

**Conroe Independent School District**  
**The Woodlands High School**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

- The Woodlands High School is projected to receive a 2023 Overall Texas Accountability Rating of A.
- The Woodlands High School saw a significant move from the low 1,000s last year to breaking into the top 1,000 schools this year, according to US News and World Report. This year's ranking has us at 945 (an approx. 70-place improvement over last year), and because we are now in the top 1,000, we qualify to be ranked in the top 1,000 schools' Best STEM School category. This ranking is based on participation and success in Advanced Placement Science and Math Exams. We are pleased to see that we are ranked number 214 out of the top 1,000 schools in the country regarding STEM education. Most top schools are selective admissions specialty academies, Charter schools, or Early College schools, all of which are competitive admissions. Being in this group is a great accomplishment for a comprehensive high school with no specialty academy.
- The Woodlands High School has been named to the 2023 AP School Honor Roll. TWHS is a SILVER member of the Honor Roll. The 2023 AP School Honor Roll also recognizes TWHS as allowing all students to participate in AP, including students of underrepresented populations.
- For the 2022-2023 school year, The Woodlands High School is projected to meet all three target areas:
  - Domain 1: Student Achievement: 92
  - Domain 2: School Progress: 87
  - Domain 3: Closing Performance Gaps: 96

### The Woodlands High School STAAR Testing Profile for 2022-2023 :

STAAR EOC scores are based on student enrollment of 4,314 students, with 12.3% Economically Disadvantaged, 6.8% Emerging Bilinguals, and 5.4% Special Education.

### STAAR EOC for First-Time Test Takers

STAAR EOC Test	Approaches	Meets	Masters
English 1	96	89	40
English 2	95	87	22
Algebra 1	95	71	37
Biology	99	92	61
US History	99	94	77

\*The highlighted areas represent an increase in STAAR EOC scores when compared to the 2021-2022 STAAR EOC scores.

### STAAR EOC for Economically Disadvantaged

STAAR EOC Test	Approaches	Meets	Masters
English 1	87	70	20
English 2	86	69	9
Algebra 1	89	53	24
Biology	94	79	37
US History	98	84	58

\* The highlighted areas represent an increase in STAAR EOC scores compared to the 2021-2022 STAAR EOC scores.

### STAAR EOC for Emerging Bilinguals

STAAR EOC Test	Approaches	Meets	Masters
English 1	90	67	8
English 2	66	38	2
Algebra 1	91	68	33
Biology	97	79	33
US History	95	72	29

\* The highlighted areas represent an increase in STAAR EOC scores compared to the 2021-2022 STAAR EOC scores.

### STAAR EOC for Special Education

STAAR EOC Test	Approaches	Meets	Masters
English 1	59	38	2
English 2	59	39	0
Algebra 1	84	24	6
Biology	88	45	9
US History	92	56	37

\* The highlighted areas represent an increase in STAAR EOC scores compared to the 2021-2022 STAAR EOC scores.

While the campus had strong STAAR EOC scores compared to the district averages, the campus still has some gaps within the high-focus student subgroups (Economically Disadvantaged, Emerging Bilinguals, and Special Education). These areas must be targeted for more personalized learning to reach the 2023-2024 school year targets.

### **The Woodlands High School Testing Profile for 2022-2023 AP Exams:**

In Spring 2020, TWHS had 1,418 students participating in 2,992 exams, with 85% of students with an AP Score of 3 or higher.

In Spring 2021, TWHS had 1,254 students participating in 2,528 exams, with 83% of students with an AP Score of 3 or higher.

In Spring 2022, TWHS had 1,406 students participating in 2,883 exams, with 85% of students with an AP Score of 3 or higher.

In Spring 2023, TWHS had 1,593 students participating in 3,226 exams, with 84% of students with an AP Score of 3 or higher.

