

Lamar Consolidated Independent School District

George Ranch High School

2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	10
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: The percent of students achieving "Approaches," "Meets," and "Masters" on the English II and Algebra EOC Tests will increase 5% by the end of the 2024-25 School Year as evidenced by the 2025 EOC results when compared to 2024.	21
Goal 2: 100% of seniors will graduate from GRHS college and/or career ready, as measured by College, Career, and Military Readiness indicators by the end of the 2024-2025 school year.	26
Goal 3: For the 2024-2025 school year, George Ranch High School will foster a positive, safe, supportive, drug free learning environment that supports academic achievement by reducing cheating, frequency of tardies , and vaping by 5% as indicated by Skyward Discipline Reports.	33
State Compensatory	37
Budget for George Ranch High School	37
Personnel for George Ranch High School	37
Campus Funding Summary	38

Comprehensive Needs Assessment

Revised/Approved: June 24, 2024

Demographics

Demographics Summary

George Ranch HS is a 9-12th grade 6A school with a total enrollment of 2384 students and an overall projected state accountability rating of a B as of 2024. Data source - On Data Suite - January 2024 / 23-24 Preliminary Fall PEIMS

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Gender		
Female	1,132	47.48%
Male	1,252	52.52%
Ethnicity		
Hispanic-Latino	661	27.73%
Race		
American Indian - Alaskan Native	5	0.21%
Asian	282	11.83%
Black - African American	514	21.56%
Native Hawaiian - Pacific Islander	5	0.21%
White	843	35.36%
Two-or-More	74	3.10%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)

	Count	Percent
Dyslexia	150	6.29%
Gifted and Talented	385	16.15%
Regional Day School Program for the Deaf	0	0.00%
Section 504	336	14.09%
Special Education (SPED)	222	9.31%
Bilingual/ESL		
Emergent Bilingual (EB)	167	7.00%
Bilingual	0	0.00%
English as a Second Language (ESL)	133	5.58%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	27	1.13%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	12	0.50%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)

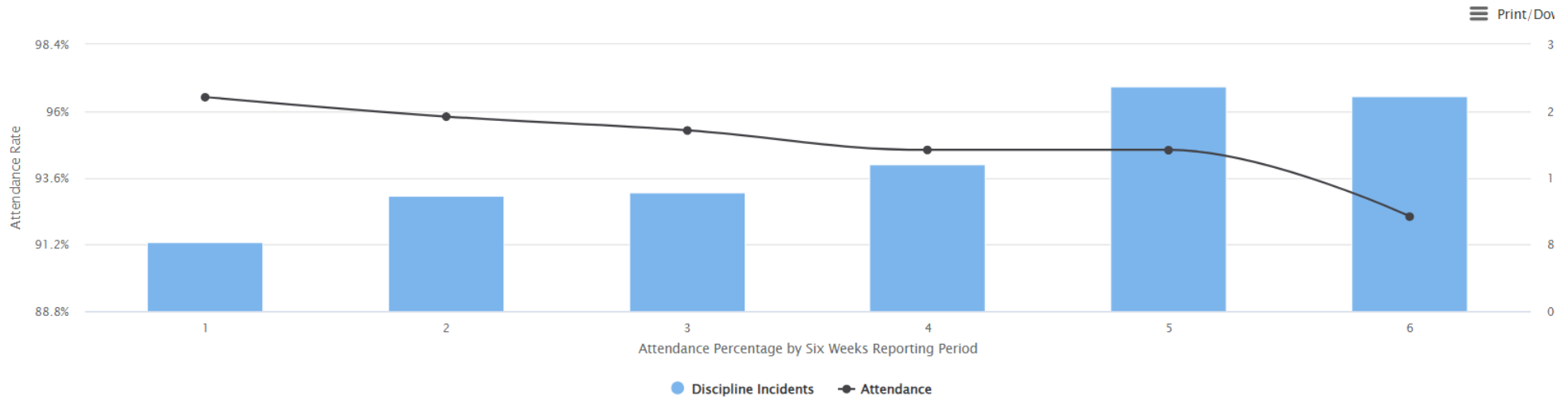
	Count	Percent
At-Risk	452	18.96%
Foster Care	9	0.38%
IEP Continuer	0	0.00%
Immigrant	22	0.92%
Intervention Indicator	28	1.17%
Migrant	3	0.13%
Military Connected	0	0.00%
Transfer In Students	16	0.6711%
Unschooling Asylee/Refugee	1	0.0419%
Economic Disadvantage		
Economic Disadvantage Total	628	26.34%
Free Meals	537	22.53%
Reduced-Price Meals	91	3.82%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	13	0.55%
Shelter	1	0.04%
Doubled Up	11	0.46%
Unsheltered	0	0.00%
Hotel/Motel	1	0.04%
Not Unaccompanied Youth	10	0.42%
Is Unaccompanied Youth	3	0.13%

