MATH BY	46%	55%	35%	46%	35%	60%	56%	72%	53%	50%
TSIA 2	14%	11%	12%	9%	9%	11%	22%	17%	16%	
ACT	2%	2%	1%	0%	0%	1%	3%	9%	4%	
SAT	28%	29%	14%	15%	9%	10%	36%	36%	40%	
COLLEGE PREP	5%	19%	10%	24%	19%	46%	0%	25%	0%	
MET BOTH ELA & MATH	41%	50%	34%	40%	20%	55%	54%	66%	50%	48%
MET AP	23%	23%	14%	14%	13%	11%	24%	23%	32%	32%
DUAL CREDIT	24%	30%	13%	19%	12%	23%	31%	39%	32%	42%
INDUSTRY CERT	19%	23%	11%	19%	15%	23%	29%	30%	20%	23%
ONRAMPS*	2%	2%	4%	2%	6%	8%	0%	0%	1%	2%
IEP**	1%	NA	3%	NA	2%	NA	0%	NA	1%	NA
SPED ADV GRAD**	4%	NA	4%	NA	7%	NA	4%	NA	3%	NA

* Estimated based off of available records. Final determination is made by UT and will be in future updates

** Based on leaver records. Not available before final leaver submission in Fall 2023.

Student Learning Strengths

EOC: Comparatively successful;

OnRamp and college credit offered

CTE: offering certs and building programs

Dual - dual classes are growing

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on College Readiness scores in Math and English students are not college ready. **Root Cause:** There is a lack of success and ability with college readiness test taking (TSIA, SAT, ACT, PSAT). This is due to lack of communication, expectations or accountability to embed needed skills to address college readiness test taking skills, in addition to increased exposure to test-like questions across contents.

Problem Statement 2 (Prioritized): "Masters" level on EOC is not increasing year to year over all tested subjects. **Root Cause:** The overall culture of campus is not conducive to the goals set for meets and masters. This also includes the lack of communication about those goals.

Problem Statement 3 (Prioritized): There is a growth gap between subpops. (African American , EB, and SPED) at the meets and masters level. **Root Cause:** There is a lack of communication concerning goals specifically toward subpops, and a gap is the teacher's ability to pull data based on subpops. to assist in making instructional adjustments.

Problem Statement 4 (Prioritized): Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023. **Root Cause:** There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.

School Processes & Programs

School Processes & Programs Summary

Instructional / Curricular:

- ESL: Sheltered Instruction
- MTSS
- Sped
- 504
- Dyslexia
- Instructional coaches/ILT
- HB4545 plan for all subjects included small group instruction during advisory. HB4545 tutorials were held after school on Tuesdays and Thursdays and some Saturdays.

Personnel (Recruitment / Support / Retain):

- All Admin. Team Members attended multiple LCISD job fairs
- Sound structural support (Department Chairs, Team Leaders, Admin. Team, Instructional Coaches/ILT)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts with Instructional Leadership Team to develop staff development plans

Organization:

- Admin. Team Leadership (Includes administrators & Instructional Coordinator)
- Department Chairs
- Team Leaders
- Instructional Leadership Team Members specific to content areas
- PLC's
- SBDM

Administrative:

- Holdsworth Campus
- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Smore

School Processes & Programs Strengths

- Strength of teacher to student needs
- Learning opportunities for teachers
- Academic and CTE Integration
- Maximizing Instructional Time
- Systems of support

Our campus has the practices in place to help both teachers and students.

Staff and campus makes a genuine effort to provide equity to all students and strive to meet their needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students struggle with social and emotional wellness and need interventions to help improve their mental health. **Root Cause:** Students don't understand that social media can be false and allow images viewed to impact their mental and emotional wellbeing.

Problem Statement 2: Co-teachers need more content support from teacher of record in developing confidence and depth of knowledge in assigned subjects. **Root Cause:** There is a lack of sharing daily/weekly content and unwillingness to relinquish control of classroom to allow co-teacher the opportunity to reach all students.

