

Campus Improvement Plan 2016-2017

Secondary Campus: The Woodlands High School

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.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; 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
- *Greater than Expected Growth (AADD Indicator) in Reading, Math, and Writing.*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2.*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III).
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3.*

Successful Completion of High School

- *Index 4: Postsecondary Readiness* 4-year/5-year Graduation Rate (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, Sp Ed; RHSP/DAP annual rate, all students, 7 racial/ethnic groups; SAT/ACT, AP Algebra 1; STAAR % 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.
- *Post-secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 94% of All students combined over all subject areas met Level II standard. In 2021-2022, 98% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 95% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in End of Course (EOC) ELA I, EOC ELA II, EOC Algebra I, EOC Biology and EOCUS History. • ELA and Math: Will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1. • Science will meet AADD indicators for performance and participation in ACT and AP. • Social Studies will meet AADD indicators for performance and participation in AP.
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; 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.</i> In 2015-2016, the Index 2 Score was 31. In 2016-2017, the Index 2 Score will be 35. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math. • Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.
ELA Strategies	<p>ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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.

	<ul style="list-style-type: none"> • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level. • 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 are encouraged to attend CRISS trainings in order to further support student learning and thinking. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • 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. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy. • 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 workshops focused on Close Reading, Poetry, Student Choice thru Readers’ Workshop, and Short Answer Response. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • Collaboration among ELA, Bilingual/ESL, and special education departments. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. • 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.
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS.

	<ul style="list-style-type: none"> • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • 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>Social Studies Alive!</i> • 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> • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, 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 after-school staff developments. • 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 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. • Secondary Science Department Chairs will attend safety trainings provided by the Science Coordinator and will in-turn provide campus safety trainings to all teachers in their departments. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 63 and included the student groups of Eco Dis, Hispanic, and Asian. In 2016-2017, the Index 3 Score will be 68% and will include the student groups of Eco Dis, Hispanic, and African American. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will maintain Top 25% Closing Performance Gaps.
Program Focus	Special Populations

<p>Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • 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 evening credit recovery classes for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students). • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week, etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • 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. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs. • Ensure collaboration between General Education teachers and Special Education teachers 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. • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. • The Special Education Coordinators and District Instructional Staff will provide staff development to new special education teachers in the Standards Based IEP Process. • Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches. • Utilize Eduphoria data for common assessments to monitor student achievement and close gaps.
<p>ELA Performance Objective</p>	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 65% of Eco Dis students, 88% of Hispanic student group, and 91% of Asian student group met Level II standard. In addition, 4% of Eco Dis students, 20% of Hispanic student group, and 32% of the Asian student group met Level III standard.</p> <p>In 2016-17, 70% of Eco Dis students, 90% of Hispanic student group, and 80% of African American student group will meet Level II standard. In addition, 10% of Eco Dis students, 25% of Hispanic student group, and 20% of African American student group will meet Level III standard.</p> <p>Target: Reporting Category: 1 Understanding/Analysis Across Genres Short Answer Rating (Paired Selections)</p> <p>Reading/ELA Performance Safeguard Target (if applicable): Campus Safeguard (CSG) - Special Education District Safeguard (DSG): Special Education and English Language Learners (ELL) (Current & Monitored)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • ELA Participation Rates will be: SAT 93%; ACT 93%; AP 25%. • ELA Performance Rates will be: SAT 620; ACT 27; AP 92%.

Focus Strategies

- Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas (DSG, CSG).
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG, CSG).
- Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).
- Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).
- Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs (DSG).
- Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (DSG, CSG).
- Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG, DSG).
- Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (DSG).
- Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level (DSG, CSG).
- Continue support of Tier I Differentiated Instruction through modeling and training of these best practices (DSG, CSG).
- 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 are encouraged to attend CRISS trainings in order to further support student learning and thinking.
- Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities (DSG, CSG).
- 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 book studies for secondary campuses and Cadres using current professional books on adolescent literacy.
- 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.
- 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 the ELA STAAR EOC (DSG, CSG).
- 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 (DSG, CSG).
- Develop and implement a Response to Intervention Program for students in ELA who are placed in Tier II or Tier III (DSG, CSG).
- 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

