Conroe Independent School District

The Woodlands High School

2020-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The Woodlands High School received a 2018-2019 Overall Texas Accountability rating of 92 (A). This was achieved by meeting all three targets:

Student Achievement TWHS - 95

School Progress TWHS - 83

Closing Performance Gaps - 86

The campus also earned distinctions in the following areas:

1. Mathematics

2. English Language Arts/Reading

3. Social Studies

4. Postsecondary Readiness

The number of students who satisfied the Approaches Grade Level Standard or above are as follows:

All Subjects - 95%

Reading - 94%

Math - 88%

Science - 97%

Social Studies - 99%

While TWHS exceeded the state target for student achievement, there is still work to be done in the areas of student growth over time (School Progress) and Closing the Gaps within special populations.

Student Achievement Strengths

The Woodlands High School has many things to be proud of based on last year's student performance, including:

- Earning four distinctions
- Increasing Master Grade Level in English I by 13%
- Increasing Master Grade Level in Biology by 4%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In the School Progress Domain for Academic Growth Score by Grade and Subject, there was zero growth. There was a decrease in growth by at least one percentage point in every subject/grade level area. **Root Cause:** Professional Learning Communities are not being implemented with fidelity. There is a lack of understanding, campus wide, regarding specific components of a PLC.

Problem Statement 2 (Prioritized): English Language Learners did not grow one language proficiency level in English as measured by the TELPAS assessment. **Root Cause:** Students dual coded in the Sped and ELL programs require additional supports; some due to their area of eligibility in sped. while others due to their language acquisition. Long term ELL students have developed apathy toward the TELPAS assessment, and therefore, do not put forth their greatest effort.

Culture and Climate

Culture and Climate Summary

TWHS invests in building strong connections with students, parents, and community. TWHS maintains a warm and inviting culture and has high expectations for student behavior. The vast majority of students at TWHS are respectful, confident students. This culture of respect also exists between staff and parents and staff and community.

An annual review is conducted of discipline records, including student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements.

TWHS has very few problems with discipline as compared to other high schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem,the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus.

As part of a focus of social emotional learning and overall health and wellness, counselors have engaged parents and students directly through a monthly counselor newsletter. This electronic newsletter serves to engage the students and their families with various social and emotional learning objectives such as self awareness, physical and mental health, and nutrition. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying, and time for active, physical activity.

The 2020-2021 school year has had some unexpected struggles due to Covid19. Teachers are maintaining two learning platforms for students and are increasingly overwhelmed and exhibiting sign of stress. Students as well, especially those students who chose the virtual learning platform, are struggling to stay connected and maintain academic success.

Culture and Climate Strengths

- TWHS celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- Students are accepting of students new to TWHS and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers exhibit the ability to be flexible in this time of Covid19 and ever changing learning environment. They are rising to the challenge of meeting students' needs all while balancing the workload associated with two separate learning platforms.
- Administrators work closely with faculty and staff in the decision making process.
- Teachers feel they have a voice in decisions that are made.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Teacher morale and overall stress is higher than average for the 2020-2021 school year **Root Cause:** Covid 19 Pandemic has caused teachers to have to balance both virtual and in person learning platforms, thus adding to their overall workload, requiring they embed digital learning opportunities into their everyday curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Covid19 has certainly put a strain on the ability of TWHS to foster parent and community engagement. Currently, there are no visitors permitted on campus (outside of essential personnel). PTO has embraced the new challenge of bringing school and community together, and they are finding innovative ways to connect even during this difficult time.

Up until spring 2020, family involvement was a strength for TWHS. This past year, volunteers contributed thousands of volunteer hours. Our volunteers serve in many different capacities, including booster clubs, PTO, academic UIL, National Honor's Society, Graduation and Project Graduation, and many other clubs/organizations. Our families' perception of the school is that we are warm and welcoming environment. We have positive comments about our reception area, main office personnel, grade level office personnel, as well as our registrar and nurse with regard to meeting the needs of students/families. Additionally, customer service is certainly a priority for TWHS.