Problem Statement 3 (Prioritized): Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. **Root Cause:** Some new and struggling teachers have trouble developing classroom management skills.

Perceptions

Perceptions Summary

•According to the K-12 survey in 21-22:

- 75% of GRHS Parents gave us an "A or B" rating.
- 68% of GRHS Students gave us an "A or B" rating.
- 77% of GRHS Staff gave us an "A or B" rating.

•According to the K-12 survey in 22-23:

- 79% of GRHS Parents gave us an "A or B" rating.
- 69% of GRHS Students gave us an "A or B" rating
- __% of GRHS Staff gave us an "A or B" rating.

Family and Community Engagement Summary

School Culture and Climate Summary

Perceptions Strengths

- Non-negotiables posted in classrooms.
- SSSP
- PBIS committee formed
- 37 teachers feel well trained (78%)
- Admin hearing concerns and being professional
- Welcome and safe environment
- Hope Squad

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The staff and parent perceptions of vape/drug/alcohol usage is much larger than realistic statistics /student accounts. **Root Cause:** 1) Inaccurate or non-existent data is given to parents/teachers 2) Emotion plays a role and fear becomes exaggerated and 3) there is no concrete or consistent communication given to justify or refute the misleading data.

Problem Statement 2: The perception of teachers in whether students do their best is lower than the perception of students who feel they do their best. 81% of students do feel they do their best and 63% of staff feel students do their best. **Root Cause:** Staff is developing misaligned expectations from personal experience for incoming groups.

Priority Problem Statements

Problem Statement 1: "Masters" level on EOC is not increasing year to year over all tested subjects.

Root Cause 1: The overall culture of campus is not conducive to the goals set for meets and masters. This also includes the lack of communication about those goals.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a growth gap between subpops. (African American , EB, and SPED) at the meets and masters level.

Root Cause 2: There is a lack of communication concerning goals specifically toward subpops, and a gap is the teacher's ability to pull data based on subpops. to assist in making instructional adjustments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on College Readiness scores in Math and English students are not college ready.

Root Cause 3: There is a lack of success and ability with college readiness test taking (TSIA, SAT, ACT, PSAT). This is due to lack of communication, expectations or accountability to embed needed skills to address college readiness test taking skills, in addition to increased exposure to test-like questions across contents.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023.

Root Cause 4: There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students struggle with social and emotional wellness and need interventions to help improve their mental health.

Root Cause 5: Students don't understand that social media can be false and allow images viewed to impact their mental and emotional wellbeing.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles.

Root Cause 6: Some new and struggling teachers have trouble developing classroom management skills.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The staff and parent perceptions of vape/drug/alcohol usage is much larger than realistic statistics /student accounts.

Root Cause 7: 1) Inaccurate or non-existent data is given to parents/teachers 2) Emotion plays a role and fear becomes exaggerated and 3) there is no concrete or consistent communication given to justify or refute the misleading data.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The overall attendance rate is good, however, the small percentage of students with chronic absenteeism consistently impacts attendance rate and academic achievement.

Root Cause 8: Since COVID, there are not clear expectations of: a) what is excused vs unexcused absences 2) of communicating with stakeholders regarding the handbook parameters for absences 3) lack of clear procedures for the Attendance Review Committee and 4) process for filing truancy.

Problem Statement 8 Areas: Demographics

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
- Performance Objectives with summative review (prior year)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Gifted and talented data
- Dyslexia 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
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: The percent of students achieving "Meets" and "Masters" on the English I, English II, Algebra, Biology, and US History EOC Tests will increase 5% by the end of the 2023-24 School Year as evidenced by the 2024 EOC results when compared to 2023.

Performance Objective 1: By the end of the 2023-2024 school year, all core departments will utilize the PLC model to improve teaching and learning, as well as collect and monitor classroom data, as demonstrated in PLC meetings and in PLC documentation.

