

Conroe Independent School District

The Woodlands High School

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The Woodlands High School did not receive a 2021 Overall Texas Accountability Rating based on a declared state of disaster. Overall, most STAAR EOC scores and participation dropped in the 2020-2021 due to the ongoing COVID pandemic that had an impact on instruction and on attendance. Staar EOC scores are based on student enrollment of 4,249 students with 9.2% Economically Disadvantaged, 4.7% Emerging Bilinguals, and 5.5% Special Education. During the COVID pandemic, families were given the option for students to participate in person or remotely. At the end of last year, 1,042 students were remote students while 3,207 students were in person. Of the 32% of students that were remote, 127 students were 9th graders; 229 students were 10th graders; 296 students were 11th graders, and 390 students were 12th graders. In addition, many juniors and seniors reported holding down part-time jobs while working remotely on their high school courses.

The Woodlands High School Testing Profile for 2020-2021

STAAR EOC Test	Approaches	Meets	Masters
English 1	93	86	42
English 2	94	90	33
Algebra 1	86	53	25
Biology	98	91	65
US History	98	94	92

The highlighted areas represent an increase in STAAR EOC scores when compared to the 2018-2019 STAAR EOC scores.

While the campus had strong STAAR EOC scores in comparison to the district averages, the campus still has some gaps within student subgroups (Economically Disadvantaged, Emerging Bilinguals, and Special Education). These areas will need to be targeted for more personalized learning in order to reach the targets for the 2021-2022 school year.

The Woodlands High School Testing Profile for 2020-2021 for Economically Disadvantaged, Emerging Bilinguals, and Special Education

STAAR EOC for Economically Disadvantaged:

STAAR EOC Test	Approaches	Meets	Masters
English 1	84	72	25
English 2	78	73	20
Algebra 1	81	49	25

STAAR EOC Test	Approaches	Meets	Masters
Biology	97	86	44
US History	87	87	70

* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2018-2019 STAAR EOC scores.

STAAR EOC for Emerging Bilinguals:

STAAR EOC Test	Approaches	Meets	Masters
English 1	70	52	7
English 2	62	49	0
Algebra 1	83	45	23
Biology	95	76	48
US History	94	82	50

* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2018-2019 STAAR EOC scores.

STAAR EOC for Special Education:

STAAR EOC Test	Approaches	Meets	Masters
English 1	47	28	2
English 2	46	23	3
Algebra 1	55	17	4
Biology	86	55	10
US History	76	64	50

* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2018-2019 STAAR EOC scores.

While TWHS exceeded the state target for student achievement, there is still work to be done in the areas of College, Career, and Military Readiness as well as Texas Success Initiative (TSI) criteria. In addition, TWHS will focus on continually improvement on student achievement on STAAR EOC tests with an emphasis on our sub-populations including economically disadvantaged students, emerging bilinguals, and special education students.

TWHS AP Student Data

In Spring, 2019, TWHS had 1,506 students participating in 3,249 exams with a 84.6% of students with an AP Score of a 3 or higher.

In Spring, 2020, TWHS had 1,418 students participating in 2,992 exams with a 85.19% of students with an AP Score of a 3 or higher.

In Spring, 2021, TWHS had 1,254 students participating in 2,528 exams with a 82.06% of students with an AP Score of 3 or higher.

TWHS SAT Data

	ERW	Math	Total
TWHS	601	599	1200
Texas	505	498	1003
Nation	533	528	1060

TWHS National Merit Recognition for Class of 2022

Semifinalists: 8

Commended Scholars: 42

National Hispanic Scholars: 67

National African American Scholars: 13

National Indigenous Scholars: 2

TWHS CCMR Student Data

With the ongoing COVID pandemic, student participation in AP tests, SAT and ACT decreased in 2020-2021 while student participation in Dual Credit and in industry-based certification increased. The reason behind the increase in Dual Credit was due to the lowered admission criteria into dual credit courses for the 2020-2021 school year. Lone Star College accepted alternate test criteria due to the lack of the availability of TSI, SAT, and ACT in spring of 2020.

Total Graduates for 2020: 1,072

Total Graduates for 2021: 1,104

Total credit for CCMR Criteria for 2020: 88%

Total credit for CCMR Criteria for 2021: 84%

TSI Criteria met for ELA and Mathematics for 2020: 80%

TSI Criteria met for ELA and Mathematics for 2021: 75%

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2020: 34%

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2021: 41%

Earned an Industry-based certification in 2020: 13%

Earned an Industry-based certification in 2021: 15%

Student Achievement Strengths

TWHS STAAR EOC Masters Grade Level Criteria:

In 2021, the percentage of students scoring at the Master Grade Level were 25% Algebra I, 65% Biology, 42% English I, 33% English II, and 82% US History.

