Lamar Consolidated Independent School District

George Ranch High School

2022-2023 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.

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Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year. 22
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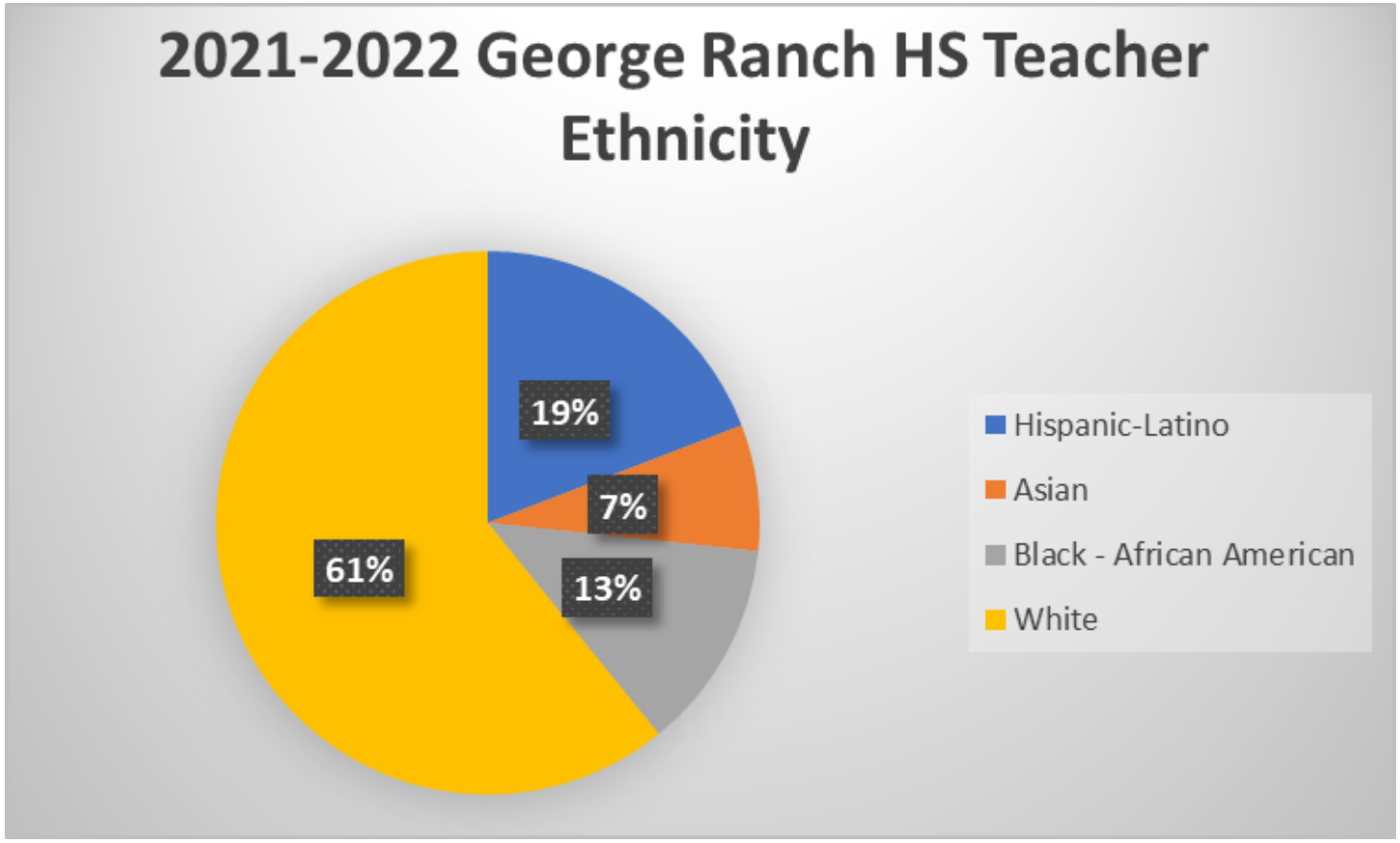
Comprehensive Needs Assessment