Evaluation Data Sources: PLC meetings and PLC documents (minutes, common assessments, data, Admin notes, etc.), lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development sessions will be planned and implemented throughout the school year on identifying essential standards and constructing Common Formative Assessments (CFA); including team planning opportunities and external Professional Development opportunities.</p> <p>Strategy's Expected Result/Impact: CFA provides data to adjust instruction and improve student achievement by 5%</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC's, for core teachers 9-12, will collect, evaluate, and monitor student data, with guidance from Instructional Leadership Team and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes on essential standards will increase achievement on 23-24 EOC results, by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Instructional Coaches, supervising administrators, team leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At the beginning of the school year, PLCs will utilize historical data (such as previous EOC data) to identify areas of need and develop tier 1 resources to adjust instruction and support student learning and achievement.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery on essential standards and demonstrate growth on EOCs for 23-24 school year.-</p> <p>Staff Responsible for Monitoring: PLCs, Supervising Administrators, Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: "Masters" level on EOC is not increasing year to year over all tested subjects. Root Cause: The overall culture of campus is not conducive to the goals set for meets and masters. This also includes the lack of communication about those goals.</p>

Goal 1: The percent of students achieving "Meets" and "Masters" on the English I, English II, Algebra, Biology, and US History EOC Tests will increase 5% by the end of the 2023-24 School Year as evidenced by the 2024 EOC results when compared to 2023.

Performance Objective 2: During Workshop Wednesdays (2 times per month) core teachers, grades 9-12, will attend Professional Development on effective, high-yield, tier-one, research based strategies (including higher order thinking and questioning and student discourse).

Evaluation Data Sources: Workshop Wednesday agendas, lesson plans, learning walks, Student Progress Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional staff will implement ideas from professional development trainings, including higher order thinking, student discourse, quality questioning, Blended Learning, Visible Learning, and Lead Forward Playlist.</p> <p>Strategy's Expected Result/Impact: Increase alignment of higher order thinking, questioning, and discourse strategies from classroom to classroom and content to content, as measured by walk through data, will improve student achievement on EOC's by 5%.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collaborate with other contents in writing across the curriculum. to ensure alignment in verbiage and the writing process.</p> <p>Strategy's Expected Result/Impact: Student writing skills will improve as they learn strategies to assist them in written responses across all content areas.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, English Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
	N/A		
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Based on College Readiness scores in Math and English students are not college ready. **Root Cause:** There is a lack of success and ability with college readiness test taking (TSIA, SAT, ACT, PSAT). This is due to lack of communication, expectations or accountability to embed needed skills to address college readiness test taking skills, in addition to increased exposure to test-like questions across contents.

Problem Statement 2: "Masters" level on EOC is not increasing year to year over all tested subjects. **Root Cause:** The overall culture of campus is not conducive to the goals set for meets and masters. This also includes the lack of communication about those goals.

Problem Statement 3: There is a growth gap between subpops. (African American , EB, and SPED) at the meets and masters level. **Root Cause:** There is a lack of communication concerning goals specifically toward subpops, and a gap is the teacher's ability to pull data based on subpops. to assist in making instructional adjustments.

Goal 1: The percent of students achieving "Meets" and "Masters" on the English I, English II, Algebra, Biology, and US History EOC Tests will increase 5% by the end of the 2023-24 School Year as evidenced by the 2024 EOC results when compared to 2023.

Performance Objective 3: Students will receive supports through the implementation of a high quality intervention systems.