Our website is kept up to date and has information about upcoming events as well as resources for parents to assist their students at home. Additionally, important messages that are time sensitive are delivered through our campus "school messenger" system which has the ability to blast out emails/text messages to all parents/students simultaneously. TWHS also maintains a bi-weekly Highlander Happenings Newsletter that outlines important dates/information relevant to the high school.

TWHS values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families. We appreciate working with other community organizations. Additionally, we have parents and community members that participate in our SBDM committee. Members are willing to voice their opinion and state their cause as campus issues arise.

Parent and Community Engagement Strengths

TWHS enjoys an involved family and community environment. When events occur, our campus has high attendance. The Woodlands High School's success is largely due to the support, participation, and cooperation of our families and community.

TWHS celebrates a healthy, supportive culture.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Interaction between parents/community and TWHS is limited for the 2020-2021 school year. **Root Cause:** Due to the Covid 19 Pandemic, restrictions have been placed on in-person interactions/in person visitors at TWHS.

Priority Problem Statements

Problem Statement 1: In the School Progress Domain for Academic Growth Score by Grade and Subject, there was zero growth. There was a decrease in growth by at least one percentage point in every subject/grade level area.

Root Cause 1: Professional Learning Communities are not being implemented with fidelity. There is a lack of understanding, campus wide, regarding specific components of a PLC.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: English Language Learners did not grow one language proficiency level in English as measured by the TELPAS assessment.

Root Cause 2: Students dual coded in the Sped and ELL programs require additional supports; some due to their area of eligibility in sped. while others due to their language acquisition. Long term ELL students have developed apathy toward the TELPAS assessment, and therefore, do not put forth their greatest effort.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teacher morale and overall stress is higher than average for the 2020-2021 school year

Root Cause 3: Covid 19 Pandemic has caused teachers to have to balance both virtual and in person learning platforms, thus adding to their overall workload, requiring they embed digital learning opportunities into their everyday curriculum.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Interaction between parents/community and TWHS is limited for the 2020-2021 school year.

Root Cause 4: Due to the Covid 19 Pandemic, restrictions have been placed on in-person interactions/in person visitors at TWHS.

Problem Statement 4 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- 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

- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: The Woodlands High School will increase student achievement to 50% Master GL Standard in all subjects/all students category for STAAR by providing rigorous learning opportunities and curriculum that meet students' needs for achieving exemplary academic and post-secondary success.

    Evaluation Data Sources: Student Assessment Data as measured by STAAR
    Advanced Placement Data
    TSIA
    PSAT
    ACT
    Benchmark Data

    Summative Evaluation: None

Strategy 1: Provide professional development to the faculty throughout the year on Tier 1 best practices.	Reviews			
Strategy's Expected Result/Impact: Student Performance on STAAR Assessments will show measured growth	Formative			Summative
Staff Responsible for Monitoring: Administration PLCs Department Chairs Team Leads District Instructional Support	Feb	Apr	July	July
Problem Statements: Student Achievement 1				
Funding Sources: Instructional Support for At Risk Students - State Comp Ed - $577,853				
Strategy 2: TWHS will continue to implement a tutorial program that targets students at risk of failing.	Reviews			
Strategy's Expected Result/Impact: Increase in number of earned credits Decrease in overall campus failure rate at the end of the academic school year	Formative			Summative
Staff Responsible for Monitoring: Administrators Counselors PLCs	Feb	Apr	July	July
Problem Statements: Student Achievement 1				
Funding Sources: Extra Duty pay for credit recovery teachers - State Comp Ed - $21,000, Technology - State Comp Ed - $6,000, Tutors - State Comp Ed - $20,000				