### **The Woodlands High School SAT Testing Profile for 2022-2023:**

	<b>ERW</b>	<b>Math</b>	<b>Total</b>
<b>TWHS</b>	92%	79%	78%
<b>Texas</b>	56%	33%	32%
<b>Nation</b>	62%	41%	39%

### **TWHS National Merit Recognition for the Class of 2023:**

Semi-Finalists: 8

Commended Scholars: 43

National Hispanic Scholars: 132

National African American Scholars: 13

National Indigenous Scholars: 2

### **TWHS CCMR Student Data:**

Total Graduates for 2021: 1,104

Total Graduates for 2022: 1,056

Total Graduates for 2023: 1,072

Total credit for CCMR Criteria for 2021: 84%

Total credit for CCMR Criteria for 2022: 79%

Total credit for CCMR Criteria for 2023: 86%

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

TSI Criteria met for ELA and Mathematics for 2022: 67%

TSI Criteria met for ELA and Mathematics for 2023: 73%

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

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2022: 35%

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2023: 37%

Earned an Industry-based certification in 2021: 15%

Earned an Industry-based certification in 2022: 17%

Earned an Industry-based certification in 2023: 28%

## Student Achievement Strengths

### STAAR EOC

- All STAAR EOC areas (Approaches, Meets, and Masters) increased for Algebra I, Biology, and English I.
- 46% of all students scored at the Masters Grade Level.
- Our students in Special Education had increases in Approaches for each EOC exam, as well as increases in Meets for English I and increases in Meets and Masters for US History.

- **STAAR EOC for Special Education:**

	Approaches		Meets		Masters	
	2022	2023	2022	2023	2022	2023
<b>English 1</b>	50	59	31	38	4	2
<b>English 2</b>	53	59	43	39	4	0
<b>Algebra 1</b>	69	84	27	24	13	6
<b>Biology</b>	73	88	51	45	16	9

	Approaches		Meets		Masters	
<b>US History</b>	84	92	52	56	32	37

\* The highlighted areas represent an increase in STAAR EOC scores compared to the 2021-2022 STAAR EOC scores.

- Masters grade level scores increased in three out of five subjects.
  - **TWHS STAAR EOC Masters Grade Level Criteria:**

In 2023, the percentage of students scoring at the Master Grade Level was 37% Algebra 1, 61% Biology, 40% English I, 22% English II, and 77% US History.

In 2022, the percentage of students scoring at the Master Grade Level was 36% Algebra 1, 57% Biology, 32% English I, 23% English II, and 85% US History.

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

### AP Exams:

- The Woodlands had 61% of seniors taking at least one AP exam during high school, 53% scoring a three or higher on at least one AP exam, and 22% taking five or more AP exams.

### SAT Scores:

- The Woodlands scored well above the state average and the national average on ERW, Math, and total SAT score percentages.
  - 56% above the Texas average
  - 49% above the National average

### College, career, and military readiness for 2022-2023:

- Met TSI criteria in both ELA/Reading and Mathematics increased from 67.4% to 73% from 2020-2021 to 2022-2023
- Earned an Industry-based certification in 2022 was 17%, and in 2023, it went up to 28%
- Total credit for CCMR Criteria for 2023: 86%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2023 is still 2% below 2021 cohort. **Root Cause:** Due to the Covid pandemic, colleges continue to waive testing, resulting in students opting not to take the TSI. Participation in the college entrance exams is still reduced. Gaps in student learning produced by virtual instruction impacted student performance on these assessments. Finally, students are having trouble recalling information from previous years in middle school and junior high.

**Problem Statement 2 (Prioritized):** Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance.

**Problem Statement 3 (Prioritized):** Student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic despite an increase in participation. **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, especially when students have to purchase these exams. Additionally, our dual credit programs impact the number of students who sign up for AP courses.

**Problem Statement 4 (Prioritized):** Special Education students are not improving on Meets performance level on STAAR EOC assessments. **Root Cause:** Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.

**Problem Statement 5:** While STAAR EOC testing areas improved in the Meets and Masters Grade Level for three testing areas (Algebra I, English 1, Biology), the percentage of students performing at the Meets and Masters Grade Level is still low for English II and US History. **Root Cause:** Students are struggling with the new question types and switching to online testing. Our English II PLC struggled with leadership and cohesion. Also, English II teachers seemed to not be well versed with the EOC exam.

**Problem Statement 6:** STAAR EOC testing and online PSAT/SAT testing are pushing our technology needs to a point that requires multiple days of testing, many hours of doing device checks, and planning for server issues. **Root Cause:** Not enough Chrome Carts to service our growing population of over 4,500 students. Technology department being behind in updating our technology to meet all of the online testing needs.

**Problem Statement 7:** The number of students meeting SAT criteria for CCMR in ELA and Math decreased. **Root Cause:** Since COVID, colleges have changed admission requirements by waiving SAT scores. This has caused a decrease in the number of students taking the SAT, lowering the number of students meeting the criterion. Also, the change in college admissions has made students lose interest in performing well on the exam.