In 2019, the percentage of students scoring at the Masters Grade Level were 31% Algebra 1, 57% Biology, 37% English I, 21% English II, and 86% US History.

Based on these results, our masters grade level scores went up in three out of five categories. TWHS wants to continue this trend along with raising the Masters Grade Level scores for Algebra I.

Between 2019 and 2021, The Woodlands High School made improvements in several areas.

- On the English II EOC, the percent of students who scored at the Meets Grade Level increased from 84% to 90%.
- On the Biology EOC, the percent of students who scored at the Approaches Grade Level increased from 97% to 98%.

Between 2019 and 2021, TWHS made improvements in a few of our sub-population groups. Our Economically Disadvantaged students had the highest overall increase in STAAR EOC scores.

STAAR EOC Test Profile for Economically Disadvantaged:

STAAR EOC TEST	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
English 1	78	84	70	72	20	25
English 2	73	78	59	73	8	19
Algebra 1	78	81	53	49	24	25
Biology	87	97	76	86	32	44
US History	94	87	87	87	61	70

* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2018-2019 STAAR EOC scores.

Two areas of strength in college, career, and military readiness for The Woodlands High School were:

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2020: 34%

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2021: 41%

Earned an Industry-based certification in 2020: 13%

Earned an Industry-based certification in 2021: 15%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2020 decreased by 9% from the 2019 cohort. **Root Cause:** Due to the Covid pandemic, colleges altered their admission requirements resulting in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.

Problem Statement 2 (Prioritized): The percent of graduates that are College, Career, or Military ready decreased by 7% from cohort 2019 to cohort 2020. **Root Cause:** Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in ACT/SAT/TSI exams. In addition, instructional changes in the spring of 2020 and the choice of many seniors to remain on the remote learning platform produced gaps in learning. Military reporting requirements were changed in the 2020-2021 school year.

Problem Statement 3 (Prioritized): Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

Problem Statement 4 (Prioritized): Student participation and student performance in the Advanced Placement program decreased from 2019 to 2021. **Root Cause:** Students in our AP program are not required to take the exam. Colleges that do not provide credit impact student willingness to take the exam. Additionally, our dual credit government program impacted are overall participation rates in AP Government exams. COVID pandemic directly influenced student preparedness and willingness to take the AP Exams in the spring of 2021.

Problem Statement 5: Economically disadvantaged students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Economically disadvantaged students who selected the virtual platform struggled with the lack of structure and as a result, their learning was negatively impacted. Many families were displaced due to job losses and struggled with a lack of stability in their home lives.

Problem Statement 6 (Prioritized): Special Education students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. In turn, teachers, both general education and special education, struggled with implementing students' accommodations with fidelity in a virtual platform.

Problem Statement 7: With the move to online STAAR EOC testing in the 2022-2023 school year, technology must be a priority in the upcoming school year so students can be prepared for online assessments. **Root Cause:** Due to the COVID pandemic, many Chrome books and other forms of technology were used by students at home which has

impacted the number and quality of our technology items.

Problem Statement 8: While STAAR EOC testing areas improved in the Masters Grade Level for three testing categories (English 1, English 2, and Biology), the percentage of students performing at the Masters Grade Level is still low for four of the five STAAR EOC assessments (English 1, English 2, Algebra 1, and Biology). **Root Cause:** Students are struggling with the ability to think critically and to apply their knowledge and skills in a variety of contexts. With learning loss due to COVID, teachers are struggling with how to bridge the learning gaps along with striving to push students to the higher levels of instruction.

Culture and Climate

Culture and Climate Summary

TWHS is very intentional in creating a positive climate. TWHS invests in building strong connections with students, parents, and community. TWHS maintains a safe, collaborative 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, parents, and community. In addition, TWHS will be onboarding PBIS Foundations training during this current school year to continue our tradition of positive, proactive approach to student behavior.

An annual review is conducted of discipline records, including student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. For the 2020-2021 school year, 1,928 referrals were processed and 1,029 of the referrals were for tardies. The next two highest counts were 137 for skipping and 123 for academic dishonesty. The total incidents by grade level were: 9th (494), 10th (563), 11th (411), and 12th (460). As evidenced by the discipline incident report, 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 2021-2022 school year has had some unexpected struggles due to Covid19. Teachers are experiencing ongoing difficulties with absent students due to positive COVID tests and/or quarantine requirements. The campus has instituted after school testing to assist with make-up testing. Students are able to sign up for a two hour time slot on Tuesdays, Wednesday, and Thursdays to take any missed quizzes and/or exams. Additionally, substitute teachers continues to be a challenge with the ongoing COVID pandemic. As a result of an increase in teacher absents, our campus substitute coordinator is ensuring coverage for future absents up to two months in advance for planned absences for our coaches and other staff members.

