

Campus Improvement Plan
George Ranch High School
2020-2021



Submitted for Board Approval October 2020

George Ranch High School Campus Improvement Plan Summary Sheet

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| <p>Goal 1: By May 2021, 80% of GRHS students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2020-2021 school year.</p> <p>*Due to COVID, this goal was unable to be measured at the end of the 2019-2020 school year, so we chose to extend it into the 2020-2021 school year.</p> | <p>Strategy 1: Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities.</p> |
| | <p>Strategy 2: Identify and optimize resources for students to prepare for and achieve career, college and military readiness.</p> |
| <p>Goal 2: By May 2021, 100% of GRHS staff will be proficient in providing concurrent instruction to both face-to-face and virtually enrolled students using the Canvas platform. Growth will be measured using Canvas reports and student Skyward grade reports.</p> | <p>Strategy 1: Improve Tier 1 instruction through training and professional development focused on solid pedagogy including EL and SPED. These trainings and professional development sessions will be focused on both face-to-face and virtual instruction.</p> |
| | <p>Strategy 2: Improve the online learning platform by providing professional development centered on the flipped classroom model and providing resources needed to foster a successful online learning environment.</p> |
| <p>Goal 3: By May of 2021, 85% of George Ranch High School students will reach at least meets grade-level on the English I and English II EOC exams.</p> <p>*Due to COVID, this goal was unable to be measured at the end of the 2019-2020 school year, so we chose to extend it into the 2020-2021 school year.</p> | <p>Strategy 1: Improve Tier I instruction in every English classroom.</p> |
| | <p>Strategy 2: Ensure that students who were unsuccessful on the English I and/or English II EOC receive remediation and support.</p> |

Comprehensive Needs Assessment

Data Sources Reviewed

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| Skyward Discipline Report | TAPR Report | Academic Growth Table |
| Campus Comparison Group | Closing the Gaps Status Table | CCMR |
| Distinction Designation Summary | Graduation Rate Data Table | STAAR Performance Data |
| AP Comparative Scores (state/national/global) | AP School Summary by Demographics | TELPAS Data |
| K-12 Survey Data | ACT/SAT Data | CCMR Chart from Research and Accountability |

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed Strategies sections below.

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

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| <p>The percentage of students (87%) scoring approaches grade level in English I and English II was significantly lower than in Algebra I (93%), Biology (98%), and U.S. History (97%).</p> | <p>Improve Tier I instruction in the English classrooms and provide remediation to students who are unsuccessful.</p> |
| <p>The percentage of students (24%) scoring masters grade level in English I and English II was significantly lower than in Algebra I (55%), Biology (51%), and U.S. History (62%).</p> | <p>Improve Tier I instruction in the English classrooms and provide remediation to students who are unsuccessful.</p> |
| <p>When comparing English learners (ELs) to all students, they score consistently lower on all subjects. (Approaches Grade Level: ELs-78% & All-92%; Meets Grade Level: ELs-39% & All-81%; Masters Grade Level: EL-13% & All-42%)</p> | <p>Improve Tier I instruction in the English classrooms and provide remediation to students who are unsuccessful.</p> |
| <p>When comparing special education (SPED) students to all students, they score consistently lower on all subjects. (Approaches Grade Level: SPED-56% & All-92%; Meets Grade Level: SPED-32% & All-81%; Masters Grade Level: SPED-10% & All-42%)</p> | <p>Improve Tier I instruction in the English classrooms and provide remediation to students who are unsuccessful.</p> |

At-Risk Student Services / Drop-Out Prevention

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

College, Career, and Military Readiness

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| Only 11% of students whom graduated in 2019 met the TSI assessment criteria in ELA/Reading. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |
| Only 17% of students whom graduated in 2019 met the TSI assessment criteria in mathematics. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |
| Only 13% of students whom graduated in 2019 earned college credit by being enrolled in dual credit courses. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |
| Only 6% of students whom graduated in 2019 earned an industry-based certification. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |

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| Only 4% of students whom graduated in 2019 graduated as a CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |
| Only 2% of students identified as SPED whom graduated in 2019 graduated with an advanced degree plan. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |
| Only 32% of students who graduated in 2019 met the criterion score an AP exam. | Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities. |