**Problem Statement 8 (Prioritized):** Students are not following CTE pathways and becoming "Completers" of their certification. Therefore, not gaining the CCMR point. **Root Cause:** Students and parents need to be better educated on CTE pathways. Also, more pathways are beginning to start in McCullough. TWHS still needs to adjust the courses offered to meet these needs.



# 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 the 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 the community. In addition, TWHS will continue PBIS Foundations training during this school year to continue our tradition of a positive, proactive approach to student behavior. At the beginning of the school year, the guidelines for success (Highlander Strong) and Hallway Behaviors will be reviewed to students, staff, and families.

An annual review of discipline records includes student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. For the 2022-2023 school year, 6,743 referrals were processed, and 2,143 were for tardies. The next two highest counts were 581 for skipping and 231 for inappropriate behavior. As evidenced by the discipline incident report, TWHS has fewer discipline problems than other high schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels it is important not to be complacent about bullying and will include this as a need for the campus.

As part of focusing on social-emotional learning and overall health and wellness, counselors have engaged parents and students through a monthly counselor newsletter. This electronic newsletter engages 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 try to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying, and time for active, physical activity.

With increased social media platforms, TWHS must be proactive when issues arise and get information to parents. Also, TWHS needs to create a social media presence that allows our stories to be told and not for stories to be created about us.

## Culture and Climate Strengths

- TWHS celebrates a healthy, supportive culture.
- TWHS has continued PBIS Foundations with all staff, students, and families.
- 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.
- Administrators work closely with faculty and staff in the decision-making process.
- TWHS provides ongoing professional development on the continuation 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):** The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. **Root Cause:** With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

**Problem Statement 2:** Students wearing their ID continues to be a daily struggle. **Root Cause:** The enhanced security protocol differs from our past procedures, so students and faculty will need time and practice to adjust to these new rules.

**Problem Statement 3:** Teachers are feeling overwhelmed with the grading and classroom management. **Root Cause:** We continue to have increases in our student population without increases to our teacher allotments.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our Robotics team created an iOS version of our TWHS Announcements App to keep parents, students, and staff informed.

Our website is updated and has information about upcoming events and 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 with academic, college, career, and social and emotional topics to assist students and their families.

TWHS values the partnership with our PTO. This relationship is supported throughout the year, and campus administration utilizes PTO to assist with different events for the students and their families. We appreciate working with other community organizations. Additionally, we have parents and community members who participate in our Site Based Decision-Making committee. Members are willing to voice their opinions 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 try to respond quickly to all parent emails and phone calls. Our School Messenger system and 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. Parents can attend presentations on Endorsements, Dual Credit, Advanced Placement, postsecondary choices, and an elective fair during course registration.

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 offering endless support to our staff and 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 posts and comments on social media platforms. **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 along with parent engagement. **Root Cause:** With the changing population in The Woodlands, 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. TWHS struggles to engage with new parents.

**Problem Statement 3:** TWHS struggles with parent responses to emails, letters, and phone calls. **Root Cause:** Parents are not well informed on educational policies and procedures that change from year to year. TEA makes changes every year and it is difficult for parents to stay informed.

# Priority Problem Statements

**Problem Statement 1:** The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2023 is still 2% below 2021 cohort.

**Root Cause 1:** Due to the Covid pandemic, colleges continue to waive testing, resulting in students opting not to take the TSI. Participation in the college entrance exams is still reduced. Gaps in student learning produced by virtual instruction impacted student performance on these assessments. Finally, students are having trouble recalling information from previous years in middle school and junior high.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments.

**Root Cause 2:** Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic despite an increase in participation.

**Root Cause 3:** 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, especially when students have to purchase these exams. Additionally, our dual credit programs impact the number of students who sign up for AP courses.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Special Education students are not improving on Meets performance level on STAAR EOC assessments.

**Root Cause 4:** Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games.

**Root Cause 5:** With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** The communication between the parents and the school community often suffers through posts and comments on social media platforms.

**Root Cause 6:** 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 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Students are not following CTE pathways and becoming "Completers" of their certification. Therefore, not gaining the CCMR point.

**Root Cause 7:** Students and parents need to be better educated on CTE pathways. Also, more pathways are beginning to start in McCullough. TWHS still needs to adjust the courses offered to meet these needs.

**Problem Statement 7 Areas:** Student Achievement

# 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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices



# 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:** Increase the percentage of graduates that are college, career, or military ready (CCMR) from 86% to 89%.