Attendance and Discipline

Fall Dashboard				Summer Dashboard			Campus Dashboard			Academic		
Attendance & Discipline				STAAR 3-8 & EOC			TELPAS					

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	92.2%		80%	5,034	↑
23-24	Fifth six weeks	94.6%		80%	4,170	↑
23-24	Fourth six weeks	94.6%		80%	4,042	↑
23-24	Third six weeks	95.3%		80%	2,772	↑
23-24	Second six weeks	95.8%		80%	2,695	↑
23-24	First six weeks	96.5%		80%	2,444	↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
23-24	Sixth six weeks	7%	🚩	5%	258	↓
23-24	Fifth six weeks	7.44%	🚩	5%	270	↑
23-24	Fourth six weeks	5.21%	🚩	5%	176	↑
23-24	Third six weeks	4.08%		5%	142	↑
23-24	Second six weeks	3.79%		5%	139	↑
23-24	First six weeks	2.32%		5%	83	↓



Percentage of Attendance (PIA) calculations are all based on the 42400 day elements.
 Sum of (E0937 Total Eligible Days Present + E0936 Total Ineligible Days Present) / Sum of (E0937 Total Eligible Days Present + E0936 Total Ineligible Days Present + E0036 Total Days Absent) * 100

Percentage of Discipline = Number of students with one or more reportable PEIMS discipline records (PEIMS Record 425) divided by the number of students with one day or more of attendance (PEIMS Record 400) for a given report period.

Discipline Action Group Summary 2024 for All Campuses

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students
(079901009) - George Ranch H S	All	2,384	708	299	12.54%	165	127	5.33%	52	
(079901009) - George Ranch H S	Asian	282	19	16	5.67%	2	2	0.71%	0	
(079901009) - George Ranch H S	Black or African American	507	310	117	23.08%	73	50	9.86%	12	
(079901009) - George Ranch H S	Hispanic/Latino	667	239	94	14.09%	43	36	5.40%	18	
(079901009) - George Ranch H S	American Indian or Alaska Native	5	2	1	20.00%	0	0	0.00%	0	
(079901009) - George Ranch H S	Native Hawaiian or Other Pacific Islander	5	4	2	40.00%	1	1	20.00%	0	
(079901009) - George Ranch H S	Two or More Races	75	13	7	9.33%	5	4	5.33%	4	
(079901009) - George Ranch H S	White	843	121	62	7.35%	41	34	4.03%	18	
(079901009) - George Ranch H S	Female	1,135	262	104	9.16%	47	41	3.61%	20	
(079901009) - George Ranch H S	Male	1,249	446	195	15.61%	118	86	6.89%	32	
(079901009) - George Ranch H S	Special Education - Summer	234	149	50	21.37%	39	23	9.83%	13	
(079901009) - George Ranch H S	Economic Disadvantage - Fall	628	365	134	21.34%	98	58	9.24%	37	
(079901009) - George Ranch H S	Economic Disadvantage - Summer	671	369	140	20.86%	96	65	9.69%	36	

Discipline Action Group Summary 2024 for All Campuses

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
(079901009) - George Ranch H S	All	2,384	708	299	12.54%	165	127	5.33%	52	49	

2023 (to compare)