Strategy 3: TWHS will continue to implement Writing Across the Curriculum as a target writing initiative.	Reviews			
Strategy's Expected Result/Impact: Increase overall student performance on STAAR, PSAT, TSIA, and AP Assessments.	Formative			Summative
Staff Responsible for Monitoring: Administration PLCs	Feb	Apr	July	July
Problem Statements: Student Achievement 1				

Strategy 4: Provide job embedded PD to teachers to ensure understanding of essential components of a PLC and proper implementation of PLCs across the campus.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: A formal PLC structure will be implemented for grades 9-12 content teachers. PLC's will shift from "lesson planning sessions" to instructional conversations where student data is examined, and instructional decisions/goals are made based on student data. PLCs will continuously be guided by the essential questions: 1. What do we expect our students to learn (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn (Intervention) 4. How will we respond if they already know (Gifted)	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration Team Leads Department Chairs				
Problem Statements: Student Achievement 1				

Strategy 5: Provide job embedded PD as well as summer PD for faculty on the components of Multi Tiered Systems of Support. (i.e. PBIS, RTI, Social/Emotional)	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: MTTS implemented with fidelity at TWHS in order to support the whole child.	Feb	Apr	July	July
Staff Responsible for Monitoring: Counselors PLCs Department Chairs District Support Personnel				
Problem Statements: Student Achievement 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In the School Progress Domain for Academic Growth Score by Grade and Subject, there was zero growth. There was a decrease in growth by at least one percentage point in every subject/grade level area. **Root Cause:** Professional Learning Communities are not being implemented with fidelity. There is a lack of understanding, campus wide, regarding specific components of a PLC.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: TWHS will identify and monitor targeted student groups (LEP and SPED) for student academic growth and achievement in order to meet the Target in Math, Graduation Rate Status, and Language Proficiency Status as measured by STAAR.

Evaluation Data Sources: PLC Assessment Data
Student Assessment Data as measured by STAAR
Student Assessment Data as measured by TELPAS
Benchmark Data

Summative Evaluation: None

Strategy 1: TWHS will collaborate with district ESL instructional coach to ensure proper implementation of strategies and supports for English Language Learners (i.e. Summit K12).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement on TELPAS	Feb	Apr	July	July
Increased student achievement on STAAR				
Increased student performance in the classroom.				
Staff Responsible for Monitoring: ESL Campus Coordinator				
Supervising LPAC Administrator				
PLCs				
Campus Administration				
Problem Statements: Student Achievement 2				
Funding Sources: Materials and support for ELL students - Title III - $3,900, IMM Social Worker - Title III - IMM - $68,994				
Strategy 2: TWHS will monitor special education students. Teachers will regularly communicate with case managers and other support personnel to ensure proper supports are in place for each student according to the student's specific support plan; teachers will adjust as needed based on collected student data.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased Student Progress measure for sped. students.	Feb	Apr	July	July
Increased Student Achievement measure for sped. students.				
Staff Responsible for Monitoring: Sped. Department Chair				
Sped. Case Manager				
Diagnostician				
LSSP				
Counselor				
Administration				
Classroom Teachers				
Problem Statements: Student Achievement 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In the School Progress Domain for Academic Growth Score by Grade and Subject, there was zero growth. There was a decrease in growth by at least one percentage point in every subject/grade level area. **Root Cause:** Professional Learning Communities are not being implemented with fidelity. There is a lack of understanding, campus wide, regarding specific components of a PLC.
Problem Statement 2: English Language Learners did not grow one language proficiency level in English as measured by the TELPAS assessment. **Root Cause:** Students dual coded in the Sped and ELL programs require additional supports; some due to their area of eligibility in sped. while others due to their language acquisition. Long term ELL students have developed apathy toward the TELPAS assessment, and therefore, do not put forth their greatest effort.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Strategy 1: All TWHS faculty with fiscal responsibilities will maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Accounts Manager to ensure that all expenditures align with campus vision.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Effective fiscal management of resources and operations	Feb	Apr	July	July
Staff Responsible for Monitoring: Administrators and Faculty related to fiscal responsibilities Activity Accounts personnel Budget/Travel/Business Accounts personnel				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Recruitment, Development, and Retention of Staff:
CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: TWHS will provide job embedded professional development for digital learning strategies and software and/or programs needed to support the virtual learning platform.