### High Priority

### HB3 Goal

**Evaluation Data Sources:** TAPR Report  
 Industry-Based Certifications in View It  
 Lone Star College Dual Credit  
 College Board (SAT and AP scores)  
 ACT  
 TSIA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will assist students with college and career planning through guidance lessons, individual conferences, canvas courses, parent/student presentations, and counselor corner website. During individual planning for 10th, 11th, and 12th grade students, counselors will discuss each student's college readiness and make note of it on the credit check sheet.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Lead Counselor Counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> Student Achievement 1	Formative		
	Dec	Mar	June

Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of Industry-based certifications and in the number of students enrolled in CTE courses.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CTE Department Chair CTE Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Achievement 1</p>		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2023 is still 2% below 2021 cohort. <b>Root Cause:</b> Due to the Covid pandemic, colleges continue to waive testing, resulting in students opting not to take the TSI. Participation in the college entrance exams is still reduced. Gaps in student learning produced by virtual instruction impacted student performance on these assessments. Finally, students are having trouble recalling information from previous years in middle school and junior high.</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:** TWHS will increase the overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics from 73% to 78%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: TAPR Report
- College Board for SAT
- ACT
- TSIA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During the spring SAT school day for juniors, seniors will be given the opportunity to sign up and take the TSIA. Also, during the spring semester of Advanced Quantitative Reasoning, TSIA will be offered to all students. If students are unsuccessful, additional tutoring will be offered after school that will be specifically geared to being college ready in both English and mathematics. <b>Strategy's Expected Result/Impact:</b> A higher number of students will be college ready in both English and mathematics. <b>Staff Responsible for Monitoring:</b> Administration Counselors English Teachers Math Teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Math Teacher 1 - State Comp Ed - \$80,971	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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 TSIA retest opportunities for students in the spring semester. <b>Strategy's Expected Result/Impact:</b> An increased number of students who will have met College Readiness for both ELA/Reading and mathematics. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Achievement 1	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> PLCs in all four core areas will focus on college readiness curriculum to prepare their students for the TSIA, SAT, and ACT tests. <b>Strategy's Expected Result/Impact:</b> An increased number of students who will have met TSI criteria for both ELA/Reading and mathematics. <b>Staff Responsible for Monitoring:</b> Administration Mathematics Instructional Math Coach Math Teachers English Teachers Department Chairs Team Leads for English and Math PLCs Teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Achievement 1	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2023 is still 2% below 2021 cohort. <b>Root Cause:</b> Due to the Covid pandemic, colleges continue to waive testing, resulting in students opting not to take the TSI. Participation in the college entrance exams is still reduced. Gaps in student learning produced by virtual instruction impacted student performance on these assessments. Finally, students are having trouble recalling information from previous years in middle school and junior high.





**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 Meets Grade Level rate for STAAR EOC English 1 from 67% to 70%, for STAAR EOC English 2 from 38% to 45%, and for STAAR EOC Algebra 1 from 68% to 73%.

**Evaluation Data Sources:** TAPR Report  
TELPAS Report  
Eduphoria  
STAAR Interim Assessments  
Cambium  
CFAs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The ESL teachers will provide targeted instruction to our new Emergent Bilinguals in ELDA and ESOL courses to increase their English Language Acquisition.  <b>Strategy's Expected Result/Impact:</b> Students will improve on STAAR EOC assessments, TELPAS assessments, and classroom assessments.  <b>Staff Responsible for Monitoring:</b> TAPR Report TELPAS Report LPAC Administrator ESL Teachers English Teachers Algebra 1 Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> EB Instructional Materials and Supplies - Title III - \$6,250	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. In addition, the ESL teachers will be able to offer support to classroom teachers by pushing into their classrooms as needed. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual Learners will have higher grades in their coursework along with better performance on standardized tests such as STAAR EOC and TELPAS. <b>Staff Responsible for Monitoring:</b> LPAC Administrator ESL Teachers Counselors PLCs Teachers  <b>Problem Statements:</b> Student Achievement 2	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Emergent Bilinguals will attend STAAR EOC tutorials as required by HB 1416 during advisory, after school, evening, and/or Saturday depending on their area of deficiency. <b>Strategy's Expected Result/Impact:</b> Emergent Bilinguals will score higher on the STAAR EOC tests for English 1, English 2, and Algebra 1 and the campus will see an overall improvement on STAAR EOC exams for Emerging Bilinguals. <b>Staff Responsible for Monitoring:</b> LPAC Administrator ESL Teachers Counselors English Teachers Math Teachers  <b>Problem Statements:</b> Student Achievement 2	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. <b>Root Cause:</b> Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education 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 1,590 students to 1,640 students and will increase the Total Number of AP Students with a Score of 3 or higher from 84% to 89%.

