

Conroe Independent School District

Conroe High School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Conroe High School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Conroe High School achieved an overall C (73) rating in 2022-2023. Domain 1 - Student Achievement: 73, Domain 2 - School Progress: 74, Domain 3 - Closing Performance Gaps: 72.

On the 2023 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading-Meets: 51% Reading-Masters: 9%

Math-Meets: 24% Math-Masters:5%

Science-Meets: 61% Science-Masters: 25%

Social Studies-Meets: 77% Social Studies-Masters:45%

Conroe High School has a graduation rate of 96.1% for the class of 2022. The percentage of students passing at the Meets and Masters standard will be a focus for Special Ed,EB/EL (Current & Monitored), and African American. We will continue to focus on meeting the needs of each individual student to ensure their academic success. Data is disaggregated after each local assessment and progress is monitored allowing our staff to engage in data responsive instructional practices that ensure our students are afforded opportunities to grow their learning.

Student Achievement Strengths

With the increase in student enrollment the campus was able to maintain the consistent number of students who earned a 3 or higher on Advanced placement exams.

The class of 2023 increased Industry Based Certifications from 238 to 301 that provides students with the opportunity for advancement in higher education as well as workforce development.

The percentage of students meeting both the reading and math criteria on the SAT showed a steady increase from Cohort 2022 to 2023.

The number of students meeting TSI assessment criteria increased.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the Math STAAR/EOC with 11% the campus performed at 24% . **Root Cause:** Not all teachers properly implemented language learning strategies.

Problem Statement 2 (Prioritized): The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the English I and English II End of Course (EOC) State Assessment. **Root Cause:** Not all teachers have access to resources and properly implemented language learning strategies.

Problem Statement 3 (Prioritized): The Special Education targeted student group did not demonstrate growth in the Meets category on the Algebra I End of Course (EOC) State Assessment performing at 10% compared to the campus at 24%. **Root Cause:** Not all teachers and support staff have been intentional about looking at student individualized goals and planning for effective instruction that meets each student's needs.

Problem Statement 4 (Prioritized): Students enrolled in Career Technical Education courses are not consistently completing their pathways. **Root Cause:** Students and parents are not receiving the appropriate information to ensure students are creating 4-year plans that best represent their interests.

Problem Statement 5 (Prioritized): Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. **Root Cause:** Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.

Problem Statement 6 (Prioritized): Economically disadvantaged students are consistently performing lower than all students in the Math STAAR/EOC. **Root Cause:** Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in the Math STARR/EOC.

Problem Statement 7 (Prioritized): Passing rates in AP course grades are not correlating with AP exams scores. **Root Cause:** Lack of alignment and rigor between instruction and assessment.

Culture and Climate

Culture and Climate Summary

At Conroe High School, recognizing and appreciating cultural differences is our mandate. Conroe High School is committed to social, emotional, behavioral, and academic success of all students. Conroe High School is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

At Conroe High, hiring personnel to reflect the cultural and diverse student body is a priority. “All Means All” at Conroe High School. Every students’ academic, social and emotional needs are a priority. Conroe High School strives to ensure a safe and orderly environment conducive to learning for all students and staff. At Conroe High School, social emotional learning functions as an integral part of the total school environment. Conroe High School continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe. Conroe High School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Some staff members lack meaningful relationships with students.. **Root Cause:** There is a disconnect between teachers and students that create barriers to developing relationships.

Problem Statement 2 (Prioritized): There is a lack of timely communication between teachers and administration. **Root Cause:** There are a lack of procedures that assist both teachers and administration in communicating.

Priority Problem Statements

Problem Statement 1: The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the Math STAAR/ EOC with 11% the campus performed at 24% .

Root Cause 1: Not all teachers properly implemented language learning strategies.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The Special Education targeted student group did not demonstrate growth in the Meets category on the Algebra I End of Course (EOC) State Assessment performing at 10% compared to the campus at 24%.

Root Cause 2: Not all teachers and support staff have been intentional about looking at student individualized goals and planning for effective instruction that meets each student's needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs.

Root Cause 3: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the English I and English II End of Course (EOC) State Assessment.

Root Cause 4: Not all teachers have access to resources and properly implemented language learning strategies.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Some staff members lack meaningful relationships with students..

Root Cause 5: There is a disconnect between teachers and students that create barriers to developing relationships.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Students enrolled in Career Technical Education courses are not consistently completing their pathways.

Root Cause 6: Students and parents are not receiving the appropriate information to ensure students are creating 4-year plans that best represent their interests.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Economically disadvantaged students are consistently performing lower than all students in the Math STAAR/EOC.