- Evaluation Data Sources:** Professional Learning Communities
 Re-teaching and remediation resources
 Lesson Plans
 Remediation and Intervention Attendance
 Student Data
 Attendance logs for students
 Remediation and Intervention plans and resources
 Eduphoria Data
 Skyward grades
 Teacher referrals
 Testing Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coordinators and PLC team members review data on student progress (MAPS, campus-based and district-based assessments in Eduphoria) to develop, and provide remediation and acceleration resources; in coordination with formative assessments.</p> <p>Strategy's Expected Result/Impact: Intervention on priority/essential standards will increase student proficiency, in low performing areas, by 5% by the end of the school year.</p> <p>Staff Responsible for Monitoring: IC, PLC teams, EB lead</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coordinators and administrative staff will develop and implement a documentation process to monitor and support accountability for student success, through attendance and learning.</p> <p>Strategy's Expected Result/Impact: Intentional intervention and requirements to attend Accelerated Learning hours to increase proficiency on essential standards and in turn performance on the EOCs. Data collected through Excel and QR codes to collect attendance data.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will identify students needing remediation by analyzing EOC data, district assessment results and Benchmarks. Tutorials will be provided during advisory, before school, after school, and/or Saturdays.</p> <p>Strategy's Expected Result/Impact: Intentional tutorials and requirements to attend acceleration will increase proficiency on essential standards and in turn performance on EOCs.</p> <p>Staff Responsible for Monitoring: IC, PLC teams, coteachers, EB lead, Randolph Brown - Algebra 1 EOC re-testers, Tina Chen - Credit Restoration, Rhonda Rodriguez - ESOL lead teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Tutors and Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$15,279, Supplemental Personnel (Credit Restoration, STAAR Remediation, Support for EB Students) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$49,887.60</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Based on College Readiness scores in Math and English students are not college ready. **Root Cause:** There is a lack of success and ability with college readiness test taking (TSIA, SAT, ACT, PSAT). This is due to lack of communication, expectations or accountability to embed needed skills to address college readiness test taking skills, in addition to increased exposure to test-like questions across contents.

Problem Statement 2: "Masters" level on EOC is not increasing year to year over all tested subjects. **Root Cause:** The overall culture of campus is not conducive to the goals set for meets and masters. This also includes the lack of communication about those goals.

Problem Statement 3: There is a growth gap between subpops. (African American , EB, and SPED) at the meets and masters level. **Root Cause:** There is a lack of communication concerning goals specifically toward subpops, and a gap is the teacher's ability to pull data based on subpops. to assist in making instructional adjustments.

Goal 1: The percent of students achieving "Meets" and "Masters" on the English I, English II, Algebra, Biology, and US History EOC Tests will increase 5% by the end of the 2023-24 School Year as evidenced by the 2024 EOC results when compared to 2023.

Performance Objective 4: Close the learning gap between student sub pops; including Emergent Bilinguals, Special Education, and low-performing students.

Evaluation Data Sources: Emergent Bilingual lead, Supervising Administrator, Teachers, Instructional Coaches

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The percentage of Emergent Bilingual (EB) students meeting the yearly progress monitor indicator on TELPAS by at least one proficiency level will increase.</p> <p>Strategy's Expected Result/Impact: Enroll EB in targeted classes Increase of 5% EB population will grow one level.</p> <p>Staff Responsible for Monitoring: EB lead & paraprofessional, supervising administrator, IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase parent, family, and community awareness and participation in various campus and district outreach activities; specifically for EB, special education, and low-performing sub-pops.</p> <p>Strategy's Expected Result/Impact: Improve communication between school and community</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training to increase the awareness of the learning gap between various sub pops., and training geared toward pulling achievement data from various sources in regards to specific sub pops, in order to impact instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their awareness of learning gaps between sub pops and be better equipped to pull data to influence instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: There is a growth gap between subpops. (African American , EB, and SPED) at the meets and masters level. Root Cause: There is a lack of communication concerning goals specifically toward subpops, and a gap is the teacher's ability to pull data based on subpops. to assist in making instructional adjustments.</p>

Goal 2: By May 2024, GRHS will see a 10% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year.

Performance Objective 1: Increase the number of students obtaining an associates degree before graduating from high school.