**Evaluation Data Sources:** AP Administrator  
College Board  
Counselors  
AP Teachers

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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, which will include a focus on students who are African American, Hispanic, and Economically Disadvantaged..  <b>Strategy's Expected Result/Impact:</b> An increase in the number of students enrolled in AP classes. <b>Staff Responsible for Monitoring:</b> AP Administrator Counselors AP Teachers General Education Teachers  <b>Problem Statements:</b> Student Achievement 3	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> A higher number of students will score a 3 or higher on their AP Exams. <b>Staff Responsible for Monitoring:</b> AP Administrator Counselors PLCs AP Teacher Team Leads AP Teachers  <b>Problem Statements:</b> Student Achievement 3	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> TWHS will work with our feeder junior high campus, McCullough, to increase participation of minority students in at least one honors/or high school credit classes. <b>Strategy's Expected Result/Impact:</b> An increase in the number of students who participate in AP classes. <b>Staff Responsible for Monitoring:</b> AP Administrator Counselors AP Teachers Honors Teachers General Education Teachers  <b>Problem Statements:</b> Student Achievement 3	Formative		
	Dec	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> Student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic despite an increase in participation. <b>Root Cause:</b> 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, especially when students have to purchase these exams. Additionally, our dual credit programs impact the number of students who sign up for AP courses.



## 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 Meets Grade Level rate for STAAR EOC English 1 from 38% to 43%, for STAAR EOC English 2 from 39% to 44%, and for STAAR EOC Algebra 1 from 24% to 29%.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> TWHS will utilize math instructional coach and district instructional support coach to assist teachers with targeted intervention in English Language Arts and in Mathematics.  <b>Strategy's Expected Result/Impact:</b> Students will close the gaps in their learning, which will increase their STAAR EOC scores for ELA and mathematics as well as their classroom grades. <b>Staff Responsible for Monitoring:</b> Math Instructional Coach District Instructional Coach Special Education Department Chair Special Education Teachers English Teachers Mathematics Teachers  <b>Problem Statements:</b> Student Achievement 4	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students who are in Special Education will attend STAAR EOC tutorials as required by HB 1416 during advisory, after school, evening, and/or Saturday depending on their area of deficiency.  <b>Strategy's Expected Result/Impact:</b> Students will score higher on the STAAR EOC tests for ELA and mathematics, and the campus	Formative		
	Dec	Mar	June

<p>will see an overall improvement on STAAR EOC exams for students who are in Special Education.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Special Education  Special Education Department Chair  Special Education Teachers  Special Education Case Managers  General Education Teachers</p> <p><b>Problem Statements:</b> Student Achievement 4</p>			
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0%

No Progress

100%

Accomplished

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Continue/Modify

✗

Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
<p><b>Problem Statement 4:</b> Special Education students are not improving on Meets performance level on STAAR EOC assessments. <b>Root Cause:</b> Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.</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 6:** TWHS will earn the Distinction for Comparative Academic Growth.

**Evaluation Data Sources:** TAPR Report  
STAAR Interim Assessments  
Comparative Formative Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> English 1, English 2 and Algebra 1 PLCs will work on instructional strategies to improve these students' overall STAAR EOC scores. Teachers will use data within their PLCs to move their students to the next highest category or to have their students maintain at the Masters Level. Further, four sub-populations (African American, Emerging Bilinguals, Special Education and economically disadvantaged) will be a focus for all teachers in those subjects.  <b>Strategy's Expected Result/Impact:</b> Students will exhibit Academic Growth in both Reading/ELA and mathematics. <b>Staff Responsible for Monitoring:</b> English Administrators Mathematic Administrators Math Instructional Coach English Vertical Team Coach PLCs English Teachers Math Teachers  <b>Problem Statements:</b> Student Achievement 2	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> TWHS will use STAAR Interim EOC, classroom formative assessment, and common formative assessment data to make English and mathematics curriculum decisions within their PLCs to target Academic Growth for their students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC exams for Reading/ELA and Mathematics will increase as well as classroom summative assessments. <b>Staff Responsible for Monitoring:</b> English Administrators Mathematic Administrators Math Instructional Coach English Vertical Team Coach PLCs English Teachers Math Teachers  <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> Instructional Para - State Comp Ed - \$29,757	Formative		
	Dec	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 6 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. <b>Root Cause:</b> Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance.</p> <p><b>Problem Statement 4:</b> Special Education students are not improving on Meets performance level on STAAR EOC assessments. <b>Root Cause:</b> Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.</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:** TWHS will maintain efficient and effective fiscal management of resources and operations.