	<p>tutorials in writing/ELA through English Honors Society, and peer ELL tutorials for writing/ELA (DSG, CSG).</p> <ul style="list-style-type: none"> • Support and ensure that STAAR EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students (DSG, CSG). • English I & II teams will have subs for a half 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 analyze English I and English II EOC performance data, plan lessons, and learn strategies to improve instruction for their current students. Using data from District Instructional coaches from Lead4ward and Eduphoria (DSG, CSG). • 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. • Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (DSG, CSG). • 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 (DSG). • Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • 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. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical 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. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning (DSG, CSG). • Incorporate writing assignments once per nine weeks across the curriculum. • 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. • 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 (DSG, CSG). • Provide on-going staff development for teacher maintained Canvas courses to meet the individual needs of students. • 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 with the ESL district instructional coach on ESL strategies for all 9-12 teachers. Continue to encourage all English faculty to obtain ESL certification (DSG). • 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</p> <p>In 2015-2016, 71% of Eco Dis students, 89% of the Hispanic student group, and 100% of Asian student group met Level II standard. In addition, 4% of Eco Dis students, 28% of the Hispanic student group, and 38% of the Asian student group met Level III standard.</p> <p>In 2016-17, 75% of Eco Dis students, 91% of the Hispanic student group, and 85% of the African</p>

	<p>American student group will meet Level II standard. In addition, 10% of Eco Dis students, 30% of the Hispanic student group, and 15% of the African American student group will meet Level III standard.</p> <p>Target Math Reporting Category: 1 Number and Algebraic Methods Math Performance Safeguard Target (if applicable): Special Education (CSG, DSG)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Math Participation Rates will be: <i>SAT 93%; ACT 93%; AP 25%.</i> • Math Performance Rates will be: <i>SAT 590; ACT 28.0; AP 88%.</i>
<p>Focus Strategies</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 students in all content areas (DSG, CSG). • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG, CSG). • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG). • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELL. (DSG). • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (DSG, CSG). • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (DSG, CSG). • Identify students who did not meet the standard on the Algebra I EOC. Schedule remediation time for these students during advisory (DSG, CSG). • 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 (DSG, CSG). • 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 tutorials, peer tutorials for Math through Mu Alpha Theta and peer ELL tutorials for Math (DSG, CSG). • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (DSG, CSG). • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (DSG) • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes, and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.

	<ul style="list-style-type: none"> • 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 (DSG, CSG). • 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 (DSG, CSG). • Provide on-going staff development for teacher maintained Canvas courses to meet the individual needs of students. • Support and ensure that STAAR EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students (DSG, CSG). • 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 (DSG, CSG). • Develop and implement a Response to Intervention Program for students in math who are placed in Tier II or Tier III (DSG, CSG). • 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 with the ESL district instructional coach on ESL strategies for all 9-12 teachers. Continue to encourage all English faculty to obtain ESL certification. • An iLearn license was purchased for each student enrolled in Algebra I to help bridge the individual student's gaps in mathematics (DSG, CSG). • Math PLC teams will meet weekly during the school day to plan and analyze student performance to improve student learning (DSG, CSG).
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 97% of Eco Dis students, 99% of Hispanic student group, and 98% of Asian student group met Level II standard. In addition, 50% of Eco Dis students, 61% of Hispanic student group, and 86% of Asian student group met Level III standard.</p> <p>In 2016-17, 98% of Eco Dis students, 99% of Hispanic student group, and 100% of African American student group will meet Level II standard. In addition, 55% of Eco Dis students, 65% of Hispanic student group, and 15% of African American student group will meet Level III standard.</p> <p>Target Social Studies Reporting Category: 1 Social Studies Performance Safeguard Target, if applicable: Met all Campus Safeguards. DSG: Special Education and ELL (Current & Monitored)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Social Studies Participation Rates will be: <i>AP 87%</i>. • Social Studies Performance Rates will be: <i>AP 45%</i>.
Focus Strategies	<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 students in all content areas (DSG).

- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).
- Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).
- Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).
- Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs (DSG).
- Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (CSG).
- Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG).
- Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (CSG).
- Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!*
- Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.
- 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 *History Alive!*
- 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.
- Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (DSG).
- Identify students who did not meet the standard on the US History EOC. Schedule remediation time for these students during advisory (DSG).
- 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 (DSG).
- 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 (DSG).
- Design and implement mentoring program for at-risk students using INOVA, Lead4ward, and Eduphoria indicators (DSG).
- Continuous professional development will be provided to implement CISD's commitment to differentiated instruction and formative assessment. Additional training will be provided for Pre-