Root Cause 7: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in the Math STARR/EOC.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Passing rates in AP course grades are not correlating with AP exams scores.

Root Cause 8: Lack of alignment and rigor between instruction and assessment.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: There is a lack of timely communication between teachers and administration.

Root Cause 9: There are a lack of procedures that assist both teachers and administration in communicating.

Problem Statement 9 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 21, 2023

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 54% to 58%.

HB3 Goal

Evaluation Data Sources: CCMR summary from Lead4Ward

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE teachers will track their students progress in obtaining an industry based certification each 9 weeks.</p> <p>Strategy's Expected Result/Impact: To increase the number of students obtaining industry based certification leading to more students receiving CCMR points.</p> <p>Staff Responsible for Monitoring: Associate Principal - Special Populations, CTE Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize college prep math to increase the number of students meeting TSI criteria in mathematics.</p> <p>Strategy's Expected Result/Impact: More students will pass the college prep course and the assessment which will contribute CCMR points.</p> <p>Staff Responsible for Monitoring: Associate Principal Data Instructional Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
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Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 4: Students enrolled in Career Technical Education courses are not consistently completing their pathways. Root Cause: Students and parents are not receiving the appropriate information to ensure students are creating 4-year plans that best represent their interests.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Conroe High School will increase the number of Special Education students passing English I and English II EOC at the Meets level or above 18% to 20%.

Evaluation Data Sources: Campus and district assessment data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Case managers will regularly communicate with teachers to ensure proper supports are in place for each student according to the student's specific education plan.</p> <p>Strategy's Expected Result/Impact: Increased student progress and achievement.</p> <p>Staff Responsible for Monitoring: Special Education Department, Administration</p> <p>Problem Statements: Student Achievement 5</p>	Formative		
	Dec	Mar	June
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Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p>

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the overall percentage of students who meet grade level on the Algebra I EOC from 24% to 29%.

High Priority

Evaluation Data Sources: Campus, district Assessment
STAAR EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Additional staff will provide targeted interventions. Staff will also pull students for small group instruction. Strategy's Expected Result/Impact: Closing students gaps and increased achievement on Algebra I EOC. Staff Responsible for Monitoring: Department Administrator, Instructional Coach, Math Interventionist</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 6 Funding Sources: Math Instructional Coaches and Interventionists - State Comp Ed - \$43,040</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will utilize small group instruction and DDI to close student learning gaps and increase the rigor for students who have already mastered the concept.</p> <p>Strategy's Expected Result/Impact: Higher levels of student understanding and more students achieving at the meets and master level of Algebra I EOC.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Math Department and Math Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 6</p> <p>Funding Sources: CHS9 Additional Math Staff - State Comp Ed - \$38,284, CHS 9 Math Coach - State Comp Ed - \$13,089</p>	Formative		
	Dec	Mar	June
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Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the Math STAAR/EOC with 11% the campus performed at 24% . Root Cause: Not all teachers properly implemented language learning strategies.</p> <p>Problem Statement 3: The Special Education targeted student group did not demonstrate growth in the Meets category on the Algebra I End of Course (EOC) State Assessment performing at 10% compared to the campus at 24%. Root Cause: Not all teachers and support staff have been intentional about looking at student individualized goals and planning for effective instruction that meets each student's needs.</p> <p>Problem Statement 6: Economically disadvantaged students are consistently performing lower than all students in the Math STAAR/EOC. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in the Math STARR/EOC.</p>





Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the passing rate of the Emerging Bilingual/(EB) student group in the following areas: TELPAS by 5%, STAAR EOC English I by 5%, for STAAR EOC English II by 5%, and for Algebra I by 7%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with district EB instructional coach as well as campus EB coordinator to ensure proper implementation of strategies and supports for English Language Learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on TELPAS Increased student achievement on STAAR Increased student performance in the classroom Student achievement will increase in English Language proficiency standard</p> <p>Staff Responsible for Monitoring: ESL Campus Coordinator LPAC Administrator English PLCs Administration</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Instructional Materials - Title III - \$5,247, ESL Instructional Para-Professional - Title III IMM - \$28,000</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize staff to work with students after school on Summit K12.</p> <p>Strategy's Expected Result/Impact: Increased student performance on TELPAS.</p> <p>Staff Responsible for Monitoring: ESL Department Chair Special Programs Administrator</p> <p>Title I: 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Extra Duty Pay - Title III - \$14,103</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the Math STAAR/EOC with 11% the campus performed at 24% . Root Cause: Not all teachers properly implemented language learning strategies.</p> <p>Problem Statement 2: The Emerging Bilingual/ English Language Learner (EB/EL) targeted student group did not demonstrate growth in the Meets category on the English I and English II End of Course (EOC) State Assessment. Root Cause: Not all teachers have access to resources and properly implemented language learning strategies.</p>

