

**Campus Improvement Plan
2015-2016
The Woodlands High School 2015
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

The Woodlands High School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

1.1 Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students; 96% met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies. Based on performance in top quartile for 33% of measures*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year (Hispanic and Asian); weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation**, all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1; STAAR 88%** met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS

Core Analysis

The Woodlands High School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.

CISD Curriculum

The Woodlands High School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.

- The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.
- The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
- The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.

CISD Best Practices

The Woodlands High School implements and supports the following CISD best practices:

- The Curriculum and Instruction Model (**CISD Instructional Model**) accommodates for the needs of all

	<p>student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRIS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</p>	
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; 96 % met Level II standard <i>96% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 96% in the 2015-2016 school year, 97% by the 2016-2017 school year and 98% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, EOC Biology, and EOC US History. 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1. 3. Science will meet AADD indicators for performance and participation in ACT, AP. 4. Social Studies will meet AADD indicators for performance and participation in AP. <p><i>Community and School Engagement (CASE):</i> Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 32 or higher.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math. 2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year Hispanic and Asian will meet the weighted performance Level II and III, <i>earning an Index 3 score of 59 or higher.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Changed our advisory from 16 minutes per day to 30 minutes twice per week to provide intensive, systematic tutoring for identified at-risk students during the day. • Continue to offer after school tutoring for students identified as at risk. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.

- Provide RTI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.
- Continue after school credit recovery classes 1 day per week for at- risk students (including LEP, ESL, migrant, homeless, and other at- risk students).
- Review, revise, and implement daily attendance procedures to continue to exceed 96.5% average attendance.
- Ensure that students meet AYP attendance expectations of 95% on testing days (participation).
- Promote students as “Future Highlanders” through activities within feeder, including: football games, pep rallies, student visits, homecoming parade, etc.
- Provide new student registration for incoming students.
- Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data.
- General Education teachers and Special Education teachers will collaborate to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describe the specially designed instruction necessary as a result of the student’s disability related needs.
- General Education teachers and Special Education teachers will collaborate to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities.
- ARD Committees will follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the General Education curriculum.
- The Special Education Coordinators and District Instructional Staff will provide staff development to new Special Education teachers in the Standards Based IEP Process.
- Training will be provided to the campus by Special Education Instructional Coaches in the area of determining appropriate accommodations and modifications based on the student’s present levels of academic and functional performance.
- Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.
- The Special Education Coordinators and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments for students with disabilities during the Resource/In Class Support Cadres, the Life Skills Cadres and the Structured Development Class Cadres.
- The Special Education Coordinators and District Instructional Staff will provide training on How to Structure the Classroom Setting for Students with Autism Spectrum Disorders (ASD)
- The Special Education Coordinators and District Instructional Staff will provide training on Strategies for Working with Students with Autism in the General Education Setting.
- The Special Education Coordinators and District Instructional Staff will provide training on Structured Learning Hands-on Materials during grade specific *Make-n-Take* staff developments.
- Utilize an Instructional Aide to assist in analyzing student performance on assessments and to assist with interventions.
- Our ESL coordinator on the senior campus continues to have a reduced class load in order to assess and appropriately place our growing ELL population.
- Maintain a school wide emphasis on 21st Century Skills in Written Communication. All courses will assign and assess a written essay that is tied to an appropriate TEK each nine weeks.
- Continue to utilize a 504/RTI specialist to assist with interventions and conduct annual 504 meetings.
- Professional Learning Communities school-wide are in place to facilitate more efficient team meetings and analyze common assessments to improve student learning.
- Adjusted master schedule so that core teachers and foreign language teachers have a common planning period to facilitate Professional Learning Community Meetings during the school day.
- Implemented a school wide Grade Policy for level classes that consist of 20% Daily Grades, 25% Quizzes, and 55% Major Grades. The upper level classes consist of 15% Daily Grades, 25% Quizzes,