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.
- Administrators work closely with faculty and staff in the decision-making process.
- TWHS provides professional development on the implementation of PBIS Foundations.
- All stakeholders feel that they are a part of the decision-making process.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Due to the COVID pandemic, course failures were higher in the 2020-2021 school year due to a higher number of absences related to COVID and a number of remote students who struggled considerably on the remote platform. **Root Cause:** With higher course failures, many students could not recover all of their credits in summer school and must navigate additional core courses within their 8 period day.

Problem Statement 2: The school community continues to struggle with the physical and emotional stress of the ongoing COVID pandemic. **Root Cause:** With the return of all students, teachers are struggling to navigate a larger number of students while maintaining a safe environment. Teachers are faced with the implications of learning loss for students due to the ongoing COVID pandemic.

Problem Statement 3: The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. **Root Cause:** Due to the ongoing COVID pandemic, students did not have many chances to attend large scale events outside of school. With the mixed platforms last year, many students either worked from home or they participated in person with reduced classroom numbers. The current struggle will be to engage students in a consistent classroom and school routine.

Parent and Community Engagement

Parent and Community Engagement Summary

The COVID pandemic put a strain on the ability of TWHS to foster parent and community engagement. Currently, the campus has limited visitors which has impacted activities such as pep rallies. PTO has embraced the new challenge of bringing school and community together and are finding innovative ways to connect even during this difficult time. With the recent lowering of our COVID threat status, our hope is to slowly incorporate TWHS traditions such as pep rallies and schoolwide dances.

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. Our counseling staff also has a monthly newsletter that has academic, college and career, and social and emotional topics to assist students and their families. In addition, our counselors use the Naviance program as well as Canvas courses and Canvas email to communicate school information.

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 Site Based Decision-Making 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.

Our staff members make an effort to respond quickly to all parent emails and phone calls. Our School Messenger system along with our various social media platforms such as Instagram and Facebook allow parents and community members to be informed of high school information and events. Our counseling department has parent nights and online presentations to assist families in navigating through high school and postsecondary information. During course registration, parents are able to attend presentations on Endorsements, Dual Credit, Advanced Placement, postsecondary choices, and an elective fair.

With the ongoing need for online resources, our staff continues to engage our families through online presentations, videos, and graphic organizers.

Our TWHS PTO and TWHS booster clubs are strong organizations that offer endless support to our staff and to our students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The communication between the parents and the school community often suffers through the various modes of communication. **Root Cause:** TWHS parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Highlander Happenings, Counselor Newsletter, Facebook, and Instagram. With so many platforms, parents may struggle with where to find information.

Problem Statement 2: TWHS has seen changes over the last ten years in demographics (i.e., ethnicity, SES, special education, 504, and Emergent Bilinguals) which has impacted our campus climate and culture. **Root Cause:** With the changing population in The Woodlands along with the recent COVID pandemic, the makeup of the student body

and the students' behaviors has shifted in several areas which has impacted the climate and culture in and outside the classroom.

Problem Statement 3: TWHS has struggled with parent engagement, especially over the 18 months due to the ongoing COVID pandemic. **Root Cause:** With the COVID restrictions of parent involvement on campus, parents have not been able to participate on campus in activities such as school plays, pep rallies, volunteer activities, and other events. With these restrictions, our parents have struggled with ways to be involved with our campus.

Priority Problem Statements

Problem Statement 1: The percent of graduates that are College, Career, or Military ready decreased by 7% from cohort 2019 to cohort 2020.

Root Cause 1: Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in ACT/SAT/TSI exams. In addition, instructional changes in the spring of 2020 and the choice of many seniors to remain on the remote learning platform produced gaps in learning. Military reporting requirements were changed in the 2020-2021 school year.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2020 decreased by 9% from the 2019 cohort.

Root Cause 2: Due to the Covid pandemic, colleges altered their admission requirements resulting in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The communication between the parents and the school community often suffers through the various modes of communication.

Root Cause 3: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Highlander Happenings, Counselor Newsletter, Facebook, and Instagram. With so many platforms, parents may struggle with where to find information.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments.

Root Cause 4: Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Student participation and student performance in the Advanced Placement program decreased from 2019 to 2021.