District Name: LAMAR CISD
District ID: 079901

2022 - 2023

(079901009) - George Ranch H S

Submit

Tools

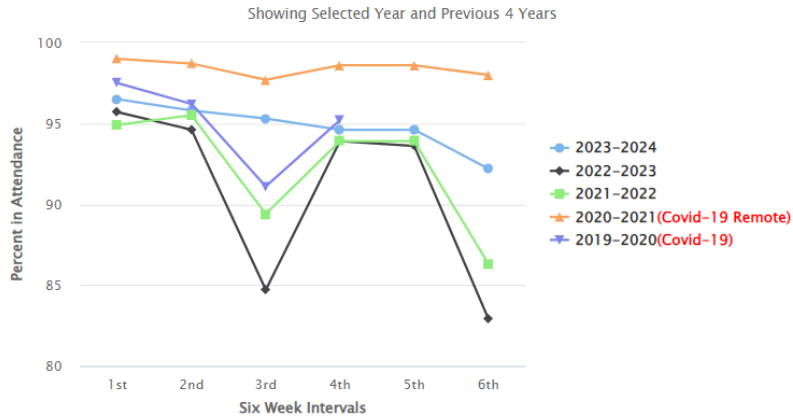
Discipline Action Group Summary 2023 for George Ranch H S

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	Total Actions	Total Students	Total 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%	686	266	10.27%

Six Weeks Attendance Report for 2023 - 2024 Campus Summary for All Campuses

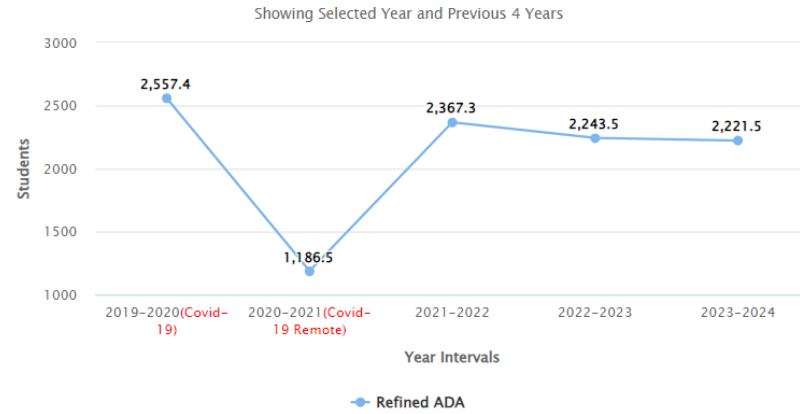
Attendance Report for 2020 - 2024

Print/Download



Refined ADA for 2020 - 2024

Print/Download



	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade 09	96.9%	613	96.3%	610	96.3%	606	95.2%	607	94.9%	597	95.3%	591	95.8%	619
Grade 10	96.6%	580	95.7%	579	95.8%	572	94.7%	573	94.8%	566	95.0%	560	95.4%	584
Grade 11	96.5%	638	96.0%	633	95.3%	628	94.8%	626	95.1%	602	94.3%	592	95.3%	639
Grade 12	95.9%	584	95.2%	579	93.9%	576	93.8%	595	93.5%	590	82.8%	577	92.7%	615
Total Students	96.5%	2,414	95.8%	2,399	95.3%	2,379	94.6%	2,380	94.6%	2,351	92.2%	2,315	94.8%	2,421

Demographics Strengths

Final Exam process likely has helped 3rd six weeks attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There have been a high number of tardy students throughout the school year indicating a lack of accountability for both students and teachers.

Root Cause: Students don't feel the need to arrive on time because they aren't missing anything which translates to teachers not having high expectations planning for bell to bell instruction.

Student Learning

Student Learning Summary

Spring 2024 Scores

Subject	Tested	Approaches	Meets	Masters
English I	581	91.74	81.93	34.42
English II	554	90.97	83.57	22.02
Algebra	571	90.72	61.12	39.05
Biology	583	97.94	81.48	38.25
US History	614	99.19	93.81	72.64

Spring 2023 Scores

Subject	Tested	Approaches	Meets	Masters
English I	590	89.49	79.66	37.12
English II	633	90.36	80.25	19.75
Algebra	507	91.02	59.1	22.94
Biology	565	97.7	83.72	46.19
US History	589	99.32	91.68	68.59

Title	""College	Career and Military Readiness (A-F)""
School District	Lamar CISD	
School Year	2024	
Student Level	Senior	
Total Students	592	
Date	""10/08/2024""	