	<p>AP and Advanced Placement strategies within the classroom.</p> <ul style="list-style-type: none"> • Support and ensure that US History EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students (DSG). • Provide on-going staff development for teacher maintained Canvas courses 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 with the ESL district instructional coach on ESL strategies for all 9-12 teachers. Continue to encourage all English faculty to obtain ESL certification (DSG). • 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</p> <p>In 2015-2016, 87% of Eco Dis students, 97% of the Hispanic student group, and 98% of Asian student group met Level II standard. In addition, 19% of Eco Dis students, 43% of the Hispanic student group, and 56% of Asian student group met Level III standard.</p> <p>In 2016-17, 89% of Eco Dis students, 98% of the Hispanic student group, and 90% of the African American student group will meet Level II standard. In addition, 20% of Eco Dis students, 45% of the Hispanic student group, and 15% of African American student group will meet Level III standard.</p> <p>Target Science Reporting Category: 1 Cell Structure and Function</p> <p>Science Performance Safeguard Target, if applicable: Met all Campus Safeguards.</p> <p>DSG: Special Education</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Science Participation Rates will be: ACT n/a%, AP 30%. • Science Performance Rates will be: ACT 28, AP 85%.
<p>Focus Strategies</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 students in all content areas (DSG). • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG). • Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (CSG). • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG). • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).

- Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, science word walls in elementary and secondary classrooms, and through the addition 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 Science Buffet for K-12th Grades.
- 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 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 Make-n-Take 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) (DSG).
- Provide intensive evening instructional tutorial programs for at-risk students, individualized to meet the unique needs of students at each campus in science (DSG).
- 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 National Science Honor Society, and peer ELL tutorials for Science (DSG).
- 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 (DSG).
- 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. (DSG)
- Support and ensure that EOC tutorials implement the best Differentiated Instruction strategies to meet the individual needs of students (DSG).
- 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

	<p>success on STAAR.</p> <ul style="list-style-type: none"> • 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 (DSG). • 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 95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning. • 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 (i.e., walking, running). • Engage students regularly in activities that target their muscular strength, endurance, and flexibility (calisthenics, strengthening, and stretching activities).
1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016, 87% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p>In 2016-2017, 90% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 96.6% to 97%</p> <p>4-Year/5-Year Longitudinal Graduation Rate 97.4% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan.</p> <p>4-Year/5-Year Longitudinal RHSP/DAP Rate 92.9% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.</p> <p>Postsecondary Indicator Score (college-ready graduates) 85.6% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <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>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</p> <ul style="list-style-type: none"> • 7-8 50% of indicators will be in top quartile at each campus. • HS 33% of indicators will be in top quartile at each campus. <p>Grade 7-12 Safeguard Indicators</p> <p>Safeguard Target for Participation Rate (if applicable): n/a</p> <p>Safeguard Target for Federal Graduation Rate (if applicable): Special Education</p> <p>Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>

<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • 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. • Monitor attendance reports weekly to address causes and solutions to the absences. • Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. • Increase the number of students taking AP Exams (encouraging that 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. • Purchase textbooks to support dual credit and advanced classes. • Hold Advanced Placement after school review sessions in many AP courses. • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Provide CISD students with more opportunities to take dual credit courses based on HB505. • Continue to emphasize the state’s recommended graduation plan for all 12th grade students, and the Foundation Plan with Endorsements for 9th, 10th, and 11th graders (CSG). • Monitor ELL, Special Education, and CTE 4-year graduation plans (CSG). • Increase awareness of CTE Endorsements/Career Pathways for all students (CSG). • Increase the number of National Merit Scholars, Achievement Scholars, and Hispanic Scholars • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Expand SAT preparation courses for high school students. • Incorporate small group tutorials in SAT and ACT college prep curriculum. • Build rapport with McCullough Junior High School to increase college readiness awareness. • College and Career Center will continue to provide access for students to work on college applications, financial aid applications, research careers, work on computers, and meet with College representatives. • Encourage and advertise support for College Readiness PSAT, SAT, and ACT prep courses and boot camps. • Utilize College and Career center computers to help students with college applications and essays, SAT/ACT registration, family connections, etc. • Provide college readiness information and opportunities to all stakeholders. • Increase the percentage of 10th 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). • Introduce College Prep Math and English 4 College Prep 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. • Employ an Assessment Coordinator to facilitate all state mandated testing, PSAT, SAT, ACT, STAAR EOC, and assist with advanced placement testing (CSG).
<p>Financial Resources</p>	<p>Campus budget, SCE, Title III, HSA</p>