Root Cause 5: Students in our AP program are not required to take the exam. Colleges that do not provide credit impact student willingness to take the exam. Additionally, our dual credit government program impacted are overall participation rates in AP Government exams. COVID pandemic directly influenced student preparedness and willingness to take the AP Exams in the spring of 2021.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Due to the COVID pandemic, course failures were higher in the 2020-2021 school year due to a higher number of absences related to COVID and a number of remote students who struggled considerably on the remote platform.

Root Cause 6: With higher course failures, many students could not recover all of their credits in summer school and must navigate additional core courses within their 8 period day.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Special Education students are performing well below the performance level for all students on STAAR EOC assessments.

Root Cause 7: With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. In turn, teachers, both general education and special education, struggled with implementing students' accommodations with fidelity in a virtual platform.

Problem Statement 7 Areas: Student Achievement

Goals

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: TWHS will increase our met CCMR criteria from 72% to 85%.

HB3 Goal

Evaluation Data Sources: TAPR Report
Industry-Based Certifications in View It
Lone Star College Dual Credit
College Board
ACT
TSIA

Strategy 1 Details

Strategy 1: Counselors will assist students with college and career planning through guidance lessons, individual conferences, canvas courses, parent/student presentations, and counselor corner website. In addition, counselors will visit all CTE teachers and classrooms in a two day CTE showcase prior to course registration in late January.

Strategy's Expected Result/Impact: An increased number of students will graduate with a CCMR complete indicator through TSI criteria being met, AP exams, Dual credit courses, and/or Industry-based certifications.

Staff Responsible for Monitoring: Counselors

Problem Statements: Student Achievement 2

Strategy 2 Details

Strategy 2: CTE teachers will promote their course pathways through written and online resources which include course descriptions, course sequences, and Industry-based certifications and will attend CTE professional development opportunities. Students will attend an elective night in January prior to course registration where CTE teachers will welcome students and families into their classrooms for short presentations to highlight their various programs and certifications.

Strategy's Expected Result/Impact: An increase in the number of Industry-based certifications.

Staff Responsible for Monitoring: Administration
CTE Department Chair
CTE Teachers

Problem Statements: Student Achievement 2

Funding Sources: Books and Instructional Materials - State Comp Ed - \$12,923, Substitutes for Tutoring - State Comp Ed - \$7,423

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: The percent of graduates that are College, Career, or Military ready decreased by 7% from cohort 2019 to cohort 2020. **Root Cause:** Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in ACT/SAT/TSI exams. In addition, instructional changes in the spring of 2020 and the choice of many seniors to remain on the remote learning platform produced gaps in learning. Military reporting requirements were changed in the 2020-2021 school year.

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: TWHS will increase the overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics from 75% to 80%.

HB3 Goal

Evaluation Data Sources: TAPR Report

College Board

ACT

TSIA

Strategy 1 Details

Strategy 1: The counselors will target students who have not met the TSI criteria in both ELA/Reading and Mathematics and encourage these students to attend English and Math tutorials with their current teachers. TWHS will offer additional TSI testing opportunities for students to retest both the ELA/Reading and Mathematics portions of the TSI if needed.

Strategy's Expected Result/Impact: An increased number of students who will have met College Readiness for both ELA and Mathematics.

Staff Responsible for Monitoring: Administration

Counselors

Problem Statements: Student Achievement 1

Funding Sources: Teacher 1 College Algebra - State Comp Ed - \$82,018, Teacher 2 College Algebra - State Comp Ed - \$27,481, Teacher 8 College Algebra and Advanced Quantitative Reasoning - State Comp Ed - \$78,877, Teacher 7 Algebra 2 - State Comp Ed - \$54,961, Teacher 5 English - State Comp Ed - \$83,275

Strategy 2 Details

Strategy 2: English and Math teachers will take the TSI in October to assist them in college readiness planning within their PLCs. Based on that information, English 3 and English 4 teachers will focus on incorporating curriculum to prepare students for the TSI, SAT, and ACT tests along with Algebra 2, College Algebra, PreCalculus and AQR teachers.

Strategy's Expected Result/Impact: A higher number of TWHS students will graduate as having met TSI criteria for ELA and Mathematics.

Staff Responsible for Monitoring: Administrators

Mathematics Instructional Math Coach

Department Chairs

Team Leads

PLCs

Teachers

Problem Statements: Student Achievement 1

Funding Sources: Academic Interventionists for two years: 1 English and 1 Math - ESSER - \$289,762

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2020 decreased by 9% from the 2019 cohort. **Root Cause:** Due to the Covid pandemic, colleges altered their admission requirements resulting in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.

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: TWHS will increase our Emergent Bilingual passing rate for STAAR EOC English 1 from 70% to 80%, for STAAR EOC English 2 from 62% to 80%, and for STAAR EOC Algebra 1 from 83% to 88%.