	<p>and 60% Major Grades.</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. District Safeguard(DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG)
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 95% in the 2015-2016 school year, 96% by the 2016-2017 school year and 97% by the 2017-2018 school year; 23% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target: Reporting Category: Greater Than Expected Student Growth in ELA, EOC English I Performance (Level III), EOC English II Performance (Level III), AP Examination Participation in ELA, ACT Performance in ELA. Reading/ELA Performance Safeguard Target (if applicable):SPED Reading</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. ELA Participation Rates will be: SAT 90%; ACT 90%; AP28%. 2. ELA Performance Rates will be: SAT 545; ACT 25.2; AP 92%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Maintain focus on higher levels of questioning and critical thinking. • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Staff members continue to be encouraged to attend CRISS trainings in order to further support student learning and thinking. • A comprehensive analysis of the student performance and error patterns on EOC for all students and student groups will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in ELA. Focus on alignment to College and Career Readiness standards to ensure that instruction is rigorous for all students and student groups. • Use curricular content, strategies, and resources that place greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups. • Provide staff development on various vocabulary building techniques including Marzano’s 6 Steps of Vocabulary for all 9-12 teachers, including General Ed, special ed, CTE, and ESL. • Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations. • Follow district-developed scope and sequence in ELA. • Tutoring sessions will be held before, during advisory, during after school hours, and/or on Saturday to assist students in TAKS/EOC preparation. These sessions include peer tutorials for ELA through English Honor Society and peer ELL tutorials through Tutoring for ALL. • Staff development will be provided to implement the district INOVA/ Eduphoria programs. • Develop and implement a Response to Intervention Program for students in ELA who are placed in Tier II or Tier III. • English teachers will meet as a team with the assistant principal to evaluate common assessments, benchmarks, midterms, and final exams for depth and complexity necessary for success on the STAAR ELA EOC. • Provide staff development on ESL strategies for all 9-12 teachers. Continue to encourage all English teachers to obtain ESL certification. • Identify students who did not meet the standard on the English I or II STAAR ELA EOC. Schedule a Boot camp for these students on a Saturday in the fall and again in the spring to prepare them for

	<p>the ELA STAAR EOC.</p> <ul style="list-style-type: none"> • Schedule an intensive review session during part of the school day for juniors and senior students who have not been successful on the STAAR English I and/or English II EOC. • English PLC teams will meet weekly during the school day to plan and analyze student performance to improve student learning. • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG)
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. <i>Incremental growth will occur over a three year period with 95% in the 2015-2016 school year, 96% by the 2016-2017 school year and 97% by the 2017-2018 school year and 23% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Writing/ELA Reporting Category: Greater Than Expected Student Growth in ELA, EOC English I Performance (Level III), EOC English II Performance (Level III), AP Examination Participation in ELA, ACT Performance in ELA.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing • Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills. • ELA staff members will attend district writing workshops focused on expository, persuasion and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. • A comprehensive analysis of the student performance and error patterns on STAAR Writing I & II EOC for all students and student groups will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in ELA. Focus on alignment to College and Career Readiness standards to ensure that instruction is rigorous for all students and student groups. • Use curricular content, strategies, and resources that place greater emphasis on analytical, persuasive, and expository writing in addition to literary writing for all students and all student groups. • Tutoring sessions will be held before school, during advisory, during after school hours, and/or on Saturday to assist students in TAKS/EOC preparation. These sessions include evening, peer tutorials in writing/ELA through English Honors Society and peer ELL tutorials for writing/ELA through Tutoring for All. • Schedule an intensive review session during part of the school day for juniors and senior students who have not been successful on the STAAR English I and/or English II EOC. • Staff development will be provided to implement the district INOVA/ Eduphoria programs. • Design and implement mentoring program for at risk students using INOVA, Lead4ward, and Eduphoria indicators. • Support and ensure that STAAR EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students. • Incorporate writing assignments once per nine weeks across the curriculum.