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the overall number of students reaching their Academic Growth goal from 51% to 55%

High Priority

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff members will use data tracking tool to monitor student progress with each assessment and plan targeted intervention and enrichment based on each students need.</p> <p>Strategy's Expected Result/Impact: Students meeting their academic growth goal.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Administrators, and Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5, 6, 7</p> <p>Funding Sources: Additional Teachers - State Comp Ed - \$275,838, Instructional Coaches, Interventionists, Supplemental Teachers - State Comp Ed - \$62,057</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Success Academy will provide after school and Saturday tutorials for students in each STAAR/End of Course Subject.</p> <p>Strategy's Expected Result/Impact: Closing the learning gap for students, more students reaching their academic growth goal.</p> <p>Staff Responsible for Monitoring: Associate Principal of Special Programs, Departmental Administrators, Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 5, 6</p> <p>Funding Sources: Extra Duty Tutorials - State Comp Ed - \$14,103</p>	Formative		
	Dec	Mar	June
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Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p> <p>Problem Statement 6: Economically disadvantaged students are consistently performing lower than all students in the Math STAAR/EOC. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in the Math STARR/EOC.</p> <p>Problem Statement 7: Passing rates in AP course grades are not correlating with AP exams scores. Root Cause: Lack of alignment and rigor between instruction and assessment.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Campus Funding Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Conroe High School faculty with fiscal responsibilities will continue to maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Accounts Manager to ensure that all expenditures align with campus vision.</p> <p>Strategy's Expected Result/Impact: Effective fiscal management of resources and operations.</p> <p>Staff Responsible for Monitoring: Administration and faculty related to fiscal responsibilities Activity Accounts personnel Budget/Travel/Business Accounts personnel</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain, and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: TTESS

- Walkthroughs
- State Certifications
- Teacher Retention Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conroe High School will attend the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p>Strategy's Expected Result/Impact: Conroe High School will have 100% highly qualified staff.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Campus Instructional Coaches</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase in the number of instructional leaders that attend collaborative team meeting and provide job embedded professional development to teachers specific to their department.</p> <p>Strategy's Expected Result/Impact: Identify, support, develop, and encourage the professional development of staff.</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal of Curriculum and Instruction</p> <p>Problem Statements: Student Achievement 3, 5</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 3: The Special Education targeted student group did not demonstrate growth in the Meets category on the Algebra I End of Course (EOC) State Assessment performing at 10% compared to the campus at 24%. Root Cause: Not all teachers and support staff have been intentional about looking at student individualized goals and planning for effective instruction that meets each student's needs.</p> <p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff

Evaluation Data Sources: View It Referrals, PBIS Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a well staffed clinic to provide medical attention to students. Strategy's Expected Result/Impact: Medical needs of students are met. Staff Responsible for Monitoring: Associate Principal of Operations	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a counselor to oversee the student support team in the area of social and emotional learning. Strategy's Expected Result/Impact: Students social and emotional needs are being met creating a safe learning environment. Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 1: Some staff members lack meaningful relationships with students.. Root Cause: There is a disconnect between teachers and students that create barriers to developing relationships.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase parental engagement for all Conroe High School events and functions.

Evaluation Data Sources: Parent Attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize parent liaison to visit homes in partnership with campus communication efforts.</p> <p>Strategy's Expected Result/Impact: A two way communication and partnership between school and families are created.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Family Liaison - State Comp Ed - \$62,337</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 2: There is a lack of timely communication between teachers and administration. Root Cause: There are a lack of procedures that assist both teachers and administration in communicating.</p>





Goal 5: Effective Instruction

CISD will deliver meaningful instruction as evidenced by data driven planning as well as teacher observation and feedback cycles.

Performance Objective 1: Conroe High School teachers will utilize data to analyze low performing TEKS, plan exemplars and reteach for deeper understanding.