Demographics

Demographics Summary

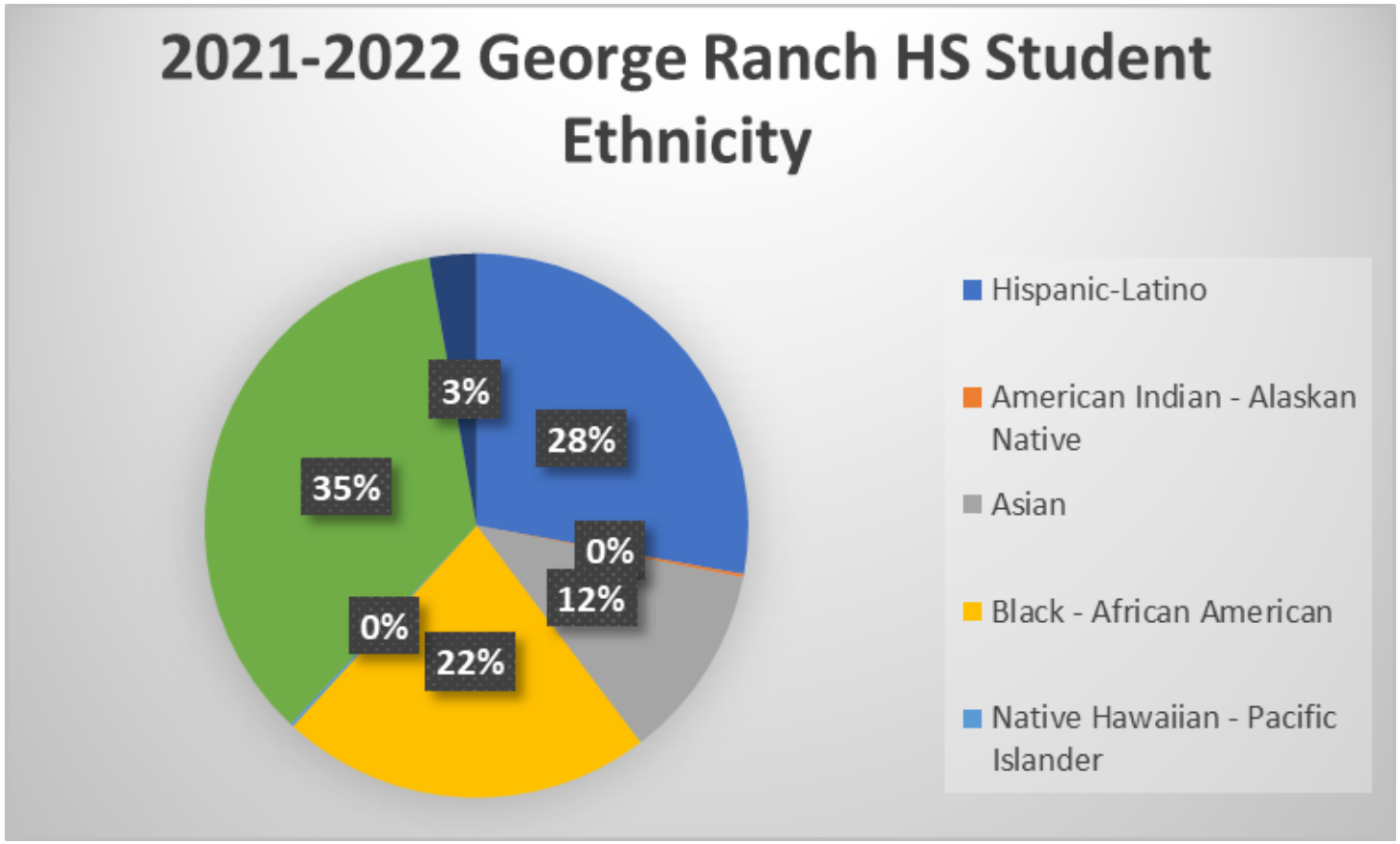
Staff

ETHNICITY	American Indian	Asian	African Amer	Hispanic	Multi	White	
TOTAL	0	9	15	23	0	73	120



Student

ETHNICITY	American Indian	Asian	African Amer	Hispanic	Native Hawaiian	Multi	White	
TOTAL	5	291	554	698	5	70	882	2505



Demographics Strengths

GR has a diverse student population and the GRHS staff is growing in diversity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GRHS teacher percent ethnicity does not mirror the student's population percent ethnicity. **Root Cause:** This has not been a past priority when hiring.

Problem Statement 2: GRHS stakeholders experienced teacher reallocation. **Root Cause:** Rezoning and opening of new school due to community population growth.