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

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

Teacher Quality and Retention

Identified Problems

Proposed Strategies

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

Community and Student Engagement

Identified Problems

Proposed Strategies

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| The continued need to provide multilingual publications, notices and other public documents to an increasingly diverse set of community stakeholders. | All letters sent home to parents are in Spanish and English. All callouts are in Spanish and English. Any type of communication that needs to be sent to an ELL student is sent via the family's home language. |
| According to the campus climate survey, only 27% of parents said their student is excited to come to school. | All teachers must call home if a student's grade falls below a 70 at any time during the 6 weeks. Call logs are checked by supervising administrators. Failure conferences are held for any student who fail 2 or more classes. Parents are contacted each time a student is referred to the office for discipline. |
| Placing a continued focus on restoring relationships and building the capacity of our students to find success in the instructional environment here at GRHS. | Place an emphasis on restoring positive relationships through the implementation of Restorative Practices by all administrators and teaching staff at GRHS. Building positive relationships is a priority at GRHS. |
| According to the campus climate survey, 47% of parents are not engaging in family events at the school. | Have outreach events to get the community involved in the school. Provide opportunities for meet-and-greets where different organizations host different events. |

Goal 1

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| <p>Goal Statement: By May 2021, 80% of GRHS students will be considered college, career, or military ready as defined by the Texas Education Agency. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2020-2021 school year.</p> <p>*Due to COVID, this goal was unable to be measured at the end of the 2019-2020 school year, so we chose to extend it into the 2020-2021 school year.</p> <p>Also, the percent of CCMR students will increase from 74% to 87% by August 2024.</p> | <p>CNA Focus Area(s): Teaching and Learning</p> <ul style="list-style-type: none"> College, Career and Military Readiness |
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Strategy: Effectively communicate the components of CCMR to all stakeholders and how it impacts post-secondary opportunities.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|--|-----------------|--|-----------------------|---|---|
| One-on-one purposeful interactions will be created to educate students regarding post-secondary opportunities. | N/A | College and Career Readiness Facilitator | Oct 2020 – Dec 2020 | Advisory Classes/TSI materials and access | TSI and other assessment scores |
| Students will be provided the opportunity to career shadow. | N/A | Appropriate CTE teachers | Jan 2021 – May20 2021 | Community members and local businesses | Rosters and endorsement conferences with counselors & CCF |
| One-on-one conferences will be held with 8 th grade students in the Spring semester to explain the importance of endorsement choice as they prepare to enter high school. | N/A | Counselors | April 2021 – May 2021 | Course Catalog | Course selection 100% complete by end of window |

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| An endorsement fair let by CTE teachers will be held at the junior high campus for all 8 th graders. | N/A | CTE Teachers | April 2021 – May 2021 | Set up – tables and material | Rosters and endorsement conferences with counselors & CCF |
| College and career nights will be held in the fall to inform the community of college and career options for students | N/A | District Personnel | Fall 2020 | College reps, GRHS CCF resources available | Campus attendance logs |
| Teachers will be informed of CCMR expectations through Workshop Wednesday | N/A | Administrative Team | October 2020 – May 2021 | Handouts, resources through Canvas | #’s of CCMR student numbers |
| Information regarding CCMR criteria will be communicated through the campus Canvas course. | N/A | Counselors | October 2020 – May 2021 | Canvas | Canvas usage reports |

Strategy: Identify and optimize resources for students to prepare for and achieve career, college and military readiness.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|--|-----------------|---------------------------|----------------------|---|-------------------------|
| Identify students whom were unsuccessful on the EOC their freshman year to begin taking the TSI their sophomore year. | N/A | Counselors and Admin | Sept 2020 – May 2021 | EOC Scores | TSI Scores |
| Through the planning process of in PLCs, content should be integrated to prepare students for the PSAT, SAT, and ACT through their core classes. | N/A | Teachers | Oct 2020 – May 2021 | TSI Resources | PSAT, SAT, & ACT Scores |
| The weekend prior to a TSI exam being given, a content blitz will be held on campus. The focus of the blitz will cover a wide range of objectives that could be covered on the test. | N/A | Math and English Teachers | Oct 2020 – May 2021 | TSI Data & Resources to teach the content | TSI Scores |