**Evaluation Data Sources:** Audits of Activity and Budget accounts





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Clean audit of all activity and budget accounts. <b>Staff Responsible for Monitoring:</b> Campus Principal Administrators and Faculty with fiscal responsibilities Activity Accounts personnel Budget/Travel/Business Accounts personnel	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

## 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	Formative Reviews		
<b>Strategy 1:</b> 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 on Monday mornings. <b>Strategy's Expected Result/Impact:</b> 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. The work on PBIS Foundations will continue to enhance the bond between the Ninth grade and the senior campus administrators. <b>Staff Responsible for Monitoring:</b> Principals Associate Principals Assistant Principals  <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> TWHS Assistant Principals will attend professional development that will focus on Instructional Leadership as well as attend their assigned department Professional Learning Committee meetings. <b>Strategy's Expected Result/Impact:</b> Assistant Principals will continue as Instructional Leaders on campus which will have a positive impact on student learning and instruction in the classroom. <b>Staff Responsible for Monitoring:</b> Principals Associate Principals	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Performance Objective 2 Problem Statements:

## Culture and Climate

**Problem Statement 1:** The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. **Root Cause:** With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

### 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

TAPR report

Eduphoria

PLC Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> New teachers will have a successful year as evidenced by our staff retention rates and overall student performance. <b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Mentor Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Our English instructional coach will provide additional support on topics such as working with 504/Sped/Emergent Bilingual students, data driven decision-making, and instructional strategies. <b>Strategy's Expected Result/Impact:</b> English teachers will have a successful transition into TWHS and students will show improvement on STAAR EOC tests as well as on classroom assessments, STAAR Interim assessments, and common formative assessments. <b>Staff Responsible for Monitoring:</b> Associate Principals Assistant Principals Math Instructional Coach Math Department Chair  <b>Problem Statements:</b> Student Achievement 2, 4	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Performance Objective 1 Problem Statements:



### Student Achievement

**Problem Statement 2:** Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance.

**Problem Statement 4:** Special Education students are not improving on Meets performance level on STAAR EOC assessments. **Root Cause:** Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.

#### 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	Formative Reviews		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased capacity for parents/students/community to stay informed of activities and events that occur at TWHS.  <b>Staff Responsible for Monitoring:</b> Administration Counselors Parents/Students/Community Teachers  <b>Problem Statements:</b> Parent and Community Engagement 1	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

#### Performance Objective 1 Problem Statements:


Parent and Community Engagement
<b>Problem Statement 1:</b> The communication between the parents and the school community often suffers through posts and comments on social media platforms. <b>Root Cause:</b> 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.


#### 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 continuation of the PBIS Foundations with our students, staff, and families.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improved campus climate and culture where all students benefit from a positive school climate and culture.  <b>Staff Responsible for Monitoring:</b> Administration PBIS Foundations Team District Instructional Support Coaches  <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

#### Performance Objective 2 Problem Statements:





Culture and Climate
<b>Problem Statement 1:</b> The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. <b>Root Cause:</b> With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

#### 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:** Throughout the 2023-2024, all district and school safety protocols will be followed.

**Evaluation Data Sources:** Safety Audits

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> TWHS will implement all Conroe ISD/campus safety practices through the year. <b>Strategy's Expected Result/Impact:</b> Student and teachers will feel safe and secure, which will enable increased student engagement in the classrooms. <b>Staff Responsible for Monitoring:</b> Campus Principals Associate Principals Assistant Principals Teachers TWHS Staff members  <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> TWHS will conduct all Emergency Multiple Emergency Operating Procedure (MEOP) safety drills such as fire drills and shelter and place. In addition, TWHS will conduct month safety meetings which will include our medical team. <b>Strategy's Expected Result/Impact:</b> All MEOP safety drills and safety meetings will be conducted by all scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Associate Principals Assistant Principals Nurses Clinic Aides	Formative		
	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