Evaluation Data Sources: Dual Credit Enrollment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The College and Career Facilitator and the Dual -Credit Counselor will inform students and other stakeholders about the opportunities to earning an associates degree, through opportunities such as CCMR night, and Course Selection Night.</p> <p>Strategy's Expected Result/Impact: Students will express an intent to pursue an associates degree. as well as the knowledge of requirements needed.</p> <p>Staff Responsible for Monitoring: Francheska Arias (CCF) and Dual-Credit Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GRHS Counselors will share the requirements to obtaining an associates degree with 9th and 10th grade students during advisory and through the Counselor's Canvas Course.</p> <p>Strategy's Expected Result/Impact: Students will choose the appropriate classes earlier in their high school class planning in order to meet the requirements of an associates degree.</p> <p>Staff Responsible for Monitoring: Classroom teachers with an advisory</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The College and Career Facilitator and the Dual -Credit Counselor will hold individual meetings with juniors and seniors who are on track to earn an associates degree before graduating high school to make sure students are aware and know how to stay on track to complete the degree plan.</p> <p>Strategy's Expected Result/Impact: Students will continue on the path to obtain a degree before graduating high school.</p> <p>Staff Responsible for Monitoring: Francheska Arias (CCF), Dual - Credit Counselor, all counselors</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: CCF Personnel Cost - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$15,657.34</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023. Root Cause: There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.</p>

Goal 2: By May 2024, GRHS will see a 10% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year.

Performance Objective 2: Increase the number of students that meet CCMR through Math and ELA college readiness by 5% through ACT, SAT, and TSI.

Evaluation Data Sources: TSIA Data
 PSAT Data
 ACT/SAT Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase student participation and completion of Texas College Bridge, by the implementation of College Bridge.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for TSIA 2 and earn the CCMR college readiness exams because of the exposure provided by Texas College Bridge.</p> <p>Staff Responsible for Monitoring: Teachers and counselors of the Texas College Bridge course</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teacher professional development around CCR assessments such as PSAT, SAT and TSIA to learn about the question types and rigor, and utilization of data from PSAT/other CCR exams to impact instruction.</p> <p>Strategy's Expected Result/Impact: The teacher will apply and use the various college entrance assessment question types within formative and summative assessments. Examples may include: deep practice weekly during all warmup/bell ringers/ exit tickets reflecting content, rigor, and question types indicative of college entrance exams.</p> <p>Staff Responsible for Monitoring: Administrators, ILT</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 9th - 11th grade students will link PSAT scores (October 2023) to Khan Academy, in order to individualize practice for college entrance exams. Information will be shared with all stakeholders to encourage and support individual practice by student.</p> <p>Strategy's Expected Result/Impact: CTC will support CCF with PSAT results to students. CCF will create resources to showcase the benefits of these resources that will be presented during advisory periods. Advisory teachers will present the resources to students.</p> <p>Staff Responsible for Monitoring: CCF, CTC, Advisory teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Pilot TSIA 2 as an EOC exam for PAP Geometry students to create another opportunity for students to show college readiness and meet the requirements for Dual Credit programming.</p> <p>Strategy's Expected Result/Impact: Provides data for College Ready and measure for growth for students who recently finished dual credit pre-requisite courses, Algebra 1 and Geometry. If met, students can enroll in Dual - Credit for junior year.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 4: Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023. Root Cause: There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.</p>

Goal 2: By May 2024, GRHS will see a 10% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year.

Performance Objective 3: Increase successful AP Exam Scores (3 or Higher) by 5%.

Evaluation Data Sources: AP mock scores
 "AP Classroom" Data
 PLC Meeting Agenda or minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the participation in campus mock AP exams, and the level of effective feedback given to students from teachers based on the mock exam.</p> <p>Strategy's Expected Result/Impact: Students will gain experience in AP test environment, pacing, and content. Provide data for remediation prior to AP test.</p> <p>Staff Responsible for Monitoring: AP Classroom Teachers, Advanced Academic Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and students will utilize College Board "AP Classroom" resources.</p> <p>Strategy's Expected Result/Impact: Exposure to free practice resources and instructional videos for every topic and skill that will be covered in their course and assessed on the AP Exam.</p> <p>Staff Responsible for Monitoring: AP Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023. **Root Cause:** There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.

Goal 2: By May 2024, GRHS will see a 10% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year.

Performance Objective 4: Increase the number of students who graduate with an industry-based certification (IBC) or a Level 1 or Level 2 certificate from TSTC by 5%.