	<ul style="list-style-type: none"> English teachers will meet as a team with the assistant principal to evaluate common assessments, benchmarks, midterms, and final exams for depth and complexity necessary for success on STAAR. Provide staff development on ESL strategies for all 9-12 teachers. Continue to encourage all English faculty to obtain ESL certification. English I & II teams will have subs during one school day so that they may meet to read and evaluate previous students' essays on the English I & II EOC. They will also use this time to plan lessons and learn strategies to improve instruction for their current students. English PLC teams will meet weekly during the school day to plan and analyze student performance to improve student learning.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>94% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 94% in the 2015-2016 school year, 95% by the 2016-2017 school year and 96% by the 2017-2018 school year</i>; 24% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: Greater Than Expected Growth in Mathematics, EOC Algebra I Performance (Level III), AP Examination Participation in Mathematics, AP Examination Performance in Mathematics, SAT Performance in Mathematics, ACT Performance in Mathematics</p> <p>Math Performance Safeguard Target (if applicable): SPED Math</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> Math Participation Rates will be: SAT 90%; ACT 90%; AP 18%. Math Performance Rates will be: SAT 577; ACT 26; AP 85%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. A comprehensive analysis of the student performance and error patterns on STAAR EOC for all students and student groups will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in math. Focus on alignment to College and Career Readiness standards to ensure that instruction is rigorous for all students and student groups. Use curricular content, strategies, and resources that ensure rigorous instruction in mathematics for all students and all students groups. Provide intensive evening instructional tutorial programs for at-risk students, individualized to meet the unique needs of students at each campus in the core content areas of Math, Science and Spanish, as identified in campus plans. Tutoring sessions will be held before, during advisory, during after school hours, and/or on Saturday to assist students in TAKS/EOC preparation. These sessions include evening tutorials, peer tutorials for Math through Mu Alpha Theta and peer ELL tutorials for Math through Tutoring for All. Staff development will be provided to implement the district INOVA/ Eduphoria programs. Support and ensure that STAAR EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students. Schedule an intensive review session during part of the school day for juniors and senior students who have not been successful on the STAAR Algebra I EOC. Develop and implement a Response to Intervention Program for students in math who are placed in Tier II or Tier III.

	<ul style="list-style-type: none"> • Evaluate math common assessments for depth and complexity necessary for success on STAAR. • Follow district-developed scope and sequence in math. • Tutoring sessions will be offered in Spanish to assist our ELL learners. • Math teachers will meet as a team with the assistant principal to evaluate common assessments, benchmarks, midterms, and final exams for depth and complexity necessary for success on STAAR. • Provide staff development on ESL strategies for all 9-12 teachers. Continue to encourage all math faculty to obtain ESL certification. • Identify students who did not meet the standard on the Algebra I EOC. Schedule remediation time for these students during advisory. • Algebra I, Geometry, and Algebra II teams will have subs during 1 school day so that they may meet to analyze the results of the previous year's EOC. They will also use this time to plan lessons, create common assessments, and learn strategies to improve instruction for their current students. • An iLearn license was purchased for each student enrolled in Algebra I to help bridge the individual student's gaps in mathematics. • Math PLC teams will meet weekly during the school day to plan and analyze student performance to improve student learning. • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>99% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 99% in the 2015-2016 school year, 100% by the 2016-2017 school year and 100% by the 2017-2018 school year; 72% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Category: Advanced/Dual Enrollment Course Completion Rate.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Social Studies Performance Rates will be: AP 82%. 2. Social Studies Participation Rates will be: AP 35%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive!</i> • Integrate content literacy strategies 9-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook 9-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • Staff development will be offered to secondary teachers on the DBQ Project at District Wide Staff Development in August 2015. • A comprehensive analysis of the student performance and error patterns on STAAR EOC for all students and student groups will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in social studies. Focus on alignment to College and Career Readiness standards to ensure that instruction is rigorous for all students and student groups. • Use curricular content, strategies, and resources that ensure rigorous instruction in social studies for all students and student groups. • Staff development will be aligned with Tier I best practices.