Evaluation Data Sources: CFA, Formative, Benchmark

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in data meetings to develop small group instruction.</p> <p>Strategy's Expected Result/Impact: Quality tier one instruction will occur in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Associate Principal of Curriculum and Instruction</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Math Instructional Coach - State Comp Ed - \$14,860, CHS 9 Math Instructional Coach - State Comp Ed - \$13,089, ELA Instructional Coach - State Comp Ed - \$19,017, Academic Interventionist - State Comp Ed - \$15,091, Extra Math Teachers - State Comp Ed - \$38,284, Extra Teachers - State Comp Ed - \$237,554, Instructional Materials - State Comp Ed - \$14,103</p>	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction as evidenced by data driven planning as well as teacher observation and feedback cycles.

Performance Objective 2: Conroe High School will utilize observation feedback cycles to monitor Tier I best practices..

Evaluation Data Sources: T-Tess Appraisal system

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will schedule weekly walk throughs and conference with teachers. Strategy's Expected Result/Impact: Increased student engagement and achievement. Staff Responsible for Monitoring: Associate Principals, APs</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction as evidenced by data driven planning as well as teacher observation and feedback cycles.

Performance Objective 3: Conroe High School will increase the passing rate of students retaking an EOC by 15%.

Evaluation Data Sources: STAAR/EOC data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teams will meet after every formative assessment to review data and identify students who need intervention.</p> <p>Strategy's Expected Result/Impact: Improved test scores.</p> <p>Staff Responsible for Monitoring: Team leaders, department chairs, department administrators, associate principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: CHS 9 Math Instructional Coach - State Comp Ed - \$13,089, Math Instructional Coach - State Comp Ed - \$14,860, Academic Interventionists - State Comp Ed - \$15,091, ELA Instructional Coach - State Comp Ed - \$19,017</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 5: Conroe High School assessment results indicate an under performance in the percentage of students that meet and master grade level in all subject area EOCs. Root Cause: Data driven instruction was inconsistent with tier one instructional planning, along with ineffective teacher observation and feedback, lacking fidelity in STARR/EOC tested areas.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction as evidenced by data driven planning as well as teacher observation and feedback cycles.

Performance Objective 4: Students will be prepared for new online EOC exams and online SAT and AP exams.

Evaluation Data Sources: EOC scores, SAT scores, AP scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will create online practice and assessments that mirror the formats of online EOC, AP, and SAT exams.</p> <p>Strategy's Expected Result/Impact: Students will be able to adjust to the change in online testing.</p> <p>Staff Responsible for Monitoring: Department chairs, department administrators, associate principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Instructional Coaches Academic Interventionists - State Comp Ed - \$62,057, Student Success Manager - State Comp Ed - \$83,653, Extra Teachers - State Comp Ed - \$237,554, CHS9 Math Teacher - State Comp Ed - \$38,284</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional Materials		\$5,247.00
1	4	2	Extra Duty Pay		\$14,103.00
Sub-Total					\$19,350.00
Budgeted Fund Source Amount					\$19,350.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	ESL Instructional Para-Professional		\$28,000.00
Sub-Total					\$28,000.00
Budgeted Fund Source Amount					\$28,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Math Instructional Coaches and Interventionists		\$43,040.00
1	3	2	CHS 9 Math Coach		\$13,089.00
1	3	2	CHS9 Additional Math Staff		\$38,284.00
1	5	1	Instructional Coaches, Interventionists, Supplemental Teachers		\$62,057.00
1	5	1	Additional Teachers		\$275,838.00
1	5	2	Extra Duty Tutorials		\$14,103.00
4	2	1	Family Liaison		\$62,337.00
5	1	1	Math Instructional Coach		\$14,860.00
5	1	1	Instructional Materials		\$14,103.00
5	1	1	CHS 9 Math Instructional Coach		\$13,089.00
5	1	1	Extra Teachers		\$237,554.00
5	1	1	ELA Instructional Coach		\$19,017.00
5	1	1	Academic Interventionist		\$15,091.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Extra Math Teachers		\$38,284.00
5	3	1	CHS 9 Math Instructional Coach		\$13,089.00
5	3	1	ELA Instructional Coach		\$19,017.00
5	3	1	Academic Interventionists		\$15,091.00
5	3	1	Math Instructional Coach		\$14,860.00
5	4	1	Student Success Manager		\$83,653.00
5	4	1	CHS9 Math Teacher		\$38,284.00
5	4	1	Instructional Coaches Academic Interventionists		\$62,057.00
5	4	1	Extra Teachers		\$237,554.00
Sub-Total					\$1,344,351.00
Budgeted Fund Source Amount					\$1,344,351.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,391,701.00
Grand Total Spent					\$1,391,701.00
+/- Difference					\$0.00