Evaluation Data Sources: TAPR Report

Telpas Report

LPAC Administrator

ESL Coordinator

Strategy 1 Details

Strategy 1: The ESL Coordinator will provide targeted instruction to our new Emergent Bilinguals in ELDA and ESOL courses to increase their English Language Acquisition.

Strategy's Expected Result/Impact: Students will improve on STAAR EOC assessments, TELPAS assessments, and classroom assessments.

Staff Responsible for Monitoring: LPAC Administrator

ESL Coordinator

Problem Statements: Student Achievement 3

Funding Sources: iPad Carts for ESL Classrooms - Ninth and Senior Campus - ESSER - \$22,294

Strategy 2 Details

Strategy 2: The ESL Coordinator will continue to train teachers on how to support Emergent Bilingual Learners. Teachers will continue to have Emerging Bilinguals in their classes and will teach their students how to utilize their in-class supports such as Bilingual dictionaries and Translation applications.

Strategy's Expected Result/Impact: Emergent Bilingual Learners will have higher grades in their coursework along with better performance on standardized tests such as STAAR EOC and TELPAS.

Staff Responsible for Monitoring: LPAC Administrator

ESL Coordinator

Counselors

PLCs

Teachers

Problem Statements: Student Achievement 3

Funding Sources: Teacher Assigned as Newcomer Liaison - Title III - \$70,000, ESL Materials - Title III - \$3,900

Strategy 3 Details

Strategy 3: Emergent Bilinguals will attend STAAR EOC tutorials as required by HB 4545 during advisory, after school, and/or Saturday depending on their area of deficiency.

Strategy's Expected Result/Impact: Emergent Bilinguals will score higher on the STAAR EOC test and the campus will see an overall improvement on STAAR EOC exams for Emerging Bilinguals.

Staff Responsible for Monitoring: LPAC Administrator

ESL Coordinator

Administration

Counselors

Teachers

Problem Statements: Student Achievement 3

Funding Sources: Extra Duty - State Comp Ed - \$2,600, Computer Supplies - State Comp Ed - \$800

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 3: Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

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: TWHS will increase AP Student Participation from 1,301 students to 1,350 students and will increase the Total Number of AP Students with a Score of 3 or higher from 83.32% to 86%.

Evaluation Data Sources: College Board
AP Administrator
Teachers
Counselors

Strategy 1 Details

Strategy 1: During course registration, counselors and teachers will target high performing level students by recommending appropriate AP courses for the upcoming calendar year. Counselors also will use the AP Potential report for their students during course registration to target potential AP students.

Strategy's Expected Result/Impact: An increase in the number of students enrolled in AP classes.

Staff Responsible for Monitoring: AP Administrator
Counselors
Teachers

Problem Statements: Student Achievement 4

Strategy 2 Details

Strategy 2: AP Teachers will use the information on AP Classroom along with the AP Instructional Planning Report to enhance their instructional practices for the current school year.

Strategy's Expected Result/Impact: A higher number of students will score a 3 or higher on their AP Exams.

Staff Responsible for Monitoring: AP Administrator
Counselors
PLCs
AP Teacher Team Lead
AP Teachers

Problem Statements: Student Achievement 4

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 4: Student participation and student performance in the Advanced Placement program decreased from 2019 to 2021. **Root Cause:** Students in our AP program are not required to take the exam. Colleges that do not provide credit impact student willingness to take the exam. Additionally, our dual credit government program impacted are overall participation rates in AP Government exams. COVID pandemic directly influenced student preparedness and willingness to take the AP Exams in the spring of 2021.

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: TWHS will increase our Special Education passing rate for STAAR EOC English 1 from 47% to 70%, for STAAR EOC English 2 from 46% to 70%, and for STAAR EOC Algebra 1 from 55% to 70%.

Evaluation Data Sources: TAPR Report
STAAR EOC Interim Assessments
Common Formative Assessments

Strategy 1 Details

Strategy 1: TWHS will utilize math instructional coach and district instructional support coach to assist teachers with targeted intervention in English Language Arts and in Mathematics.

Strategy's Expected Result/Impact: Students will close gaps in their learning which will increase their STAAR EOC scores as well as classroom grades.

Staff Responsible for Monitoring: Math Instructional Coach

District Instructional Coach
Special Education Department Chair
Special Education Teachers
General Education Teachers

Problem Statements: Student Achievement 6

Strategy 2 Details

Strategy 2: Students who are in Special Education will attend STAAR EOC tutorials as required by HB 4545 during advisory, after school, and/or Saturday depending on their area of deficiency.