Student Learning

Student Learning Summary

	Spring 2022 STAAR EOC, English I							Spring 2021 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Mas
George Ranch High School	590	52	4412	75.74%	88.31%	80.68%	35.25%	510	52	4443	77%	93.33%	84.12%	31
Economic Disadvantage	171	46	4148	67.62%	77.78%	64.33%	19.88%	140	48	4211	69.99%	83.57%	72.14%	
American Indian/Alaskan Native	2	57	4617	83.50%	100%	100%	50%	1	56	4536	82%	100%	100%	
Asian	57	56	4680	83.04%	96.49%	92.98%	52.63%	52	57	4698	83.79%	100%	92.31%	57
Black/African American	123	50	4316	72.95%	82.11%	74.80%	29.27%	113	51	4371	75.14%	89.38%	81.42%	23
Hispanic	173	48	4245	70.36%	81.50%	67.63%	22.54%	144	50	4313	73.50%	91.67%	77.78%	22
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	2	52	4329	76.50%	100%	100%	
Two or More Races	14	48	4255	71%	71.43%	71.43%	21.43%	16	54	4506	79.56%	93.75%	93.75%	37
White	221	54	4536	79.85%	95.93%	91.40%	44.80%	182	54	4514	78.75%	95.05%	87.36%	37
Currently Emergent Bilingual	39	40	3888	59.28%	58.97%	41.03%	2.56%	21	40	3892	59.48%	66.67%	52.38%	
First Year of Monitoring	2	55	4535	81%	100%	100%	50%	4	49	4221	71%	75%	50%	
Second Year of Monitoring	5	54	4429	78.80%	100%	100%	0%	4	53	4404	77.50%	100%	100%	
Special Ed Indicator	47	32	3626	47.26%	34.04%	19.15%	6.38%	35	37	3766	53.91%	60%	42.86%	2

	Spring 2022 STAAR EOC, English II							Spring 2021 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Mast
George Ranch High School	587	52	4451	76.09%	92.16%	82.79%	23%	608	54	4511	79%	92.60%	85.03%	31.
Economic Disadvantage	171	48	4261	70.54%	85.96%	75.44%	14.04%	134	49	4277	72.76%	85.82%	72.39%	13.
American Indian/Alaskan Native	2	53	4390	77%	100%	100%	0%	1	63	5099	93%	100%	100%	1
Asian	61	56	4711	81.75%	96.72%	90.16%	44.26%	67	58	4751	84.90%	97.01%	94.03%	43.
Black/African American	134	50	4354	73.91%	90.30%	78.36%	15.67%	137	52	4425	77.08%	91.97%	83.21%	21.
Hispanic	165	50	4339	73.01%	88.48%	78.79%	16.97%	177	51	4370	75.32%	89.27%	79.66%	21.
Native Hawaiian/Pacific Islander	2	54	4474	79%	100%	100%	0%	1	63	5099	93%	100%	100%	1
Two or More Races	20	52	4456	76.20%	95%	80%	20%	17	53	4450	77.82%	94.12%	82.35%	23.
White	203	53	4528	78.29%	94.58%	86.70%	27.09%	208	55	4611	81.46%	94.23%	87.98%	41.
Currently Emergent Bilingual	35	40	3882	58.31%	65.71%	45.71%	2.86%	14	41	3902	60.14%	50%	35.71%	7.
First Year of Monitoring	4	48	4286	70.50%	75%	75%	25%	3	46	4051	68%	100%	66.67%	
Second Year of Monitoring	4	53	4406	77%	100%	100%	0%	-	-	-	-	-	-	-
Special Ed Indicator	43	38	3826	55.58%	58.14%	41.86%	4.65%	28	35	3666	51.36%	35.71%	21.43%	

	Spring 2022 STAAR EOC, Algebra I							Spring 2021 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Maste
George Ranch High School	556	43	4626	79.05%	96.22%	82.73%	68.70%	554	36	4257	66.57%	90.97%	59.75%	39.3
Economic Disadvantage	163	38	4287	69.56%	90.18%	69.33%	47.85%	147	32	4041	58.54%	82.31%	45.58%	23.8
American Indian/Alaskan Native	3	51	5206	94.33%	100%	100%	100%	1	34	4046	63%	100%	100%	
Asian	64	48	5160	88.98%	98.44%	92.19%	84.38%	47	40	4564	73.94%	95.74%	68.09%	57.4
Black/African American	114	42	4543	77.52%	96.49%	83.33%	63.16%	125	33	4053	60.16%	88.80%	44.80%	2
Hispanic	156	39	4354	72.47%	93.59%	73.72%	56.41%	158	34	4129	62.86%	87.97%	56.33%	29.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	1	28	3829	52%	100%	0%	
Two or More Races	17	38	4384	71.18%	94.12%	64.71%	47.06%	13	30	4028	55.92%	84.62%	30.77%	15.3
White	202	44	4724	82.28%	97.52%	87.62%	77.72%	209	39	4423	72.30%	93.78%	71.29%	54.0
Currently Emergent Bilingual	36	35	4113	64.28%	86.11%	58.33%	27.78%	24	31	4064	56.88%	75%	41.67%	2
First Year of Monitoring	6	49	5238	90.50%	100%	100%	83.33%	3	21	3571	39%	33.33%	0%	
Second Year of Monitoring	9	48	5099	88.78%	100%	100%	100%	5	37	4287	67.60%	100%	40%	4
Special Ed Indicator	48	29	3925	54.10%	75%	29.17%	18.75%	37	28	3854	52.05%	72.97%	35.14%	13.5