	<ul style="list-style-type: none"> • Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations. • Tutoring sessions will be held before, during advisory, during after school hours, and/or on Saturday to assist students in TAKS/EOC preparation. These sessions include peer tutorials in Social Studies and peer ELL tutorials for Social Studies through Tutoring For All. • Schedule an intensive review session during part of the school day for senior students who have not been successful on the STAAR US History EOC. • Staff development will be provided to implement the district INOVA/ Eduphoria programs. • Design and implement mentoring program for at risk students using INOVA, Lead4ward, and Eduphoria indicators. • Continuous professional development will be provided to implement CISD’s commitment to differentiated instruction and formative assessment. Additional training will be provided for Pre-AP and Advanced Placement strategies within the classroom. • Support and ensure that US History EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students. • Evaluate common assessments for depth and complexity necessary for success on STAAR. • Follow district-developed scope and sequence in social studies. • Social Studies teachers will meet as a team with the assistant principal to evaluate common assessments, benchmarks, midterms, and final exams for depth and complexity necessary for success on STAAR. • Provide staff development on ESL strategies for all 9-12 teachers. Continue to encourage all social studies faculty to obtain ESL certification. • Identify students who did not meet the standard on the US History EOC. Schedule remediation time for these students during advisory. • Provide staff development time during the school day for the US History Team to plan lessons, common assessments, and strategies to increase commended performance on the US History EOC. • Social Studies PLC teams will meet weekly during the school day to plan and analyze student performance to improve student learning.
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>99% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 99% in the 2015-2016 school year, 100% by the 2016-2017 school year and 100% by the 2017-2018 school year; 47% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category: AP Examination Performance in Science, ACT Performance in Science</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Science Performance Rates will be: ACT 25.2; AP 82%. 2. Science Participation Rates will be: ACT 90%; AP 19%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve vocabulary building in Science through word walls in classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction and the Science Interactive Notebook during the <i>Science Buffet for K-12th Grades</i>. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool

	<p>staff developments.</p> <ul style="list-style-type: none"> • Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. • The Science Coordinator will provide training on <i>Science Common Assessment Writing</i> during summer and after school staff developments. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments. • The Science Department Chair will attend Safety trainings provided by the Science Coordinator and will provide campus staff development training to all teachers in the department. • TWHS will continue to enhance its robotics program. • A comprehensive analysis of the student performance and error patterns on STAAR EOC for all students and student groups will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in social studies. Focus on alignment to College and Career Readiness standards to ensure that instruction is rigorous for all students and student groups. • Use curricular content, strategies, and resources that will ensure rigorous instruction in science for all students and student groups. • Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia) • Provide intensive evening instructional tutorial programs for at-risk students, individualized to meet the unique needs of students at each campus in science. • Tutoring sessions will be held before, during advisory, during after school hours, and/or on Saturday to assist students in TAKS/EOC preparation. These sessions include evening, peer tutorials in Science through the Science Club and peer ELL tutorials for Science through Tutoring for All. • Staff development will be provided to implement the district INOVA/ Eduphoria programs. • Design and implement mentoring program for at risk students using INOVA, Lead4ward, and Eduphoria indicators. • Continuous professional development will be provided to implement CISD’s commitment to differentiated instruction and formative assessment. Additional training will be provided for Pre-AP and Advanced Placement strategies within the classroom. • Improve Questioning Strategies in science through the use of Tier I best practices. • Support and ensure that EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students. • Follow district-developed scope and sequence in science. • Science teachers will meet as a team with the assistant principal to evaluate common assessments, benchmarks, midterms, and final exams for depth and complexity necessary for success on STAAR. • Provide staff development on ESL strategies for all 9-12 teachers. Continue to encourage all science faculty to obtain ESL certification. • Identify students who did not meet the standard on the Biology EOC. Schedule remediation time for these students during advisory. • Continue to use the science starters program to assist all students and student groups in preparing for the STAAR EOC. • Provide staff development time for the Biology Team to plan lessons, common assessments, and strategies for success on the Biology EOC.
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • To ensure students participate regularly in moderate to rigorous physical activity. • Track and evaluate students’ level of health-related fitness by conducting a FitnessGram in the