Strategy's Expected Result/Impact: Students will score higher on the STAAR EOC test and the campus will see an overall improvement on STAAR EOC exams for students who are in Special Education.

Staff Responsible for Monitoring: Special Education Teachers

General Education Teachers
Special Education Department Chair
Special Education Case Managers

Problem Statements: Student Achievement 6

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 6: Special Education students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. In turn, teachers, both general education and special education, struggled with implementing students' accommodations with fidelity in a virtual platform.

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: TWHS will maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details
<p>Strategy 1: All TWHS faculty with fiscal responsibilities will maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Account Manager to ensure that all expenditures align with the campus vision.</p> <p>Strategy's Expected Result/Impact: Clean audit of all activity and budget accounts.</p> <p>Staff Responsible for Monitoring: Campus Principal Administrators and Faculty with fiscal responsibilities Activity Accounts personnel Budget/Travel/Business Accounts personnel</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 2: TWHS will focus on alignment of the Administration teams between the Ninth grade and the Senior campuses. In addition, the Administrative teams will focus on Instructional Leadership.

Evaluation Data Sources: Principals
Associate Principals
Assistant Principals

Strategy 1 Details

Strategy 1: TWHS will have monthly "A" team meetings that will include all administrators from Ninth grade and Senior campuses. The Ninth grade administrators will attend weekly administrative meetings with the Senior campus administrators.

Strategy's Expected Result/Impact: The Administrative team will work cohesively as a unit and will handle fundamental issues such as attendance and discipline in the same manner on each campus.

Staff Responsible for Monitoring: Principals
Associate Principals
Assistant Principals

Strategy 2 Details

Strategy 2: TWHS Assistant Principals will attend professional development that will focus on Instructional Leadership as well as attend their assigned department Professional Learning Committee meetings.

Strategy's Expected Result/Impact: Assistant Principals will become Instructional Leaders on campus which will have a positive impact on instruction and student learning.

Staff Responsible for Monitoring: Principals
Associate Principals

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

Evaluation Data Sources: Human Resource Records, T-TESS Records

Strategy 1 Details
<p>Strategy 1: TWHS will support new teachers through the establishment of a group called "Team Tartan" which begins with a TWHS new teacher orientation led by a veteran teacher and administrator. In addition, new teachers receive a mentor teacher who assists them throughout the year along with professional development, instructional rounds, and monthly group meetings with veteran teacher and administrator. With the addition of our Math Instructional Coach, our new Math teachers will receive additional support on topics such as working with 504/Sped/Emergent Bilingual students, data driven decision-making, and instructional strategies.</p> <p>Strategy's Expected Result/Impact: New teachers will have a successful year as evidenced by our staff retention rates and overall student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal Assistant Principals Veteran Teacher Mathematics Instructional Coach</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 maximize learning for all students by developing partnerships with our parents and our community through various forms of communication such as School Messenger, biweekly and monthly newsletters, Website, Facebook and Instagram.

Evaluation Data Sources: Parent engagement with newsletters, website, and social media
Parent and community attendance at school-wide events
Administrators
Counselors
Teachers
Parents/Students/Community Members

Strategy 1 Details
<p>Strategy 1: TWHS will send out bi-weekly Highlander Happenings Newsletter and a monthly Counselor Newsletter which will outline important events, deadlines, announcements, and opportunities for students and families to get involved.</p> <p>Strategy's Expected Result/Impact: Increased capacity for parents/students/community to stay informed of activities and events that occur at TWHS.</p> <p>Staff Responsible for Monitoring: Administration Counselors Parents/Students/Community Teachers</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: The communication between the parents and the school community often suffers through the various modes of communication. Root Cause: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. Our campus has multiple ways of communicating: Website, School Messenger, Highlander Happenings, Counselor Newsletter, Facebook, and Instagram. With so many platforms, parents may struggle with where to find information.</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: To cultivate a safe, positive campus climate and culture through the implementation of the PBIS Foundations.

Evaluation Data Sources: Administrators

Counselors

Department Chairs

Teachers

PBIS Foundation Team

Data collection

Strategy 1 Details
<p>Strategy 1: Through professional development and a PBIS Foundations team, the campus will create and implement positive behavioral interventions and supports to promote school safety and good behavior.</p> <p>Strategy's Expected Result/Impact: Improved campus climate and culture where all students benefit from a positive school climate and culture.</p> <p>Staff Responsible for Monitoring: Administration PBIS Foundations Team</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 3: TWHS will focus on increasing parent engagement for the upcoming school year, especially after the recent struggles within the community due to the COVID pandemic.