	Spring 2022 STAAR EOC, Biology							Spring 2021 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Mast
George Ranch High School	597	39	4664	78.99%	95.98%	87.44%	57.79%	510	38	4471	75.19%	96.27%	80.78%	38.
Economic Disadvantage	170	35	4366	70.61%	90%	74.71%	38.24%	139	34	4247	68.07%	94.24%	69.78%	20.
American Indian/Alaskan Native	2	42	4874	84%	100%	100%	50%	1	44	4772	88%	100%	100%	1
Asian	59	42	4889	83.97%	96.61%	93.22%	67.80%	52	41	4768	81.85%	100%	92.31%	51.
Black/African American	121	39	4589	77.21%	95.87%	83.47%	56.20%	114	36	4353	72.14%	94.74%	77.19%	31.
Hispanic	171	36	4460	72.84%	93.57%	78.95%	42.69%	141	35	4279	69.87%	94.33%	72.34%	26.
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	3	44	5041	88.67%	100%	100%	66.
Two or More Races	15	35	4382	70.27%	93.33%	80%	33.33%	15	39	4642	77.20%	100%	73.33%	53.
White	229	42	4814	83.77%	97.82%	94.76%	69%	184	39	4583	78.82%	97.28%	86.41%	46.
Currently Emergent Bilingual	43	31	4107	61.86%	81.40%	62.79%	16.28%	21	29	3965	58.57%	80.95%	52.38%	9.
First Year of Monitoring	2	40	4597	80%	100%	100%	50%	4	30	4102	60%	75%	50%	
Second Year of Monitoring	5	42	4718	83.20%	100%	100%	40%	4	40	4503	80%	100%	100%	
Special Ed Indicator	45	25	3830	49.91%	68.89%	35.56%	8.89%	34	28	3951	56.47%	79.41%	41.18%	17.

	Spring 2022 STAAR EOC, US History							Spring 2021 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Mast
George Ranch High School	299	55	4646	80.92%	98.33%	90.64%	69.90%	397	54	4648	79.94%	97.48%	88.41%	67.
Economic Disadvantage	89	54	4559	78.89%	97.75%	89.89%	64.04%	72	50	4391	73.56%	94.44%	81.94%	
American Indian/Alaskan Native	-	-	-	-	-	-	-	1	57	4633	84%	100%	100%	1
Asian	31	59	4980	87.39%	100%	96.77%	83.87%	49	56	4771	82.37%	100%	91.84%	71.
Black/African American	82	54	4555	79.41%	100%	90.24%	62.20%	78	53	4534	77.49%	94.87%	84.62%	69.
Hispanic	94	52	4490	77.14%	96.81%	84.04%	63.83%	104	53	4577	77.92%	98.08%	87.50%	56.
Native Hawaiian/Pacific Islander	1	65	5373	96%	100%	100%	100%	-	-	-	-	-	-	-
Two or More Races	11	56	4713	83%	100%	90.91%	81.82%	13	50	4409	73.15%	84.62%	76.92%	46.
White	80	57	4776	83.93%	97.50%	96.25%	77.50%	152	56	4737	82.36%	98.68%	90.79%	74.
Currently Emergent Bilingual	17	47	4257	69.35%	88.24%	70.59%	41.18%	5	33	3679	48.20%	80%	20%	
First Year of Monitoring	-	-	-	-	-	-	-	3	51	4374	75.33%	100%	100%	66.
Special Ed Indicator	11	46	4246	67.91%	100%	54.55%	18.18%	24	39	3920	56.92%	75%	37.50%	20.

Student Learning Strengths

ELA - EOC scores held steady from 21-22 (as shown in data comparison tables above)

SS, Science, Math- EOC "Masters" scores did inprove from significantly from21-22 (as shown in data comparison tables above)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English 1 EOC scores declined in 2 categories: -5% Approaches, -4% Meets **Root Cause:** The data is not fully reflective of students' abilities across all subject areas.

Problem Statement 2: There is a lack of clarity and expectations across programs and processes. **Root Cause:** GR experienced has experienced a transition of enrollment while opening new campuses leading to reallocation of students and teachers.

School Processes & Programs

School Processes & Programs Summary

Instructional / Curricular:

- ESL: Sheltered Instruction
- MTSS
- Sped
- 504
- Dyslexia

Personnel (Recruitment / Support / Retain):

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

Organization:

- Admin. Team Leadership (Includes administrators & Instructional Coordinator)
- Department Chairs
- Team Leaders
- Instructional Leadership Team Members specific to content areas(new for 21-22)
- 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

The strength of processes and programs at GR are rooted in the collaboration of our people and support personel, such as our Instructional Coordinator and Campus Interventionist.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of clarity and expectations across programs and processes. **Root Cause:** GR experienced has experienced a transition of enrollment while opening new campuses leading to reallocation of students and teachers.