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| Targeted and purposeful advisory time will be created centered on TSI, PSAT, SAT, and ACT preparation for targeted students. | N/A | Math and English Teachers | Nov 2020 – May 2021 | TSI Student Data & Teaching Resources | TSI, PSAT, SAT, & ACT Scores |
| Senior students who are at risk of not graduating due to failure to meet the standard on the English I, English II, and/or Algebra I EOC will be identified immediately. These students will be prepared for the TSI assessment early in the school year through their English and/or Math course and will be provided with additional material and internet links to help prepare them for the TSI assessment. | N/A | Math and English Teachers | Oct 2020 – May 2021 | TSI Student Data, EOC Student Data, TSI Resources, & Teaching Resources | TSI Scores |
| Targeted tutorial boot camps will be offered prior to AP tests to increase the percentage of AP test passing rate to 40%. | N/A | AP Teachers | January 2021 – May 2021 | AP test prep materials | AP Scores |
| College nights will be scheduled and open to EL students and parents. Computer labs will be available during this time as well. | N/A | Admin and ESL Lead Teacher | January 2021 | College resources, computers, extra personnel | # of ELL students who have applied to college, completed FASFA by May 2021 |
| Identify students who are on track for a CTE certification and provide targeted support to help them achieve the certification | N/A | CTE Teachers & Counselors | Oct 2020 – May 2021 | CTE certification resources, CTE Teachers | CTE Certification Results |

Goal 2

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| <p>Goal Statement: By May 2021, 100% of GRHS staff will be proficient in providing concurrent instruction to both face-to-face and virtually enrolled students using the Canvas platform. Teacher proficiency will be measured using Canvas reports and student Skyward grade reports.</p> | <p>CNA Focus Area(s): Teaching and Learning</p> |
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Strategy: Improve Tier 1 instruction through training and professional development focused on solid pedagogy including EL and SPED. These trainings and professional development sessions will be focused on both face-to-face and virtual instruction.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|---|-----------------|---|---------------------|--|---|
| Continued PLC professional development will be given throughout the school year | N/A | Admin Team and Instructional Coordinator | Oct 2020 – May 2021 | Global PD | Student Data & Team Planning Documents |
| Sheltered training will be provided through the Maroon Track EL Cohort. Some of this training should be focused on successfully teaching our EL students virtually. | N/A | ALP Dept | Oct 2020 – May 2021 | EL Data | TELPAS Scores |
| An Rtl model and process will be implemented and provided to staff. | N/A | Coalition Team | Oct 2020 – May 2021 | Failure data, discipline data, and PD on the process | EOC scores, discipline data, & failure report data |
| Professional development will be provided regarding effective co-teaching models and ways to assist our SPED students who are virtually enrolled. | N/A | SPED Dept | Oct 2020 – May 2021 | District Level Support Campus Administration Instructional Coordinator Teacher Liaisons | SPED failure data and SPED EOC scores |
| At every Workshop Wednesday, Canvas training will be provided to our teachers to help grow their proficiency in using the LMS. | N/A | Teachers, Admin, & Instructional Coordinators | Oct 2020 – May 2021 | Campus Teachers Instructional Coordinator Digital Learning Coach | Weekly Canvas checks by admin and instructional coordinators. |