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, STAAR Alt 2, TELPAS, District Benchmarks, 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 professionals and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Provide orientation and mentor support for teachers new to TWHS. • Improve qualifications of teachers by providing opportunities to attend workshop and training sessions. • Provide stipends for critical staff for bilingual assessment and self-contained special education settings. • 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. • 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 through common planning periods for common assessment goals and participation in department and PLC teams in review of common assessment. • Maintain an atmosphere of collaboration through an increase in time with staff as a whole, in departments, and as teams through a series of working lunches and PTO sponsored meals. • Affirmation of teacher achievement through the use of TAE's in ViewIt. • 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. • Provide continuous support for teachers of ESL students with training in ELPS and Seven Steps to Language Rich Interactive classroom. • 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 2016 on PLC techniques. Continue to send teams of teachers and administrators throughout the school year and summer 2017. • Hold Academic Steering Committee meetings at least 2 times per year to plan staff development and discuss academic concerns.

	<ul style="list-style-type: none"> • Train the teachers on the T-TESS growth model and how it relates to student success. • Coordinate with Curriculum Directors to increase amount of direct support for teachers on campus. • Provide opportunities for teachers to develop and implement their Canvas course through staff development.
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.
Indicator 1. Parent and Community Involvement	<p>Indicator 1 Focus Strategies</p> <ul style="list-style-type: none"> • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities through ARDS. • 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, and 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. • 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, and disaster/life threatening situations. • Provide opportunities for parents to visit 'Open House' during August 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. • 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, Twitter, 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 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

<p>Indicator 2. <i>Fine Arts</i></p> <p>Indicator 3. <i>Drop out Prevention</i></p>	<p>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.</p> <ul style="list-style-type: none"> • Conduct principal/student leadership with student representation from various club and extra-curricular organizations. • Celebrate student success through Senior Awards Night, Top 10%, Highlander Excellence, National Merits Awards, Collegiate Signing Days, and Highlighted Highlanders Awards. • 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. • College and Career Center provides weekly newsletters to seniors, bi-monthly letters to juniors, and quarterly letters to sophomores. • College and Career Center provides monthly activities for juniors and their parents for college planning. • Praising students through the use of Student Achieve Excellence (SAE) in ViewIt. Administrators, Counselors, and Parents are notified via e-mail and Parent Access Center (PAC.) <p>Indicator 2 Focus Strategies</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in exhibition and performance opportunities on a quarterly basis including instrumental, visual and performing arts in the community. • Promote The Woodlands High School Art Trust by posting artwork throughout the campus. • Full sequences of courses are offered in choir, dance, theater, art, band, and orchestra. • Fine Arts programs compete in UIL or comparable competitions. • Intra-departmental programs are offered annually incorporating programs such as theater, orchestra, and band. <p>Indicator 3 Focus Strategies</p> <ul style="list-style-type: none"> • Utilize campus and district procedures and services to identify, intervene, and monitor the progress of at-risk students. Provide mentors to targeted at-risk students. Meet one on one with at-risk students every three weeks to discuss grades and attendance. • Maintain a variety of credit recovery opportunities. • Encourage club and activity involvement. • Provide targeted intervention through Advisory tutoring sessions for identified at-risk students. • Utilize ViewIt resources and attendance reports to monitor at-risk students. • Consistent and timely communication with parents/guardians of at-risk students. • Examine attendance reports weekly and meet with students and parents to identify cause of absences. • Administrators and counselors will meet with all students (with parents) who are on track to exceed or have exceeded five absences in previous years. • Utilize GradPoint for credit recovery to help students graduate with cohort. • Increase course offerings and availability of CTE courses to increase student engagement and retention.
<p>Financial Resources</p>	<p>Campus budget</p>
<p>Additional Resources</p>	<p>Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology</p>
<p>Monitoring Timeline</p>	<p>Formative November, January Summative July</p>
<p>Formative Evaluation</p>	<p>Record of contact with media, Record of press releases, Record of campus communication, Website</p>