Evaluation Data Sources: School Based Decision Committee
LPAC Committee
Parent Booster Representatives
Parent Teacher Organization Representatives

Strategy 1 Details
<p>Strategy 1: TWHS will seek new ideas on ways to improve our parent engagement from various parent booster representatives and our Parent Teacher Organization.</p> <p>Strategy's Expected Result/Impact: With suggestions from our parents, TWHS will find innovative ways to grow our parent engagement, especially after students and families have struggled with complications of the COVID pandemic over the last 18 months.</p> <p>Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Counselors</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: TWHS will continue to use Tier 1 strategies for all students to create engaging, rigorous classroom environments.

Strategy 1 Details
<p>Strategy 1: TWHS will offer professional development by our district instructional coach and our math instructional coach with an emphasis on innovative ways to use technology for instruction and for assessment along with additional professional development opportunities through other sources.</p> <p>Strategy's Expected Result/Impact: With the necessity to prepare students for standardized online testing, students will benefit from the use of technology within their classrooms and will apply this knowledge and skills to their standardized testing throughout the year.</p> <p>Staff Responsible for Monitoring: District Instructional Coach Mathematics Instructional Coach Administrators</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Substitutes for Professional Development - ESSER - \$31,200, Professional Learning for Teachers - ESSER - \$2,549</p>
Strategy 2 Details
<p>Strategy 2: TWHS will introduce a blend of STAAR EOC tutorials for HB 4545 that will be offered during advisories, after school, and Saturdays to fulfill the requirements of HB 4545.</p> <p>Strategy's Expected Result/Impact: With targeted STAAR EOC tutorials, TWHS will have more students pass the STAAR EOC when they retake their tests in December, April, and May.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Mathematics Instructional Coach Department Chairs PLCs Team Leads Teachers</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Healthy Snacks for Tutorials - ESSER - \$3,000, Teacher 3 Science Teacher for Credit Recovery - State Comp Ed - \$77,746, Paraprofessional Aide 1 - State Comp Ed - \$30,182, Instructional Materials - State Comp Ed - \$10,000, Paraprofessional Aide 2 (Works with Accommodated Testing) - State Comp Ed - \$31,251, After School and Saturday Tutorials/Summer Bootcamp - ESSER - \$16,809, Teacher 4 Science Teacher for Credit Recovery - State Comp Ed - \$51,063, Teacher 6 Math Teacher for Credit Recovery - State Comp Ed - \$76,615, Teacher 9 Math Teacher for Credit Recovery - State Comp Ed - \$72,443, Substitutes for Tutoring - State Comp Ed - \$10,000, Teacher 10 Math Teacher for Credit Recovery - State Comp Ed - \$15,474</p>

Strategy 3 Details

Strategy 3: TWHS will assess vertical alignment in all high school core courses with a targeted focus on Mathematics curriculum between all grade levels.

Strategy's Expected Result/Impact: Students will increase their performance on course work, classroom assessments, and standardized tests.

Staff Responsible for Monitoring: Administrators

Mathematics Instructional Coach

District Instructional Coach

Department Chairs

Team Leads

PLCs

Teachers

Problem Statements: Student Achievement 1, 4 - Culture and Climate 1

Funding Sources: Substitutes - State Comp Ed - \$5,000

Strategy 4 Details

Strategy 4: STAAR EOC interim assessments, Student Learning Objectives and the CFAs will provide data to inform data-driven instruction.

Strategy's Expected Result/Impact: Students will improve their score on STAAR EOC assessments, classroom assessments, and other standardized tests such as TELPAS, SAT, ACT, and TSI.

Staff Responsible for Monitoring: Administrators

Mathematics Instructional Coach

Department Chairs

PLCs

Teachers

Problem Statements: Student Achievement 1, 3, 6 - Culture and Climate 1

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2020 decreased by 9% from the 2019 cohort. **Root Cause:** Due to the Covid pandemic, colleges altered their admission requirements resulting in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.

Problem Statement 3: Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

Problem Statement 4: Student participation and student performance in the Advanced Placement program decreased from 2019 to 2021. **Root Cause:** Students in our AP program are not required to take the exam. Colleges that do not provide credit impact student willingness to take the exam. Additionally, our dual credit government program impacted are overall participation rates in AP Government exams. COVID pandemic directly influenced student preparedness and willingness to take the AP Exams in the spring of 2021.

Student Achievement

Problem Statement 6: Special Education students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. In turn, teachers, both general education and special education, struggled with implementing students' accommodations with fidelity in a virtual platform.