Strategy: Improve the online learning platform by providing professional development centered on the flipped classroom model and providing resources needed to foster a successful online learning environment.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|--|-----------------|---|---------------------|---|---------------------------------|
| At every Workshop Wednesday, strategies will be shared with our teachers to help quickly implement a flipped classroom model to help both our face-to-face and virtual learners. | N/A | Teachers, Admin, & Instructional Coordinators | Oct 2020 – May 2021 | Campus Teachers Instructional Coordinator Digital Learning Coach | Walkthroughs |
| Virtual professional development sessions will be held where teachers are sharing tools and strategies, they have used to effectively flip their classrooms. | N/A | Teachers & Instructional Coordinators | Oct 2020 – May 2021 | Campus Teachers | Zoom attendance Walkthroughs |
| Additional equipment will be purchased to assist in creating videos and supplementing the flipped classroom. | N/A | Admin | Oct 2020 – May 2021 | Campus Principal | Student and Teacher Feedback |
| Expectations will be communicated up front, and those expectations will be revisited on a monthly basis through Workshop Wednesday. | N/A | Admin | Oct 2020 – May 2021 | Campus Administration Instructional Coordinator Department Chairs | Walkthroughs |
| Communication will be provided frequently and clearly (Core Chaos, Weekly Smore) | N/A | Admin & Leadership Team | Oct 2020 – May 2021 | Campus Administration Instructional Coordinator Department Chairs | Walkthroughs |
| “WOW” Wednesdays will be implemented where specific teachers will be highlighted every Wednesday for going above and beyond in their online learning platform. | N/A | Admin | Oct 2020 – May 2021 | Campus Administration Instructional Coordinator | Teacher Feedback |

Goal 3

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| <p>Goal Statement: By May of 2021, 85% of George Ranch High School students will reach at least meets grade-level on the English I and English II EOC exams. *Due to COVID, this goal was unable to be measured at the end of the 2019-2020 school year, so we chose to extend it into the 2020-2021 school year.</p> | <p>CNA Focus Area(s): Teaching and Learning</p> |
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Strategy: Improve Tier I instruction in every English classroom.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|--|-----------------|---|--|--|--------------------|
| Provide and implement strategies so SPED students will meet grade level on the EOC assessment | N/A | General Education teachers and inclusion teachers | Oct 2020 – May 2021 | PD on effective co-teach methods | EOC Scores |
| Provide and implement sheltered strategies so EL students will meet grade level on the EOC assessment. A Maroon track cohort will be created to adequately train teachers who service EL students. | N/A | General Education Teachers & ALP Dept | Fall 2020 Cohort Spring 2021 Cohort | PD on sheltered instruction | EOC Scores |
| Provide and implement strategies so ELAR PAP students will master grade level on the EOC assessment. | N/A | PAP Teachers ELAR C&I Team | Oct 2020 – April 2021 | PD on implementing rigor | EOC Scores |
| Provide and implement strategies so ELAR academic students will meet or master grade level on the EOC assessment. | N/A | Academic ELAR Teachers ELAR C&I Team | Oct 2020 – April 2021 | PD on implementing rigor and the writing process | EOC Scores |
| Department chairs will attend a two-day virtual training by Jim | N/A | Department Chairs Instructional Coordinator | October 2020 | Virtual PD by Jim Knight | T-TESS evaluations |

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| Knight focused on instructional coaching. | | | | | |
| DCs will participate in a continued book study throughout the year on Better Conversations by Jim Knight | N/A | Department Chairs Instructional Coordinator | Oct 2020 – April 2021 | Better Conversations DC PD provided by Instructional Coordinator bi-weekly | T-TESS evaluations |

Strategy: Ensure that students who were unsuccessful on the English I and/or English II EOC receive remediation and support.

| Action | Title I Element | Staff Responsible | Timeline | Resources | Evaluation |
|--|-----------------|--|---------------------|--------------------------------|----------------------------|
| Writing across all content levels will be implemented, and expectations will be communicated through Workshop Wednesday. | N/A | All Teachers | Oct 2020 – May 2021 | Writing Prompts & Samples | EOC Scores |
| Purposeful advisory time will be created for students who need additional support including SPED and EL students | N/A | English Teachers, SPED teachers, EL Lead Teacher | Nov 2020 – May 2021 | Teaching Resources | EOC Scores |
| Monday Night EL Support | N/A | ESL Lead Teacher | Oct 2020 – May 2021 | Individual EL Student Data | EOC Scores & TELPAS Scores |
| An Rtl Case Management Plan will be implemented and addressed at the end of every six weeks. | N/A | Student Support Team and Rtl Case Managers | Oct 2020 – May 2021 | Electronic Rtl Forms in Canvas | Failure Reports |

Financial Summary

| Funding Source | Total Amount |
|----------------|--------------|
| PPA | \$297,550 |
| SCE | \$90,686.92 |
| BIL/ESL | \$2,124 |
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SBDMC Members

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

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

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)