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% od GRHS Staff gave us an "A or B" rating.

Perceptions Strengths

According to the K-12 survey:

93% of GRHS Parents felt that the school maintained open lines of communication with parents.

92% of GRHS Parents felt that students school is well-maintained, with working air conditioning and heat, adequate lighting, and well-kept grounds.

99% of GRHS Students felt aware of safety procedures at this school, sucha as evacuate, hold, shelter, lockout or lockdown.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 52% of GRHS students feel that real world and relevancy is not linked to lessons in the classroom. **Root Cause:** No real world "connection" intentional planning happening consistently.

Problem Statement 2: 58% of GRHS Students feel that they are NOT given advice on how to get into college or workforce development programs. **Root Cause:** Need more consistent hand on exposure to the College Career Facilitator and Counselors

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- 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
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- 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 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 1: By the end of the 2022-23 school year, all core departments with 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		
Strategy 1: Instructional Leadership Team will provide ongoing Professional Development sessions throughout the school year on identifying essential standards and constructing Common Formative Assessments (CFA).	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Common Formative Assessments provide data to adjust instruction and improve student achievement on end of year exams [EOCs] by 5% **Staff Responsible for Monitoring:** ILT, Campus Instructional Coach, Teachers, Supervising Assistant Principals **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: PLC's, for core teachers 9-12, will collect, evaluate, and monitor student data, with guidance from Instructional Leadership Team.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved student outcomes on essential standards will increase achievement on 21-22 EOC results, by 5%. **Staff Responsible for Monitoring:** ILT, Campus Instructional Coordinator, Supervising Assistant Principals, PLCs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Students will demonstrate mastery on essential standards and demonstrate growth on EOCs for the 22-23 school year. **Staff Responsible for Monitoring:** PLCs, Supervising Assistant Principals, ILT			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Team Leads and ILT members will attend PLCs and offer supports, including common assessment feedback, instructional strategies, and Tier 1 instructional adjustments (incorporating one or more Lead4ward instructional strategy); and specific support on how to adjust instruction for identified sub pops., dependent on data. **Strategy's Expected Result/Impact:** Timely adjustment to instruction and intervention will improve student outcomes and mastery of essential objectives. **Staff Responsible for Monitoring:** Curriculum & Instructional Specialists, Campus Instructional Coordinator, Campus Instructional Team, Supervising Assistant Principals, Principal, Team Leads, ILT **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

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 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

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
Common Assessment Feedback
Student Progress Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers and Instructional Team will attend professional development trainings, including higher order thinking, student discourse, and quality questioning, to gain training in effective strategies. **Strategy's Expected Result/Impact:** Increased alignment of higher order thinking, questioning, and discourse strategies from classroom to classroom and content to content; as measured by walkthrough data, will improve student achievement on the EOC by 5%. **Staff Responsible for Monitoring:** Admin, Instructional Coordinator, ESL Lead, and ILT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Staff Development - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,000, Staff Development - 199 PIC 25 State Bilingual/ESL - $1,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The campus ILT will host learning sessions once per six weeks to provide adequate and effective opportunities for faculty demonstration, collaboration, and growth. **Strategy's Expected Result/Impact:** Teachers will increase their toolboxes by practicing and sharing strategies as demonstrated through modeling and implementing collaborative learning. **Staff Responsible for Monitoring:** ILT/Campus Instructional Coordinator/ESL Lead **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

No Progress

Accomplished

Continue/Modify

Discontinue

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 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 3: Students will receive supports through the implementation of a high quality intervention system, Tier 2 and Tier 3 supports (MTSS).