Evaluation Data Sources: Enrollment Data
CTE Coding data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors and CTE instructors will provide guidelines to students in order to follow through on their course sequence in their program of study.</p> <p>Strategy's Expected Result/Impact: By encouraging students to follow through on their course sequence to higher-level courses within their program of study, they will be more likely to obtain relevant IBC's and/or Tier 1/2 TSTC certifications.</p> <p>Staff Responsible for Monitoring: Counselors, CTE and TSTC course instructors.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote programs to both students and parents at the CTE Course Carnival and CCMR Night (District Event), through teacher created promotional videos, as well as CTE Exhibits geared to 8th graders from Reading JH.</p> <p>Strategy's Expected Result/Impact: By promoting various programs to students and parents at the CTE Course Carnival and CCMR night, they will be better prepared for expectations related to IBC's, TSTC certifications, and course-content within their program of study.</p> <p>Staff Responsible for Monitoring: CTE Teachers, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 4: Based on projected CCMR scores for 2023, the overall percent of students that met CCMR indicators decreased by 3% (71 to 68) from 2022 to 2023. **Root Cause:** There is a lack of knowledge of CCMR indicators and each staff member's role in making sure that every student meets a CCMR indicator. Additionally, improving Tier 1 instruction through strategies stated in Goal 1 will contribute to higher academic achievement for all students thus having a positive impact on the overall CCMR rating.

Goal 3: For the 2023-2024 school year, George Ranch High School will foster a positive, safe, drug free learning environment that supports academic achievement by decreasing harmful events by 3%.

Performance Objective 1: Communicate and monitor procedures to ensure a safe learning environment.

High Priority

Evaluation Data Sources: All Staff

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff members will receive a copy of and training on the GRHS Non-Negotiables, GRHS Behavior Progression Chart and Discipline Consequence Chart to use throughout the school year that will be updated as needed.</p> <p>Strategy's Expected Result/Impact: Increased campus safety, alignment of what constitutes as a classroom response or and administrator response for discipline, and both teacher and student knowledge of disciplinary consequences.</p> <p>Staff Responsible for Monitoring: Assistant Principals Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Safe and Supportive Schools Program (SSSP) team will meet once per six weeks to address student concerns and evaluate potential threats to our school community.</p> <p>Strategy's Expected Result/Impact: The result is a continuation of a targeted approach to encourage desired behaviors with identified students, in addition to key school safety concerns being addressed.</p> <p>Staff Responsible for Monitoring: Admin - Coy SSSP Committee members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Assistant Principals will utilize various systems (Elevate, Code Chart, collaboration) to ensure the adherence to the student code of contact including the alignment of all disciplinary codes and actions.</p> <p>Strategy's Expected Result/Impact: Consistency within the Student Code of Conduct.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students struggle with social and emotional wellness and need interventions to help improve their mental health. Root Cause: Students don't understand that social media can be false and allow images viewed to impact their mental and emotional wellbeing.</p>
<p>Problem Statement 3: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. Root Cause: Some new and struggling teachers have trouble developing classroom management skills.</p>
Perceptions
<p>Problem Statement 1: The staff and parent perceptions of vape/drug/alcohol usage is much larger than realistic statistics /student accounts. Root Cause: 1) Inaccurate or non-existent data is given to parents/teachers 2) Emotion plays a role and fear becomes exaggerated and 3) there is no concrete or consistent communication given to justify or refute the misleading data.</p>

Goal 3: For the 2023-2024 school year, George Ranch High School will foster a positive, safe, drug free learning environment that supports academic achievement by decreasing harmful events by 3%.

Performance Objective 2: Ensure that staff, students, and stakeholders are provided with clear communication on the dangers, effects, and consequences of drug usage; which result in Out of School Suspensions and/or DAEP placements.