	<p>spring. Develop an Action Plan to address areas of weakness.</p> <ul style="list-style-type: none"> • Provide students with information about criterion referenced health standards and the types of activities needed to reach them. • Help students track their fitness results over time. • Engage students regularly in activities that target their aerobic capacity (ex: walking, running). • Engage students regularly in activities that target their muscular strength, endurance and flexibility (calisthenics, strengthening and stretching activities). • Teach students the requirements for a healthy life and the behaviors needed to achieve it.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
<p>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</p>	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> • Post-secondary Readiness Standard: 90% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. • 4-Year/5-Year Longitudinal Graduation Rate 98% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan • 4-Year/5-Year Longitudinal RHSP/DAP Rate 95% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan • Post-secondary Indicator Score (college-ready graduates) 90% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will: <ul style="list-style-type: none"> ○ meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or ○ complete and earn credit on at least two advanced/dual credit enrollment courses; or ○ enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program) <p>Distinctions</p> <ol style="list-style-type: none"> 1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile <p>Additional AADD Indicators: Increase Attendance Rate from 96.5% to 96.6%</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate(if applicable): N/A Safeguard Target for Federal Graduation Rate(if applicable): N/A</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to emphasize the state’s recommended graduation plan for all 11th -12th grade students and the Foundation Plan with Endorsements for 9th and 10th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. • Increase awareness of CTE Endorsements/Career Pathways for all students. • Introduce the new redesign curriculum of the PSAT (October 14, 2015) and SAT (March 2016) • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Continue to maintain rapport with McCullough Junior High school to increase college readiness awareness. • Continue to increase the percentage of 11th graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350). • Implement College Prep Math and English 4 College Prep classes for graduating seniors to increase their college ready ability which will satisfy the TSI college ready exam (student must score a “C” or better). • Continue to offer a two week summer PSAT prep courses to our high scoring incoming junior students. • Continue to offer a one week summer PSAT prep course for both incoming freshmen and sophomores. • Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. • Utilize advisory time for our UIL teams to meet and practice for upcoming contests. • Hold Advanced Placement after school review sessions in all AP courses. • Encourage and advertise support for College Readiness PSAT, SAT, and ACT prep courses and boot

	<p>camps.</p> <ul style="list-style-type: none"> • Purchase textbooks to support dual credit and advanced classes. • Utilize College and Career center computers to help students with college applications and essays, SAT/ACT registration, family connections, etc. • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Increase the number of students taking AP Exams (encouraging all GT students enrolled in an AP Course take the corresponding AP Exam) and the number of AP exams taken for all students and all student groups. • Increase participation in Advanced Placement exams by offering reduced cost of AP exams for students taking three or more exams. • Provide an optimal testing environment by employing AP Facilitators and Proctors for the Advanced Placement Exams. • Employ an Assessment Coordinator to facilitate all state mandated testing, PSAT, SAT, ACT, STAAR EOC, and assist with advanced placement testing. • College and Career Center was re-modeled to provide more access for students to work on college applications, financial aid applications, research careers, work on computers, and meet with College representatives.
Financial Resources	Campus budget SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. • Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. • Provide mentor support for teachers new to TWHS. • Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers. • Improve teacher's knowledge of curriculum and instruction by conferencing with all staff and creating individual goals for adding value to students. • Provide staff development in writing in the 21st Century for all subjects in preparation for STAAR testing. • Administrative support of staff by providing time as necessary for common assessment goals through participation in department and team meetings in review of common assessment. • Maintain an atmosphere of collaboration through an increase in time with staff as a whole, in