Category	Sub Category	Label
Texas Success Initiative (TSI) Criteria		Met TSI criteria in both ELA/Reading and Mathematics
Texas Success Initiative (TSI) Criteria	ELA/Reading	Met TSI criteria for at least one indicator in ELAR
Texas Success Initiative (TSI) Criteria	ELA/Reading	Met TSI assessment criteria
Texas Success Initiative (TSI) Criteria	ELA/Reading	Met ACT criteria
Texas Success Initiative (TSI) Criteria	ELA/Reading	Met SAT criteria
Texas Success Initiative (TSI) Criteria	ELA/Reading	Earned credit for a college prep course
Texas Success Initiative (TSI) Criteria	Mathematics	Met TSI criteria for at least one indicator in Math
Texas Success Initiative (TSI) Criteria	Mathematics	Met TSI assessment criteria
Texas Success Initiative (TSI) Criteria	Mathematics	Met ACT criteria
Texas Success Initiative (TSI) Criteria	Mathematics	Met SAT criteria
Texas Success Initiative (TSI) Criteria	Mathematics	Earned credit for a college prep course
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 Mathema
Industry-Based Certifications		Earned an industry-based certification from approv
Level I or Level II Certificate		Earned a level I or level II certificate in any workforc
Associate's Degree		Earned an associate's degree while in high school
OnRamps Dual Enrollment Course		Completed an OnRamps course and qualified for at
Graduate with Completed IEP and Workforce Readiness		Received graduation type code of 04
Special Ed with Advanced Degree Plan		Identified as receiving special education services a
U.S. Armed Forces		Enlisted in the U.S. Armed Forces
Met Non-CTE Criteria		Met at least one criteria above

Student Learning Strengths

EOC: comparatively successful with some growth in areas.

OnRamps, AP, and College credit (dual) were offered

CCMR - 29% increase in seniors meeting at least 1 CCMR indicator from Class of 23 to Class of 24.

Dual class enrollment continues to grow.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The master's level on EOC is not increasing year to year over all tested subjects, specifically in English 2. **Root Cause:** Instruction is centered on passing versus masters indicating a need for setting higher expectations and necessary differentiation with appropriate scaffolding and support.

Problem Statement 2 (Prioritized): The percentage of students meeting approaches, meets, and masters on the Algebra 1 EOC from spring 2023 to spring 2024 decreased. **Root Cause:** Teachers were new to the team and unsure of resources to use and lacked a system to track, monitor, and adjust to ensure student growth throughout the school year.

Problem Statement 3 (Prioritized): Based on College Readiness scores in Math and English 100% of graduating senior students are not college ready. **Root Cause:** There is a lack of success and ability on college readiness tests (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 4 (Prioritized): 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators. **Root Cause:** CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.

School Processes & Programs

School Processes & Programs Summary

Instructional / Curricular:

- ESL: Sheltered Instruction
- MTSS
- Sped
- 504
- Dyslexia
- Instructional coaches/ILT
- HB1416 plan included small group instruction during advisory.

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
- Consistent blended learning in classrooms
- 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: Students struggle with social and emotional wellness and need intervention to help improve their mental health. **Root Cause:** Lack of sustained learning about adolescent mental health for staff to improve current culture that continues to offer resources and advocates for better student mental health.

Perceptions

Perceptions Summary

• 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
- 77% of GRHS Staff gave us an "A or B" rating. (21-22 data)

Family and Community Engagement Summary

School Culture and Climate Summary

• According to the K-12 survey in 23-24:

- 76% of GRHS Parents gave us an "A or B" rating.
- 75% of GRHS Students gave us an "A or B" rating.
- 91% of GRHS Staff gave us an "A or B" rating.

Perceptions Strengths

Increase in student and staff giving the school an overall A or B rating.

- Non-negotiables posted in classrooms.
- SSSP
- Admin hearing concerns and being professional; consistent requests for feedback after staff meetings.
- Welcome and safe environment
- Hope Squad

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students desire more connections between "real world" learning and academic learning. **Root Cause:** There is a need for rigorous and engaging material embedded in Tier 1 instruction.

Problem Statement 2 (Prioritized): Surveys indicate that there are issues around the lack of academic integrity. **Root Cause:** Expectations are unclear regarding AI (Artificial Intelligence), students care more about their GPA than gaining knowledge, and assessments are superficial.

Problem Statement 3 (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.

Priority Problem Statements

Problem Statement 1: There have been a high number of tardy students throughout the school year indicating a lack of accountability for both students and teachers.