Evaluation Data Sources: Noticeable relevant changes in campus practices as evidenced through Canvas lessons.
Participation of teachers in the PD opportunities provided to support virtual learning platform.
Campus PLCs implementation of digital learning strategies.

Summative Evaluation: None

Strategy 1: TWHS will notify teachers of virtual learning opportunities offered by the district technology coach.	Reviews			
Strategy's Expected Result/Impact: Building capacity of campus staff regarding technology and digital learning strategies.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration Department Chairs PLC Team Leaders	Feb	Apr	July	July
Problem Statements: Culture and Climate 1				

Strategy 2: Encourage staff to request and lead additional learning opportunities as the need arises.	Reviews			
Strategy's Expected Result/Impact: Build capacity of campus staff as leaders and encourage continuous learning for all faculty.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration Department Chairs PLC Team Leaders	Feb	Apr	July	July
Problem Statements: Culture and Climate 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Teacher morale and overall stress is higher than average for the 2020-2021 school year **Root Cause:** Covid 19 Pandemic has caused teachers to have to balance both virtual and in person learning platforms, thus adding to their overall workload, requiring they embed digital learning opportunities into their everyday curriculum.

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Administration
Parents/Students/Community
Counselors

Summative Evaluation: None

Strategy 1: TWHS will send out bi-weekly newsletter, Highlander Happenings, which will outline important events, deadlines, announcements, and opportunities to get involved.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased capacity for parents/students/community to stay informed of all that is happening at The Woodlands High School.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration Parents/Students/Community Counselors				
Problem Statements: Parent and Community Engagement 1				

Strategy 2: Counseling Department will provide interactive digital lessons, via TWHS Counseling Newsletter, for families on how to best meet/address the social/emotional needs of students whether students are in a virtual learning platform or an in-person learning platform.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased capacity of families' ability to support student learning and social/emotional health.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration Counselors Parents/Students/Community				
Problem Statements: Parent and Community Engagement 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Interaction between parents/community and TWHS is limited for the 2020-2021 school year. **Root Cause:** Due to the Covid 19 Pandemic, restrictions have been placed on in-person interactions/in person visitors at TWHS.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: TWHS will educate students and staff on the recognition and prevention of emotional and social safety issues (i.e. bullying, suicide awareness, harassment, cyber safety) to decrease the number of bullying, harassment, and cyber offenses during the 2020-2021 school year.
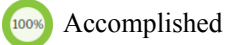
Evaluation Data Sources: Reports of bullying/cyberbullying and violations of acceptable use policy
View It Discipline referrals
Counseling lessons for students
Counseling digital lessons for families from Counseling Newsletter

Summative Evaluation: None

Strategy 1: Counselors, administrators, and campus communication will provide training on both legal requirements and best practices with response to bullying, suicide prevention, harassment, cybersafety, and abuse.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Social-emotional best practices taught and implemented in classrooms	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Counselors Administration Teachers Students CISD police Parents				

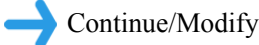| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Safe Schools:
CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 2: TWHS will provide staff with safety and security protocols by implementing consistent training programs for students, staff, and parents that address physical safety and emergency procedures in collaboration with CISD Police and local authorities.

Evaluation Data Sources: Recorded log of all campus Safety Drills
Safe Schools Training for all staff and administration

Summative Evaluation: None

Strategy 1: TWHS will have monthly fire drills as well as drills involving lock down procedures, active shooter, and weather warning procedures to educate and practice proper protocols for dangerous situations.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: All drills will be completed successfully and any real issues that arise will be handled according to safety protocols. **Staff Responsible for Monitoring:** All Campus Personnel	Feb	Apr	July	July
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 3: CISD and TWHS will provide training and support around cultural and diversity awareness.