	<p>departments, and as teams through a series of working lunches and PTO sponsored meals.</p> <ul style="list-style-type: none"> • Affirmation of teacher achievement through the use of TAE's in View-It. • Provide opportunities for teachers to attend GT/AP training to maintain HQ status in the area of GT and Advanced Placement courses. • Provide opportunities and encourage teachers to acquire ESL certification. • Continue the implementation of Professional Learning Communities (PLC). • Provide core and foreign language teachers with a common planning period to facilitate collaboration within subject area PLC meetings. • Provide staff development during the summer of 2015 on PLC techniques. Continue to send teams of teachers and administrators throughout the school year and summer 2016. • Hold Academic Steering Committee meetings at least 2 times per year to plan staff development and discuss academic concerns.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
Focus Strategies	<ul style="list-style-type: none"> • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities through ARDS. • Develop plans for assisting students in transition to better adjust to the next educational level through ARDS, 504 Meetings, and Transition Reflecting Adult Independent Living Skills (TRAILS). • Hold weekly PLC meetings to ensure teacher collaboration within each department. • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources. • Provide opportunities for community and business partnerships to support educational achievement, career awareness by enhancing the school curriculum. • Work closely with PTO to enhance communication and collaboration between school and home including parent 411, senior 411, which answers frequently asked questions from parents and students. Offer special programs such as Chris Herren through Project Purple, Shattered Lives, etc., to address the needs of students and parents. • Conduct monthly Faculty Council meetings for purposes of collaboration of communication within departments and administration. • Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the rigor and complexity of curriculum and assessment. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Provide opportunities for parents to visit 'Open House' during September for purposes of meeting teachers and learning about classes, teachers, and curriculum. • Hold quarterly Site Based Advisory Committee meetings to discuss and enhance academic and social success for TWHS. • Provide students and parents with a clearinghouse for college and career opportunities through Naviance.

	<ul style="list-style-type: none"> • Provide information and communication to parents through weekly newsletter, campus and teacher websites, Blackboard (school messenger system,) report cards/progress reports, CISD and TWHS Parent/Student Handbook, Parent Access Center, eStudent Plus Reporting System, Canvas, and Facebook. • Provide information and communication to students through daily announcements, bulletin boards, Highlander TV, The Caledonian school newspaper, Counselor Corner, report cards/progress reports, campus and teacher websites, broadcast TV about colleges, and broadcast TV in cafeteria. • Provide students opportunities that are new to the district to discover information about TWHS through the 'New Student' breakfast and 'KILT Camp.' • Provide guidance for parents and students with opportunities to research and discover career and college futures through the College and Career Center. • Campus Communicator contributes pictures and blogs to CISD's website which includes the activity planner for the campus. District communication liaison will then distribute information to local media outlets i.e. local newspaper, TV, The Woodlands LIVING magazine, and internet news. • Conduct principal/student leadership with student representation from various club and extra-curricular organizations. • Weekly counselor meetings are conducted to provide information from administration/lead counselor. • Celebrate student success through Senior Awards Night, Top 10%, Highlander Excellence, National Merits Awards, Collegiate Signing Days, and Highlighted Highlanders Awards. • Monthly Department Chair meetings with administration/counselor representation. • Quarterly meetings held with feeder zone principals to increase communication. • Develop a memoir for faculty and students through TWHS yearbook, 'Claymore' each school year. • Promote a Newcomer Center linking CISD families to community services and opportunities through CISD Community Outreach. • Promote "Future Highlander Students" through activities within TWHS Feeder Zone during extra-curricular activities, such as football, volleyball, basketball, Science Club, cheer, Red/Green Parade, and Highsteppers. • Provide opportunities for community and business partnerships to support students who are new to the district during Kilt Camp by giving away prizes from their establishments, such as free hamburger, ice cream, fountain drinks, etc. • Hold Academic Steering Committee meetings at least 2 times per year to plan staff development and discuss academic concerns. • Weekly administration meetings are conducted to provide information and increase communication. • "2gether 4 Tomorrow" is a partnership with TWCPHS for juniors and parents to attend a College Information Workshop during the Spring semester. • College and Career Center provides weekly newsletters to seniors, bi-monthly letters to juniors, and quarterly letters to sophomores.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
Focus Strategies	<ul style="list-style-type: none"> • Conduct suicide prevention, safety, bullying (recognition and response), cyber-bullying, hazardous materials, blood-borne pathogens, sexual harassment, child abuse, dating violence and integrated pest management training to all staff members. • Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Update students, parents, faculty, and staff on the CISD Student Code of Conduct and TWHS Respect Policy. • Provide student and parent education in safe schools and personal safety/wellness through the implementation of programs on character development; transportation safety; conflict resolution; drug, alcohol, and tobacco resistance; parenting skills; and life/coping skills. • Review, update, and implement administrative duties for athletic events, extra-curricular events, after-school late duty, school-sponsored and non-sponsored events. • Train key personnel CPI Non-Violent Crisis Intervention Techniques for verbal and physical de-escalation. • Train key personnel in CPR and the use of an Automated Electronic Defibrillator (AED). • Staff members monitor arrival and dismissal of students as well as class changes throughout the school day. • Increase/install and recalibrate surveillance cameras and necessary security computer hardware/software both inside and outside the school campus. • Distribute Emergency Operations Procedures binders to all teachers to include new sections on "Response to Chemical Spills". • Expand and revise the role of the two Prevention Control officers for student parking lots and exterior of the Sr. Campus. • Facilitate the use of CISD drug and ammunition dogs to conduct random searches of parking lots, lockers, and campus facilities. • Scan visitor driver licenses for registered sex offenders through the Raptor sign-in system and issue visitor identification badges to all individuals on campus. Staff will wear identification badges and students will carry identification cards on them while attending school. • KID-CHAT posters/banners will be prominently displayed throughout the school and the program will be promoted to parents, students, and staff. • Messages from Project Wisdom will be read during the student daily announcements emphasizing character education and respect. • Use of "Telvent MX Vision Weather Sentry" system by athletic training staff for monitoring the weather during all athletic and co-curricular events outside of the school building. • Yearly physicals for all students involved in extra-curricular activities and travel cards for emergency contacts. • Fire extinguishers and AEDs are located throughout both campuses in strategic areas and inspected annually. • Require minimum vaccines for students according to Title 25 Health Services, 97.61-97.72 of the Texas Administrative Code. • Review and amend Emergency Operations Procedures, as necessary, to address accessibility considerations for students with mobility issues that are new to our campus. • Use Motorola radios during the school day in addition to after school events, e.g. football games at Woodforest Bank Stadium. Distribute Motorola radios to Front Office and other key office personnel. • Implement bullying prevention and intervention strategies by way of faculty training in Safe Schools, Bullying Recognition & Response Full Course and Online Safety What Every Educator Needs to Know and use CISD online resources.