Root Cause 1: Students don't feel the need to arrive on time because they aren't missing anything which translates to teachers not having high expectations planning for bell to bell instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The master's level on EOC is not increasing year to year over all tested subjects, specifically in English 2.

Root Cause 2: Instruction is centered on passing versus masters indicating a need for setting higher expectations and necessary differentiation with appropriate scaffolding and support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students meeting approaches, meets, and masters on the Algebra 1 EOC from spring 2023 to spring 2024 decreased.

Root Cause 3: Teachers were new to the team and unsure of resources to use and lacked a system to track, monitor, and adjust to ensure student growth throughout the school year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Surveys indicate that there are issues around the lack of academic integrity.

Root Cause 4: Expectations are unclear regarding AI (Artificial Intelligence), students care more about their GPA than gaining knowledge, and assessments are superficial.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Based on College Readiness scores in Math and English 100% of graduating senior students are not college ready.

Root Cause 5: There is a lack of success and ability on college readiness tests (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 5 Areas: Student Learning

Problem Statement 6: 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators.

Root Cause 6: CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.

Problem Statement 6 Areas: Student Learning

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

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Homeless 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
- 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

Goal 1: The percent of students achieving "Approaches," "Meets," and "Masters" on the English II and Algebra EOC Tests will increase 5% by the end of the 2024-25 School Year as evidenced by the 2025 EOC results when compared to 2024.

Performance Objective 1: By the end of the 2024-2025 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 with a particular focus on student growth.

Evaluation Data Sources: PLC agenda, minutes, and data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support teachers through the Coaching Cycle that have been identified through significant data discrepancies as compared to teammates during PLCs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction through planning and instructional moves based on data.</p> <p>Staff Responsible for Monitoring: Supervising Administrators, Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Team Leads will implement and lead designated PLC data days per grading period, focusing on student and teacher growth based on data.</p> <p>Strategy's Expected Result/Impact: Student Growth</p> <p>Staff Responsible for Monitoring: Team Lead, Instructional Coaches, Supervising Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize a data tracking system focused on student growth from year to year according to STAAR performance levels.</p> <p>Strategy's Expected Result/Impact: Students will achieve academic growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Supervising Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The master's level on EOC is not increasing year to year over all tested subjects, specifically in English 2. Root Cause: Instruction is centered on passing versus masters indicating a need for setting higher expectations and necessary differentiation with appropriate scaffolding and support.</p>
<p>Problem Statement 2: The percentage of students meeting approaches, meets, and masters on the Algebra 1 EOC from spring 2023 to spring 2024 decreased. Root Cause: Teachers were new to the team and unsure of resources to use and lacked a system to track, monitor, and adjust to ensure student growth throughout the school year.</p>

Goal 1: The percent of students achieving "Approaches," "Meets," and "Masters" on the English II and Algebra EOC Tests will increase 5% by the end of the 2024-25 School Year as evidenced by the 2025 EOC results when compared to 2024.

Performance Objective 2: During Workshop Wednesdays (2 times per month) teachers will receive Professional Development on effective, high-yield, research based strategies, aimed at improving Tier 1 instruction.

Evaluation Data Sources: WW agenda, Walk Through and TTESS data, surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support the implementation and progress of Blended Learning, specifically data driven small groups. Strategy's Expected Result/Impact: Student Growth through intentional small groups based on data. Staff Responsible for Monitoring: Instructional Coaches, Administration, Core Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support the implementation and progress of WICOR strategies in daily Tier 1 instruction. Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: AVID Site Coordinator and Site Team</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The master's level on EOC is not increasing year to year over all tested subjects, specifically in English 2. Root Cause: Instruction is centered on passing versus masters indicating a need for setting higher expectations and necessary differentiation with appropriate scaffolding and support.</p>
<p>Problem Statement 2: The percentage of students meeting approaches, meets, and masters on the Algebra 1 EOC from spring 2023 to spring 2024 decreased. Root Cause: Teachers were new to the team and unsure of resources to use and lacked a system to track, monitor, and adjust to ensure student growth throughout the school year.</p>

Goal 1: The percent of students achieving "Approaches," "Meets," and "Masters" on the English II and Algebra EOC Tests will increase 5% by the end of the 2024-25 School Year as evidenced by the 2025 EOC results when compared to 2024.