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Bi monthly - Instructional Coordinators, Campus Interventionist, and ILT members review data on student progress to develop, and provide, remediation and acceleration resources. **Strategy's Expected Result/Impact:** Intervention on priority/essential standards will increase student proficiency, in non-mastery areas, by 5% by the end of the school year. **Staff Responsible for Monitoring:** Instructional Coordinators, Campus Interventionist, ESL Lead, and ILT Team Members **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Tutoring & Resources - 199 PIC 25 State Bilingual/ESL - $2,030, Supplemental Personnel (Credit recovery/ESL Support) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $46,505.42			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student "accelerated instruction" assignments during Longhorn time will be determined using Eduphoria, MAP data, Mastery Connect, and classroom/district assessments, and grouped by skill and student need. These assignments will be used with the identified groups of students in need. **Strategy's Expected Result/Impact:** GRHS will improve student proficiency on EOC performance, by 5%, through intentional accelerated instruction during advisory. **Staff Responsible for Monitoring:** ILT Team Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Instructional Coordinators, Campus Interventionist, and ILT members will develop and implement a documentation process to monitor and support accountability for student success, through attendance and learning. **Strategy's Expected Result/Impact:** Intentional intervention and requirements to attend remediation will increase proficiency on essential standards and in turn performance on the EOCs. **Staff Responsible for Monitoring:** ILT Campus Instructional Coordinator Campus Interventionist Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: GRHS will continue to utilize the Instructional Leadership Team (ILT) to support and enhance instructional plans to include higher level questioning and student vs. teacher talk during professional learning communities and Workshop Wednesday Meetings. **Strategy's Expected Result/Impact:** Department plans will reflect the focus of higher level questioning and student vs. teacher talk. **Staff Responsible for Monitoring:** Admin ILT Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Teachers will identify students needing remediation by analyzing district assessment results and Benchmarks. Tutorials will be provided during Longhorn time, before school, after school, Saturdays. **Strategy's Expected Result/Impact:** Intentional tutorials and the requirements to attend acceleration will increase proficiency on essential standards and in turn performance on the EOCs. **Staff Responsible for Monitoring:** Campus Instructional Coordinator Campus Interventionist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $12,952, Tech Supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,960, Misc Supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $3,825			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: The MTSS process will include administrators and counselors meeting with teachers who have a failure rate greater than 10% and working with those teachers to develop strategies to support students. **Strategy's Expected Result/Impact:** Reduce failure rates **Staff Responsible for Monitoring:** Supervising Admin Counselors Campus Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 1: 1. Students meeting College and Career Readiness TSIA (SAT/ACT) criteria, in ELAR , will increase by 5% from 66% in 21/22, to 71% for the 22/23 school year.
o ELA SAT 61%
o ELA TSIA 8%
o ELA ACT 4%

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: SAT Deep Practice weekly during all warmup/bell ringers/Exit Tickets **Strategy's Expected Result/Impact:** Increase in student awareness of question types. Student exposure and practice to the different question types on SAT. **Staff Responsible for Monitoring:** Classroom teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Teacher Professional Learning and Bootcamps around CCR Benchmarks and Assessments (teach the content, expose the test) o PSAT and SAT Professional Learning and Resources o TSIA Professional Learning and Resources **Strategy's Expected Result/Impact:** Increase in Staff and Student awareness of requirements, teaching strategies, classroom teacher responsibilities to better prepare students and inform instructions. **Staff Responsible for Monitoring:** Administrators ILT **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Weekly Test Prep Focused Advisory Support **Strategy's Expected Result/Impact:** Increase in utilization of Khan Academy. Build student/teacher cohorts; develop positive SEL environments for high stakes testing preparation. **Staff Responsible for Monitoring:** Classroom Teachers ILT **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Summer MasteryPrep Bootcamps **Strategy's Expected Result/Impact:** Increase in student awareness of question types. Student exposure and practice to the different question types on SAT/ACT. Build student centered cohorts and student led learning communities to support one another through the year. **Staff Responsible for Monitoring:** Classroom Teachers ILT team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 2: 1. Students meeting College and Career Readiness Benchmarks, in Math, will increase by 5% from 59% in 21/22, to 64% during the 22/23 school year.
o SAT 40%
o TSIA 15%
o ACT 4%