	<ul style="list-style-type: none"> • Provide information periodically throughout the school year to students during their Advisement period concerning bullying, specifically awareness of expectations at TWHS as it relates to the TWHS Respect Policy. • Provide information to our parents through the TWHS PTO concerning bullying, specifically as it relates to recent state legislation and modifications to CISD Board Policy. • Continue to provide classroom door plate magnets and magnetic classroom door window coverings to better secure classrooms in Lockdown situations. • Promote clubs and organizations in areas of interest to promote student involvement in TWHS. • Discreet student office/location sign-in/sign-out system utilizing iPad tracking software providing by CISD. • Add PA speaker capability to communicate general alarms to the Portable buildings. • Use of Blackboard mass communication program for the dissemination of important and emergency information. • Establish a school-wide Safe Schools Committee (comprising members from both campuses) to review, revise, and oversee the implementation of the Safe School Plan. • Enhance security of main front entrance doors with controlled entry doors. • Review and editing of the descriptions on the Senior Campus Fire Control Panel to reflect accurately the locations of fire detection devices on the campus. • Addition of video surveillance cameras – specifically for the parking area behind the home side of Willig Field and in the parking lot behind the new girls locker room facility to be completed this school year. • Establishment of a TWHS Safety Update to be communicated to the faculty/staff of both campuses relating to (a) programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco, (b) Implementation of violence prevention and intervention strategies, and (c) information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force. • Utilize campus-wide video capabilities (closed circuit video system & new projection capabilities available in Senior Campus cafeteria) to provide student education in safe schools and personal safety/wellness programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. • Coordinate with TWHS Clubs concerning programs involving areas of concern to the campus, in general, e.g. Project Purple’s sponsorship of guest speakers addressing substance abuse and positive student decision-making strategies.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Purchased three Chrome laptop carts (96 laptops) for teacher checkout. • Within each grade level and content area, all Technology Applications TEKS are met. • Acquired fourteen laptops for administration and counselors for staff development, presentations, and data analysis.