Performance Objective 3: Students will receive supports through the implementation of a high quality intervention and/or enrichment systems in accordance with PLC data decisions.

Evaluation Data Sources: Data Trackers, Eduphoria

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PLC team members will 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 resources such as Progress Learning to plan for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Student Growth</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will identify students needing remediation and/or enrichment 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: Students will gain knowledge and skills needed to show growth on STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Extra Duty Pay, Supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$14,850, Extra Duty Pay, Supplies - 199 PIC 25 State Bilingual/ESL - \$5,010, Personnel Costs for at-risk students (Credit Recovery, ESOL) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$30,614</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning





Problem Statement 1: The master's level on EOC is not increasing year to year over all tested subjects, specifically in English 2. **Root Cause:** Instruction is centered on passing versus masters indicating a need for setting higher expectations and necessary differentiation with appropriate scaffolding and support.

Problem Statement 2: The percentage of students meeting approaches, meets, and masters on the Algebra 1 EOC from spring 2023 to spring 2024 decreased. **Root Cause:** Teachers were new to the team and unsure of resources to use and lacked a system to track, monitor, and adjust to ensure student growth throughout the school year.

Goal 2: 100% of seniors will graduate from GRHS college and/or career ready, as measured by College, Career, and Military Readiness indicators by the end of the 2024-2025 school year.

Performance Objective 1: Increase the number of students pursuing an associates degree before graduating from high school through successful completion of dual credit courses in addition to college credit hours earned through AP testing.

Evaluation Data Sources: Lone Star College

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: Increased awareness of post-secondary opportunities</p> <p>Staff Responsible for Monitoring: CCF, Counselors</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> <p>Funding Sources: CCF Personnel Cost - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$13,255.56</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Increased awareness of post-secondary opportunities</p> <p>Staff Responsible for Monitoring: CCF, Counselors</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 4: 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators. **Root Cause:** CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.

Goal 2: 100% of seniors will graduate from GRHS college and/or career ready, as measured by College, Career, and Military Readiness indicators by the end of the 2024-2025 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 TSIA,.

High Priority

Evaluation Data Sources: ACT, ACT, TSI, CCMR Insights Dashboard, A-F School Report Card

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teacher professional development around College Readiness 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: Increase student's knowledge and skills to increase test scores and show College Readiness.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 9th - 11th grade students will link PSAT scores (October 2024) 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: Increase student's knowledge and skills to increase test scores and show College Readiness.</p> <p>Staff Responsible for Monitoring: CCF</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning





Problem Statement 3: Based on College Readiness scores in Math and English 100% of graduating senior students are not college ready. **Root Cause:** There is a lack of success and ability on college readiness tests (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 4: 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators. **Root Cause:** CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.

Goal 2: 100% of seniors will graduate from GRHS college and/or career ready, as measured by College, Career, and Military Readiness indicators by the end of the 2024-2025 school year.

Performance Objective 3: Increase successful AP Exam Scores (3 or Higher) by 5% for underperforming AP courses as determined by the AP national standards.

Evaluation Data Sources: College Board Score Reports

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: Increase student's knowledge and skills to increase test scores.</p> <p>Staff Responsible for Monitoring: AP lead teacher, Instructional Coaches, CTC, AP Coordinator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Feb	Apr	June
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: Increase resources for teachers and students.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 4: 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators. Root Cause: CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.</p>

Goal 2: 100% of seniors will graduate from GRHS college and/or career ready, as measured by College, Career, and Military Readiness indicators by the end of the 2024-2025 school year.

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

HB3 Goal

Evaluation Data Sources: IBC test results, CCMR Insights Dashboard

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The CTE supervising administrator will hold one on one goal setting meetings with CTE teachers to address student participation and passing percentages for IBCs.</p> <p>Strategy's Expected Result/Impact: Increase student participation and passing scores</p> <p>Staff Responsible for Monitoring: CTE Supervising Administrator, CTE teachers</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		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide support for CTE teachers in usage of Eduphoria to create assessments, analyze data, and make instructional decisions based on data.</p> <p>Strategy's Expected Result/Impact: Student growth will increase and therefore increase the number of students passing IBCs.</p> <p>Staff Responsible for Monitoring: CTW Supervisor, CTE Department Chair, Instructional Coaches</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Student Learning

Problem Statement 4: 97% of students graduating with the Class of 2024 met at least one of the CCMR indicators. **Root Cause:** CCMR indicators are tracked from freshman through senior year. However, there is not a process to monitor and guide students through various choices to ensure a student graduates from GRHS meeting at least one of the CCMR indicators.