#### Performance Objective 3 Problem Statements:

## Culture and Climate

**Problem Statement 1:** The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. **Root Cause:** With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

#### 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 4:** TWHS will focus on increasing parent engagement for the upcoming school year.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> TWHS will seek new ideas on ways to improve our parent engagement from various parent booster representatives and our Parent Teacher Organization.  <b>Strategy's Expected Result/Impact:</b> With suggestions from our parents, TWHS will find innovative ways to grow our parent engagement, especially after students and families have struggled with the ongoing complications of the COVID pandemic.  <b>Staff Responsible for Monitoring:</b> Principal Associate Principals Assistant Principals Counselors  <b>Problem Statements:</b> Parent and Community Engagement 1	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

#### Performance Objective 4 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> The communication between the parents and the school community often suffers through posts and comments on social media platforms. <b>Root Cause:</b> 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.





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.

Evaluation Data Sources: Eduphoria  
PLC Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> TWHS will introduce a blend of STAAR EOC Accelerated Instruction opportunities for HB 1416 that will be offered during advisories, after school, evenings, and Saturdays to fulfill the requirements of HB 1416. In addition, evening tutorials will continue for Science, Math, and Spanish.  <b>Strategy's Expected Result/Impact:</b> With targeted STAAR EOC Accelerated Instruction opportunities, TWHS will have more students pass the STAAR EOC when they retake their tests in December, April, and May. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Mathematics Instructional Coach Department Chairs PLCs Team Leads Teachers  <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Extra Duty Tutorials - State Comp Ed - \$11,917	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> TWHS will assess vertical alignment in all high school core courses(including those offered at McCullough) with a targeted focus on English, Mathematics, and CTE curriculum between all grade levels. <b>Strategy's Expected Result/Impact:</b> Students will increase their performance on course work, classroom assessments, and standardized tests. <b>Staff Responsible for Monitoring:</b> Administrators Mathematics Instructional Coach District Instructional Coach Department Chairs Team Leads English Vertical Team Lead PLCs Teachers  <b>Problem Statements:</b> Student Achievement 8	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> STAAR EOC interim assessments, Student Learning Objectives and the CFAs will provide data to inform data-driven instruction. <b>Strategy's Expected Result/Impact:</b> Students will improve their score on STAAR EOC assessments, classroom assessments, and other standardized tests such as TELPAS, SAT, ACT, and TSI. <b>Staff Responsible for Monitoring:</b> Administrators Mathematics Instructional Coach Department Chairs PLCs Teachers  <b>Problem Statements:</b> Student Achievement 2, 4	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. <b>Root Cause:</b> Teachers were not giving formative assessments. Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance.
<b>Problem Statement 4:</b> Special Education students are not improving on Meets performance level on STAAR EOC assessments. <b>Root Cause:</b> Our Special Education teachers within our core subjects are not using benchmarks or Interim assessments. Also, these teachers are not participating in core subject PLCs.



<b>Student Achievement</b>
<b>Problem Statement 8:</b> Students are not following CTE pathways and becoming "Completers" of their certification. Therefore, not gaining the CCMR point. <b>Root Cause:</b> Students and parents need to be better educated on CTE pathways. Also, more pathways are beginning to start in McCullough. TWHS still needs to adjust the courses offered to meet these needs.

## 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	Formative Reviews		
<b>Strategy 1:</b> TWHS will purchase Chrome Carts, to assist students with instruction and remediation in the English classrooms. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Assistant Principals Department Chairs Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Assistant Principals Department Chairs District Instructional Coach	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for The Woodlands High School

**Total SCE Funds:** \$122,645.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

TWHS offers accelerated instruction and tutoring for students who were unsuccessful on the STAAR EOC and/or need extra help before school, after school, evenings, and Saturdays.

## Personnel for The Woodlands High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Messaoud Benchaita	Math Teacher	1
Priscilla Shelton	Instructional Para	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EB Instructional Materials and Supplies		\$6,250.00
Sub-Total					\$6,250.00
Budgeted Fund Source Amount					\$6,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Teacher 1		\$80,971.00
1	6	2	Instructional Para		\$29,757.00
5	1	1	Extra Duty Tutorials		\$11,917.00
Sub-Total					\$122,645.00
Budgeted Fund Source Amount					\$122,645.00
+/- Difference					\$0.00
Grand Total Budgeted					\$128,895.00
Grand Total Spent					\$128,895.00
+/- Difference					\$0.00