	<ul style="list-style-type: none"> • Purchased Surface Pro for principal for data analysis and presentations. • Continued utilization “Highlander TV” used for dissemination of announcements and student information during Advisory. The program is shown twice a week through CTE Video Production Program. • Replaced WOW Cart batteries, broken LCD projectors and document cameras for student use in the classroom. • Installed HP 6000 Pro computers (four each for students and one for teacher) in each Art classroom at 9 GC for digital art. • Installed HP 6000s in library in place of old Xtendas with wide-screen monitors to improve performance. • Continued Utilization of Gradpoint labs for credit recovery. • Utilized Eduphoria, INOVA and Dashboard to disaggregate data and identify passing standards of STAAR. • Installed HP 6000s and flat screen monitors in CTE classroom at 9GC to improve technology for students. • Plans to purchase memory chips for all teacher computers to improve the function speed of older HP 6000s. • Added student computers to: Special Ed classroom and changed out old HP 5000s to HP 6000s in Japanese & German classroom for student use at 9GC. • CTE classes continued utilizing online certification programs such as the Health Occupation students may receive a Pharmacy Tech certification online. The Business Information Management classes take MOS certification exams and added a new site license for Gmetrix online training for certification. Engineering CAD students take the CAD certification exam. • Continued use of HP computer labs for CTE classes Interior Design and Art II Multimedia equipped with Adobe Creative Suite 6 and Revit. • Continued use of HP computer labs for CTE classes Business Information Management I & II Certification lab offering Microsoft Office Specialist (MOS) Certifications and future advanced certifications/technology training for other classes, as well. • Continue to utilize iPads in various offices for students to check in and out at both the senior campus and the ninth grade campus. • Eduphoria Aware training provided throughout the year via PLC meetings. • Staff Development will be provided for Canvas throughout the year. • Purchased iLearn for all students in Algebra 1 and Algebra 1 H • Acquired one ChromeCart for English Department to assist with interventions. • Purchased 10 iPads for the Math Department along with iPad covers to complete the math intervention iPad cart. Purchased an additional 4 iPads for the math department for instructional purposes. • Purchased one iPad cart for the Social Studies Department to use for interventions. • Acquired four Brothers Scanners for each core department and one laser printer for English. • Purchased an additional three sets of clickers for Social Studies Department. • Purchased 12 iPads and 12 Apple TVs for all Departments. • Replaced 23 old CRTs in Science Department with flat screen monitors. • Purchased two iPads for Registrar to facilitate online registration. • Installed jumbo screens and projectors in cafeteria for school announcements, staff development, banquets and community meetings. • Staff Development was provided for 15 teachers at the Annual Google Summit.
Financial Resources	Campus budget
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE

Project Manager(s):	Principal Assistant Principal Technology Liaison
----------------------------	--------------------------------------------------------

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2015-2016 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Reading/ELA Strategy 12,17,18,20;	Academic Tutorials Extra Duty	\$4,000	0.00
Writing Strategy 11,12,14,15;	Instructional Support – Teachers for At-Risk Students	\$496,508	8.00
Math Strategy 7,8,11,20,22;	Instructional Support – Paraprofessionals	\$17,581	1.00
Student Progress Strategies 2,3,4,5,7,25,31,32;	Instructional Materials for At-Risk Students	\$2,000	0.00
Student Progress Strategies 2,3,4,5,7,25,31,32	Technology Support for At-Risk Students	\$4,000	0.00
	TOTAL SCE	\$524,089	9.00

**Resources Allocated for Title III
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading/ELA Strategy 12,16,20;	Extra Duty Tutorials	\$1,500	.02
Writing Strategy 11,12,18;	Technology	\$500	.00
Math Strategy 7,8,15,17,22;	Books	\$500	.00
Student Progress Strategies 2,3,4,5,7,25,31,32;	Instructional Materials	\$500	.00
	TOTAL Title III LEP	\$3,000	.02
Title III IMM			
Reading/ELA Strategy 12,16,20;	Extra Duty Tutorials	\$500	.01
Writing Strategy 11,12,18;	Technology	\$500	.00
Math Strategy 7,8,15,17,22;	Books	\$100	.00
Student Progress Strategies 2,3,4,5,7,25,31,32;	Instructional Materials	\$150	.00
	TOTAL Title III IMM	\$1,250	.01