	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.
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Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services. • Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID, and wear visitor badges in the school. • Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs; CISD Policy, etc. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. • Promote clubs and organizations in areas of interest to promote student involvement in school. • 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". • Continue to 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
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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 and Response Full Course and Online Safety What Every Educator Needs to Know and use CISD online resources, including the review and revision, as necessary, of student bullying report/complaint procedures and forms.
- 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.
- Continue and expand the discreet student office/location sign-in/sign-out system utilizing iPad tracking software provided by CISD.
- Expand emergency PA Speaker battery life and capabilities on the Senior Campus.
- Use of Blackboard mass communication program for the dissemination of important and emergency information.
- Review and replace, as necessary, traffic signage around both campuses.
- Continue to review and edit the descriptions on the Sr. 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 (via HDTV and projection capabilities available in Sr. 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, i.e. *Project Purple’s* sponsorship of guest speakers and through mentoring programs such as *My Person Foundation*, addressing substance abuse and positive student decision-making strategies.
- Support Student Council initiative promoting kindness through respect in student peer

	<p>relationships and staff-peer relationships.</p> <ul style="list-style-type: none"> Restriping/renumbering of Senior Campus parking lots including an overall numbering system that supports clarity and safety.
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
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.
Focus Strategies	<ul style="list-style-type: none"> Increase student opportunities for utilizing technology across the curriculum areas. Ensure the Technology Applications TEKS are met across content areas. Provide hands-on training in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. Build teacher capacity to fully implement technology in instruction. Provide meaningful opportunities for students to access technology for learning. Relate technology staff development to specific instructional objectives. Chrome cart added to the Science Department at the Senior Campus. Two Chrome carts for LOTE Department added. One at 9th GC and one at the Senior Campus. Chrome cart added to use between two classrooms for remedial Algebra students. 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. Purchased seven LCD projectors to replace old ones at the 9th GC. Purchased eight LCD projectors to replace old ones at the Senior Campus. Purchased 20 Apple TVs and iPads for teachers who attended a differentiation staff development in the summer. Continued Utilization of GradPoint labs for credit recovery. Utilized Eduphoria, INOVA, and Dashboard to disaggregate data and identify passing standards of STAAR. Purchased ten sets of speakers for classrooms at both campuses. Installed six dual monitor video cards for teacher computers at the 9th GC. Chrome cart added to the English Department at the Senior Campus. 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

	<p>campus and the ninth grade campus.</p> <ul style="list-style-type: none"> • 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. • Replaced desktop computers with Chrome books for Algebra 1 teachers at 9th GC to use with iLearn. • Purchased two 55" monitors for the 9th GC. One for the library and one for the main office conference room. • Purchased two laptops for the 504 coordinators. One at the 9th GC and one at the Senior Campus. • Purchased two laptops for the testing coordinators. One at the 9th GC and one at the Senior Campus. • Purchased two paper folding machines. One for the 9th GC and one for the Senior Campus. • LCD Projector and Screen purchased for the theater classroom at the 9th GC. • Purchased two Apple TVs for the Senior Campus. One for Conference room 2 and one for the GLO conference room. • Purchased one Apple TV for the 9th GC conference room. • Purchased two ID printer machines. One for the 9th GC and one for the Senior Campus. • Purchased three document cameras for the 9th GC. • Purchased six document cameras for the Senior Campus. • All desktop computers were reimaged. • Upgraded access points for wireless and increased campus bandwidth. • Classroom networking was rewired from the Main Distribution Facility to a Gig switch in an Independent Distribution Facility. • Purchased 4 HP ProDesk 600 G2 Core for the Senior Campus. • Replaced 20 monitors in classrooms at both campuses. • Purchased three HP 601 Printers.
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
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
2016-2017 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1-6	Academic Tutorials Extra Duty	4,400	.08
ELA Strategy 1-10, 19-24, Math Strategy 1-12, 27, Science Strategy 1-8	Instructional Support – Teachers for At-Risk Students	283,475	5.00
ELA Strategy 6-9, Math Strategy 6-8	Instructional Support – Paraprofessionals	18,720	1.00
ELA Strategy 1, Math Strategy 1, Social Studies Strategy 1, Science Strategy 1	Instructional Materials for At-Risk Students	1,600	.00
Technology Strategy 1, 5, 7	Technology Support for At-Risk Students	4,000	.00
	TOTAL SCE	312,195	6.08

**Resources Allocated for Title III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gap Strategy 1,6	Extra Duty Tutorials	1,500	.03
Technology Strategy 6	Technology	500	.00
Closing the Performance Gap Strategy 4-6	Books	500	.00
Closing the Performance Gap Strategy 4-6	Instructional Materials	500	.00
	TOTAL Title III LEP	3,000	.03