    Evaluation Data Sources: CISD and TWHS Professional Development records.
List of campus inclusive clubs

    Summative Evaluation: None

Strategy 1: In collaboration with CISD, TWHS will provide cultural and diversity awareness training for all faculty.	Reviews			
Strategy's Expected Result/Impact: Inclusive conversations about racism and culture Positive school cultural change	Formative			Summative
Staff Responsible for Monitoring: CISD trainers for Cultural and Diversity Awareness Training THWS campus administration TWHS Teachers	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Canvas learning platform will be utilized by every teacher at TWHS.		Reviews		
Strategy's Expected Result/Impact: All students will have the ability to engage online through the Canvas learning platform. **Staff Responsible for Monitoring:** Administration Campus technology personnel Counselors Teachers		Formative		Summative
		Feb	Apr	July	July

Strategy 2: Teachers will be provided training for Proctorio (a proctoring software that works in conjunction with Canvas) to ensure academic integrity on campus assessments.		Reviews		
Strategy's Expected Result/Impact: Fewer referrals for academic dishonesty Teachers will be intentional in assessment development. **Staff Responsible for Monitoring:** Administration Department Chairs Teachers		Formative		Summative
		Feb	Apr	July	July

Strategy 3: Students will follow digital aged practices and digital citizenship standards.		Reviews		
Strategy's Expected Result/Impact: Decreased disciplinary issues surrounding digital citizenship **Staff Responsible for Monitoring:** Administration Counselors Teachers		Formative		Summative
		Feb	Apr	July	July

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: TWHS will utilize School Messenger to send out important communication regarding important school happenings (i.e. inclement weather, testing dates, updated policies, etc.).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parents and students will stay informed of the important upcoming events occurring at TWHS and will be able to plan accordingly.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration Counselors Campus Testing Coordinator				

Strategy 2: TWHS will utilize Highlander Happenings to communicate upcoming activities, opportunities to engage at school, faculty birthdays, links to important information, etc.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parents and Students will stay informed of all events and opportunities to participate in activities	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration TWHS Faculty Counselors				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Personnel for The Woodlands High School

Name	Position	Program	FTE
Christopher Harden	Math Teacher	State Comp Ed	1.00
Craig Smith	Math Teacher	State Comp Ed	1.00
John Fike	Physics Teacher	State Comp Ed	1.00
Joshua Lindsay	Science Teacher	State Comp Ed	1.00
Kathryn Frank	English Teacher	State Comp Ed	1.00
Kyle Jones	Math Teacher	State Comp Ed	1.00
Messaoud Benchaita	Math Teacher	State Comp Ed	1.00
Nancy Lehman	Math Teacher	State Comp Ed	1.00
Nicole Erskine	Math Teacher	State Comp Ed	1.00
Patricia Matte-Swart	Paraprofessional	State Comp Ed	1.00
Priscilla Shelton	Paraprofessional	State Comp Ed	1.00
Samantha Hunt	Math Teacher	State Comp Ed	1.00

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Support for At Risk Students		$577,853.00
1	1	2	Extra Duty pay for credit recovery teachers		$21,000.00
1	1	2	Technology		$6,000.00
1	1	2	Tutors		$20,000.00
				Sub-Total	$624,853.00
				Budgeted Fund Source Amount	$624,853.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Materials and support for ELL students		$3,900.00
				Sub-Total	$3,900.00
				Budgeted Fund Source Amount	$3,900.00
				+/- Difference	$0.00
			Title III - IMM		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	IMM Social Worker		$68,994.00
				Sub-Total	$68,994.00
				Budgeted Fund Source Amount	$68,994.00
				+/- Difference	$0.00
				Grand Total	$697,747.00

Addendums