Goal 3: For the 2024-2025 school year, George Ranch High School will foster a positive, safe, supportive, drug free learning environment that supports academic achievement by reducing cheating, frequency of tardies , and vaping by 5% as indicated by Skyward Discipline Reports.

Performance Objective 1: Improve and implement PBIS initiatives with sustainability to ensure a safe and supportive learning environment.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that staff, students, and stakeholders are provided with awareness on the dangers, effects, and consequences of vape/drug usage; which result in Out of School Suspensions and/or DAEP placements.</p> <p>Strategy's Expected Result/Impact: The number of vaping incidents on campus will decrease.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: Perceptions 3</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Expectations will be clear to all stakeholders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: Demographics 1 - Perceptions 2, 3</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor and adjust an individualized behavior plan regarding tardies, for students that accumulate more than 12 per six weeks.</p> <p>Strategy's Expected Result/Impact: Decrease the number of tardies for students that are constantly tardy.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Administrative Assistants, Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a reward and/or recognition activities that promote students arriving to class on time.</p> <p>Strategy's Expected Result/Impact: Students will be on time and reduce the number of tardies and therefore reduce the potential for violating the Student Code of Conduct. Increase instructional time.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There have been a high number of tardy students throughout the school year indicating a lack of accountability for both students and teachers. Root Cause: Students don't feel the need to arrive on time because they aren't missing anything which translates to teachers not having high expectations planning for bell to bell instruction.</p>
Perceptions
<p>Problem Statement 2: Surveys indicate that there are issues around the lack of academic integrity. Root Cause: Expectations are unclear regarding AI (Artificial Intelligence), students care more about their GPA than gaining knowledge, and assessments are superficial.</p>
<p>Problem Statement 3: 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 2024-2025 school year, George Ranch High School will foster a positive, safe, supportive, drug free learning environment that supports academic achievement by reducing cheating, frequency of tardies , and vaping by 5% as indicated by Skyward Discipline Reports.

Performance Objective 2: Provide clarity and support for teachers and students regarding academic integrity.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review and set expectations regarding cheating and plagiarism as detailed in the Student Handbook. Strategy's Expected Result/Impact: Raise awareness for students and teachers of cheating and plagiarism and consequences that follow.. Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Require graded independent practice assignments to be done in class more often, as opposed to homework. Strategy's Expected Result/Impact: Teachers can monitor use of resources and ensure academic integrity. Staff Responsible for Monitoring: Classroom Teachers, Supervising Administrators, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Perceptions 2</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development for teachers and staff about Artificial Intelligence (AI). Strategy's Expected Result/Impact: Teachers will be able to integrate AI into lesson plans and use AI to benefit students and teachers. Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 2</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Surveys indicate that there are issues around the lack of academic integrity. **Root Cause:** Expectations are unclear regarding AI (Artificial Intelligence), students care more about their GPA than gaining knowledge, and assessments are superficial.

State Compensatory

Budget for George Ranch High School

Total SCE Funds: \$14,850.00

Total FTEs Funded by SCE: 0.614

Brief Description of SCE Services and/or Programs

extra duty pay, technology supplies, supplies & materials

Personnel for George Ranch High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Francheska Arias	College Career Facilitator	0.184
Fung-Tai Chen	Chinese / Credit Restoration	0.29
Jennifer Gurnea	English / ESL	0.14

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Extra Duty Pay, Supplies		\$14,850.00
1	3	2	Personnel Costs for at-risk students (Credit Recovery, ESOL)		\$30,614.00
2	1	1	CCF Personnel Cost		\$13,255.56
Sub-Total					\$58,719.56
Budgeted Fund Source Amount					\$58,719.56
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Extra Duty Pay, Supplies		\$5,010.00
Sub-Total					\$5,010.00
Budgeted Fund Source Amount					\$5,010.00
+/- Difference					\$0.00
Grand Total Budgeted					\$63,729.56
Grand Total Spent					\$63,729.56
+/- Difference					\$0.00