Culture and Climate

Problem Statement 1: Due to the COVID pandemic, course failures were higher in the 2020-2021 school year due to a higher number of absences related to COVID and a number of remote students who struggled considerably on the remote platform. **Root Cause:** With higher course failures, many students could not recover all of their credits in summer school and must navigate additional core courses within their 8 period day.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: TWHS will increase our student ratio of access to various forms of technology in preparation for online STAAR EOC testing in the 2022-2023 school year along with staff professional development on ways for teachers to use technology in their classrooms.

Evaluation Data Sources: Tip Web Database of Campus technology

Librarians

Technology Coordinators

Assessment Coordinators

Department Chairs

Math Instructional Coach

District Instructional Coaches

Strategy 1 Details

Strategy 1: TWHS will purchase Chrome Carts, Mimio Boards, and TI-84 calculators to assist students with instruction and remediation in the classrooms.

Strategy's Expected Result/Impact: Students will have increased access to technology that will increase their ability to use technology effectively on state assessments such as the STAAR EOC tests as well as classroom assignments, quizzes, and assessments.

Staff Responsible for Monitoring: Department Chairs

Teachers

Problem Statements: Culture and Climate 1

Funding Sources: 10 Mimio Boards for Ninth Grade Math Teachers - ESSER - \$10,000, TI-84 Calculators for 9th Grade and Main Campus (570) - ESSER - \$86,326, 10 Chromebook carts for Ninth Grade Math Teachers - ESSER - \$111,470

Strategy 2 Details

Strategy 2: The District Instructional Coach will offer monthly professional development on how to use various forms of technology in the classroom such as Exam View in Eduphoria.

Strategy's Expected Result/Impact: Teachers will increase their technology use in the classroom as well as enhance their capability to analyze data to make better data driven decisions regarding curriculum within their professional learning communities.

Staff Responsible for Monitoring: Department Chairs

District Instructional Coach

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Due to the COVID pandemic, course failures were higher in the 2020-2021 school year due to a higher number of absences related to COVID and a number of remote students who struggled considerably on the remote platform. **Root Cause:** With higher course failures, many students could not recover all of their credits in summer school and must navigate additional core courses within their 8 period day.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books and Instructional Materials		\$12,923.00
1	1	2	Substitutes for Tutoring		\$7,423.00
1	2	1	Teacher 1 College Algebra		\$82,018.00
1	2	1	Teacher 2 College Algebra		\$27,481.00
1	2	1	Teacher 8 College Algebra and Advanced Quantitative Reasoning		\$78,877.00
1	2	1	Teacher 7 Algebra 2		\$54,961.00
1	2	1	Teacher 5 English		\$83,275.00
1	3	3	Extra Duty		\$2,600.00
1	3	3	Computer Supplies		\$800.00
5	1	2	Teacher 3 Science Teacher for Credit Recovery		\$77,746.00
5	1	2	Paraprofessional Aide 1		\$30,182.00
5	1	2	Instructional Materials		\$10,000.00
5	1	2	Paraprofessional Aide 2 (Works with Accommodated Testing)		\$31,251.00
5	1	2	Teacher 4 Science Teacher for Credit Recovery		\$51,063.00
5	1	2	Teacher 6 Math Teacher for Credit Recovery		\$76,615.00
5	1	2	Teacher 9 Math Teacher for Credit Recovery		\$72,443.00
5	1	2	Substitutes for Tutoring		\$10,000.00
5	1	2	Teacher 10 Math Teacher for Credit Recovery		\$15,474.00
5	1	3	Substitutes		\$5,000.00
Sub-Total					\$730,132.00
Budgeted Fund Source Amount					\$730,132.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Teacher Assigned as Newcomer Liaison		\$70,000.00
1	3	2	ESL Materials		\$3,900.00
Sub-Total					\$73,900.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$73,900.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Academic Interventionists for two years: 1 English and 1 Math		\$289,762.00
1	3	1	iPad Carts for ESL Classrooms - Ninth and Senior Campus		\$22,294.00
5	1	1	Substitutes for Professional Development		\$31,200.00
5	1	1	Professional Learning for Teachers		\$2,549.00
5	1	2	Healthy Snacks for Tutorials		\$3,000.00
5	1	2	After School and Saturday Tutorials/Summer Bootcamp		\$16,809.00
5	2	1	10 Mimio Boards for Ninth Grade Math Teachers		\$10,000.00
5	2	1	TI-84 Calculators for 9th Grade and Main Campus (570)		\$86,326.00
5	2	1	10 Chromebook carts for Ninth Grade Math Teachers		\$111,470.00
Sub-Total					\$573,410.00
Budgeted Fund Source Amount					\$573,410.00
+/- Difference					\$0.00
Grand Total					\$1,377,442.00