Strategy 1 Details	Formative Reviews		
Strategy 1: SAT Deep Practice weekly during all warmup/bell ringers/Exit Tickets	Formative		
Staff Responsible for Monitoring: Classroom Teachers	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher Professional Learning and Bootcamps around CCR Benchmarks and Assessments (teach the content, expose the test) o TSIA awareness and support	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in Staff and Student awareness of requirements, teaching strategies, classroom teacher responsibilities to better prepare students and inform instructions. **Staff Responsible for Monitoring:** Administrators ILT **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly Test Prep Focused Advisory Support	Formative		
Strategy's Expected Result/Impact: Increase in utilization of Khan Academy. Build student/teacher cohorts; develop positive SEL environments for high stakes testing preparation.	Nov	Feb	June
Staff Responsible for Monitoring: Classroom Teachers ILT			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Summer MasteryPrep Bootcamp **Strategy's Expected Result/Impact:** Increase in student awareness of question types. Student exposure and practice to the different question types on SAT/ACT. Build student centered cohorts and student led learning communities to support one another through the year. **Staff Responsible for Monitoring:** Classroom Teachers ILT **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 3: Students meeting College and Career Readiness TSIA criteria in both ELAR and Math will increase 5% from 50% in 21/22, to 55% for the 22/23 school year.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: TSIA Bootcamp prior to testing and teacher training in each department to build supports in aligned content in academic courses. Access to resources and supports in TSIA Advisory and/or College Prep Elective.	Nov	Feb	June
Staff Responsible for Monitoring: ILT, Classroom Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Core teacher PD on CCR and how to expose SAT question types and rigor; utilization of PSAT data to support students in courses and advisory.	Nov	Feb	June
Staff Responsible for Monitoring: ILT, Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 4: Students reaching National Merit Qualifying criteria will increase from 4 students in 21/22 to 8 students in the 22/23 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilizing Score Reports and Resources for targeted extension in Advisory	Formative		
Staff Responsible for Monitoring: Classroom Teachers ILT	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Teacher Professional Learning Development based on data from bi-weekly staff meeting.	Formative		
Staff Responsible for Monitoring: Administrators ILT	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will utilize SchoolLinks for SAT Prep - Khan Academy linkage and monitoring in Khan accounts	Formative		
Strategy's Expected Result/Impact: Increase in utilization of Khan Academy. Build student/teacher cohorts; develop positive SEL environments for high stakes testing preparation. **Staff Responsible for Monitoring:** College Career Coordinator Campus Testing Coordinator **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 5: Students who receive a 3 or higher on AP Exams will increase from 55% in 21/22 to 60% in the 22/23 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Advanced Academics PLC work focused on the corollary questions	Formative		
Staff Responsible for Monitoring: Classroom Teachers ILT **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilizing campus PD time to pull Advanced Academics Teams for Professional Learning and lessening missed instructional time	Formative		
Staff Responsible for Monitoring: Administrators ILT Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilization of College Board "Virtual AP Classroom" resources	Formative		
Staff Responsible for Monitoring: Classroom Teachers ILT **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus Instructional rounds and Learning Walks	Formative		
Staff Responsible for Monitoring: ILT Department Chairs **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: AP District and Campus Mock Exams	Formative		
Staff Responsible for Monitoring: AP Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 6: Students meeting Dual Credit CCMR indicators (3 hrs of ELAR or Math; or 9 credits across subjects) will increase from 32% to 37% in the 22/23 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Advisement support to counseling teams **ESF Levers:** Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Dual Credit Professional Learning Teams Support	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: District PLC support on high-school side of curriculum **Staff Responsible for Monitoring:** District Curriculum Specialists **TEA Priorities:** Connect high school to career and college -	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitoring students' proficiency and communicating with counselor, admin, and Director of CCMR for supports of students at risk of getting below a C **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 7: Students meeting OnRamps CCMR indicator, through successful completion of the course, will increase by 10% from 72% in 21/22, in the 22/23 School Year.

Strategy 1 Details	Formative Reviews		
Strategy 1: District PLC support on high-school side of curriculum to support college coursework	Formative		
Staff Responsible for Monitoring: District Curriculum Specialists **TEA Priorities:** Connect high school to career and college -	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitoring students' proficiency and communicating with counselor, admin, and Director of CCMR for supports of students at risk of getting below a C	Formative		
TEA Priorities: Connect high school to career and college -	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: UT of Austin Department Chair supporting	Formative		
TEA Priorities: Recruit, support, retain teachers and principals -	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2023, 75% of GRHS students will be considered college, career, or military ready by showing growth of 7% through qualifying test scores, including TSIA 2, SAT, or ACT, earn dual credit or complete OnRamps dual enrollment, qualifying AP test scores, or complete an approved industry certification for the 2022-2023 school year.

Performance Objective 8: Student engagement (logins) in SchooLinks will increase to at least 80 % at each grade-level, in 22/23 school year, from an average of 74% across grade-levels in the 21/22 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: CCF Classroom Visits	Formative		
	Nov	Feb	June
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Micro Projects **Staff Responsible for Monitoring:** Classroom Teachers	Formative		
	Nov	Feb	June
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Advisement notes and stakeholder engagement **Staff Responsible for Monitoring:** PLC Teams ILT	Formative		
	Nov	Feb	June
TEA Priorities: Connect high school to career and college -			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: GRHS will promote a positive culture of learning and collaboration to provide a safe and healthy environment for staff and students as evidenced by a 5% decrease in overall suspensions when comparing end of year discipline from 2022 and 2023 .

Performance Objective 1: Promote and communicate opportunities for Solution Focused strategies through continued study, practice, and application.

Evaluation Data Sources: OSS and ISS Data
Counselor notes and interactions
Teacher Referral notes

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Counselors will host beginning of year Solution Focused Training with all staff. **Strategy's Expected Result/Impact:** Through training, teachers will be better equipped with specific strategies to handle the day to day situation with their students. **Staff Responsible for Monitoring:** Counselors Instructional Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Effective Solution Focus strategies will be incorporated into Workshop Wednesday meetings twice per semester. **Strategy's Expected Result/Impact:** Through a solution focused practice, students, counselors, Admin and staff work together to find solutions outside of OSS and ISS incidents therefore decreasing suspensions. **Staff Responsible for Monitoring:** Admin, Counselors, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: GRHS will promote a positive culture of learning and collaboration to provide a safe and healthy environment for staff and students as evidenced by a 5% decrease in overall suspensions when comparing end of year discipline from 2022 and 2023 .