Evaluation Data Sources: OSS and ALC placement data; disaggregated by drug referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be reminded of campus expectations, regarding offenses resulting in suspension, through their Advisory classes and grade level presentations.</p> <p>Strategy's Expected Result/Impact: Awareness of disciplinary action as tied to offenses will clarify expectations and bring attention to offenses resulting in ISS or OSS suspensions.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assigned bathroom monitoring and physical presence by department both before and after school as well as during transition time between classes.</p> <p>Strategy's Expected Result/Impact: Reduce opportunities for students to engage in undesirable behaviors.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: Teachers lack support and skills to manage classroom behaviors and students' individual learning styles. **Root Cause:** Some new and struggling teachers have trouble developing classroom management skills.

Perceptions

Problem Statement 1: The staff and parent perceptions of vape/drug/alcohol usage is much larger than realistic statistics /student accounts. **Root Cause:** 1) Inaccurate or non-existent data is given to parents/teachers 2) Emotion plays a role and fear becomes exaggerated and 3) there is no concrete or consistent communication given to justify or refute the misleading data.

Goal 3: For the 2023-2024 school year, George Ranch High School will foster a positive, safe, drug free learning environment that supports academic achievement by decreasing harmful events by 3%.

Performance Objective 3: Improve and implement a tiered level PBIS infrastructure with fidelity and sustainability.

Evaluation Data Sources: Skyward: Attendance and discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students of the six weeks will be recognized by Content Departments for displaying specific Character Counts traits. These names will be included in morning announcements, Longhorn Video News and GRHS weekly newsletter. Students will be highlighted on our GRHS Facebook and Twitter pages and a positive phone call home will be made.</p> <p>Strategy's Expected Result/Impact: Reinforcing good character will help model for other students the benefits of making the right choices which leads to productive citizens post high school.</p> <p>Staff Responsible for Monitoring: Student Recognition Committee Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
		N/A	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School year events to develop a sense of belonging and to support a positive campus and culture as measured by end of year wellness survey and K-12 Survey.</p> <p>Strategy's Expected Result/Impact: Provide students opportunities such as culture week, clubs, spirit days, Mini and Full Pep Rallies, academic recognition, etc. to increase campus and culture survey by 5%.</p> <p>Staff Responsible for Monitoring: Admin Counselors SESC Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement updated policies outlined in the student handbook regarding attendance including exam exemptions, excused and unexcused absences, Lost Credit, the Attendance Review Committee, and parent communication.</p> <p>Strategy's Expected Result/Impact: Students and parents will relate the effects of excessive absences on the students' school experience.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors ARC - Attendance Review Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The overall attendance rate is good, however, the small percentage of students with chronic absenteeism consistently impacts attendance rate and academic achievement. Root Cause: Since COVID, there are not clear expectations of: a) what is excused vs unexcused absences 2) of communicating with stakeholders regarding the handbook parameters for absences 3) lack of clear procedures for the Attendance Review Committee and 4) process for filing truancy.</p>
School Processes & Programs
<p>Problem Statement 1: Students struggle with social and emotional wellness and need interventions to help improve their mental health. Root Cause: Students don't understand that social media can be false and allow images viewed to impact their mental and emotional wellbeing.</p>

State Compensatory

Budget for George Ranch High School

Total SCE Funds:

Total FTEs Funded by SCE: 0.75

Brief Description of SCE Services and/or Programs

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Personnel for George Ranch High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Francheska Arias	College and Career Facilitator	0.18
Fung-Tai Chen	Chinese Teacher	0.29
Randolph Brown	Math Teacher	0.14
Rhonda Rodriguez	Special Education Teacher	0.14

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Supplemental Personnel (Credit Restoration, STAAR Remediation, Support for EB Students)		\$49,887.60
1	3	3	Tutors and Extra Duty Pay		\$15,279.00
2	1	3	CCF Personnel Cost		\$15,657.34
Sub-Total					\$80,823.94
Budgeted Fund Source Amount					\$80,823.94
+/- Difference					\$0.00
Grand Total Budgeted					\$80,823.94
Grand Total Spent					\$80,823.94
+/- Difference					\$0.00