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.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Students will be reminded of campus expectations, regarding offenses resulting in suspension, through their Advisory classes. **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. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Character Counts lessons, activities, and newsletters are shared monthly through Advisory Classes. Counselors will highlight Character Counts pillars every month through their newsletter, Canvas page, and by planning and carrying out a schoolwide CC activity. **Strategy's Expected Result/Impact:** Reminders of expectations, through modeling, and incentives/awards, will encourage the implementation of the pillars by students. Students will continue to feel a sense of belonging though the lessons and communication coming from their counselors. **Staff Responsible for Monitoring:** Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: GRHS will promote a positive culture of learning and collaboration to provide a safe and healthy environment for staff and students as evidenced by a 5% decrease in overall suspensions when comparing end of year discipline from 2022 and 2023 .

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

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS/Site Based Decision Committee monthly update **ESF Levers:** Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Student Recognition Committee Counselors **ESF Levers:** Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: School year events to support positive campus and culture as measured by end of year wellness survey. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

No Progress Accomplished Continue/Modify Discontinue

Goal 3: GRHS will promote a positive culture of learning and collaboration to provide a safe and healthy environment for staff and students as evidenced by a 5% decrease in overall suspensions when comparing end of year discipline from 2022 and 2023 .

Performance Objective 4: Equip teachers with Trauma - informed Lens strategies to build stronger teacher to student relationships.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Beginning of the year training on how to interact with students through a Trauma Informed Lens. **Strategy's Expected Result/Impact:** Teachers will be better equipped to de-escalate situations and respond proactively. **Staff Responsible for Monitoring:** Director of Student Services, Counselors, Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Continued support and ongoing training of how to utilize the Trauma Informed Lens through 2 Workshop Wednesday meetings per semester. **Strategy's Expected Result/Impact:** Teachers will be better equipped to de-escalate situations and respond proactively. **Staff Responsible for Monitoring:** Counselors, Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Feb	June

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for George Ranch High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.57
Brief Description of SCE Services and/or Programs

Personnel for George Ranch High School

Name	Position	FTE
Fung-Tai Chen	Credit Restoration	0.43
Michelle Portillo	ESL Facilitator	0.14

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Heather Patterson	Principal
Administrator	Brian Forshee	Associate Principal
Administrator	Carrie Yanta	Assistant Principal
Administrator	Christopher Cuellar	Assistant Principal
Administrator	Jessie Eilenstine	Assistant Principal
Administrator	Daniel Perez	Digital Learning
Classroom Teacher	Claudia Torres	Campus Instructional Coordinator
Classroom Teacher	Rhonda Rodriguez	Campus Interventionist
Classroom Teacher	Austin Throop	Teacher
Classroom Teacher	Rachel Guidry	Teacher
Classroom Teacher	Michelle Portillo	ESL Teacher
Non-classroom Professional	Abraham Vil	Counselor
Non-classroom Professional	Francheska Arias	College & Career Facilitator
Business Representative	Audra O'Neal	Community Member
Parent	Chris Steubing	Parent
Administrator	Marqueshah Coy	Assistant Principal

Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Austin Throop	Teacher/Instructional Leadership Team
Classroom Teacher	Claudia Torres	Campus Instructional Coordinator
Administrator	Carrie Yanta	Assistant Principal/ILT Admin
Classroom Teacher	Rachel Guidry	Teacher/Instructional Leadership Team
Classroom Teacher	Michelle Portillo	ESL LEAD Teacher
Classroom Teacher	Rhonda Rodriguez	Teacher/MTSS Coordinator
Classroom Teacher	Daniel Perez	Digital Learning/ Instructional Leadership Team
Classroom Teacher	Monica Flores	Teacher/Instructional Leadership Team
Administrator	Heather Patterson	Principal

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Staff Development		$1,000.00
1	3	1	Supplemental Personnel (Credit recovery/ESL Support)		$46,505.42
1	3	5	Misc Supplies		$3,825.00
1	3	5	Tech Supplies		$4,960.00
1	3	5	Tutoring		$12,952.00
				Sub-Total	$69,242.42
				Budgeted Fund Source Amount	$69,242.42
				+/- Difference	$0.00

199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Staff Development		$1,000.00
1	3	1	Tutoring & Resources		$2,030.00
				Sub-Total	$3,030.00
				Budgeted Fund Source Amount	$3,030.00
				+/- Difference	$0.00
				Grand Total Budgeted	$72,272.42
				Grand Total Spent	$72,272.42
				+/- Difference	$0.00