



Campus Improvement Plan 2019-2020

Secondary Campus: The Woodlands College Park HS

Rating: A

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN I Objectives: All students/all subjects combined

2018-2019 Performance:	2019-2020 Goals:
<u>91%</u> scored Approaches Grade Level Standards	<u>93%</u> will score Approaches Grade Level Standards
<u>78%</u> scored Meets Grade Level Standards	<u>80%</u> will score Meets Grade Level Standards
<u>41%</u> scored Masters Grade Level Standards	<u>45%</u> will score Masters Grade Level Standards

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

2018-2019 Performance:	2019-2020 Goals:
<u>71%</u> Met Expected or Accelerated Growth Measure	<u>75%</u> Will meet Expected or Accelerated Growth Measure
<u>41%</u> Met Accelerated Growth Measure Only	<u>45%</u> Will meet Accelerated Growth Measure Only

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned:

Academic Achievement in Science

Academic Achievement in Mathematics

Top 25%: Comparative Closing the Gaps



ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- Increase the percent of students achieving Masters in all subjects tested from 41% to 45%.
- Increase the percent of students who grew at least one year academically for all subjects tested from 71% to 75%.

STRATEGY DESCRIPTION(S):

- Continue to use the 5-Point Grading Scale with an emphasis on recalibrating quizzes and exams to reflect rigor. Professional development on recalibrating will be provided for all teachers at the beginning of the year and reinforced each semester.
- Increase the number of Dual Credit courses offered.
- Provide data driven/skill differentiated flexible grouping for all levels.
- Provide disaggregated data for all EOC tested areas minimally twice a nine-week period with an emphasis on scaffolding material directly into the next lesson.
- Establish an advocacy program for our most at risk incoming 9th grade students. Each identified student will be paired with a teacher team focused on establishing a relationship with the student through conferencing, academic support and interest exploration with the goal of joining a club, sport or school sponsored activity.

READING/ELA

PERFORMANCE OBJECTIVE:

English I – 75% of the students taking the English I EOC will satisfactorily meet the following learning standards:

- Students will be able to use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology
- Students will be able to use correct punctuation marks including quotation marks to indicate sarcasm or irony and comma placement in nonrestrictive phrases, clauses, and contrasting expressions.

English II – 75% of the students taking the English II EOC will satisfactorily meet the following learning standards:

- Students are able to write an argumentative essay to the appropriate audience that included a clear thesis or position based on logical reasons supported by precise and relevant evidence.
- Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text, and provide evidence from text to support their understanding.

STRATEGY DESCRIPTION(S):

- Professional Development on Lucy Calkins will be utilized in the English Language Arts classroom to increase the use of Readers-writers workshop.
- Provide Tier I Differentiated Instruction through the use of flexible grouping, scaffolding of missed material based on data analysis, and conferring with students.
- Provide an article of the week that will be annotated for author's craft, figurative language, or argumentative techniques.
- Build reading and writing stamina by providing daily, consistent opportunities.

WRITING

PERFORMANCE OBJECTIVE: (See Above)

STRATEGY DESCRIPTION(S): (See Above)

MATH

PERFORMANCE OBJECTIVE:

75% of the students taking the Algebra I EOC will satisfactorily meet the following learning standards:

- Students will be able to write the equation of a line that contains a given point and is parallel to a given line.
- Students will be able to graph linear functions on the coordinate plane and identify key features, including X-intercept, y-intercept, zeroes, and slope, in mathematical and real-world problems.



STRATEGY DESCRIPTION(S):

- Establish multiple representations of linear and quadratic functions as our Professional Learning Community's (PLC) Student Learning Objective (SLO).
- Focus math review each nine weeks on scaffolding the TEKS for parallel and perpendicular lines.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

75% of the students taking the US History EOC will satisfactorily meet the following learning standards:

- Students will be able to describe significant societal issues from the 1970's through the 1990 such as the War on Drugs and the AIDS epidemic.
- Students will be able to understand the impact of science, technology, and the free enterprise system on the economic development of the United States.

STRATEGY DESCRIPTION(S):

- Require a Review Book Project for all students each semester that highlights the major scientific discoveries and their effect on society.
- Establish a timeline of major social issues outlining societal change and issues.

SCIENCE

PERFORMANCE OBJECTIVE:

75% of the students taking the Biology EOC will satisfactorily meet the following learning standards:

- Students recognize the significance of meiosis to sexual reproduction.
- Students will be able to analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student.

STRATEGY DESCRIPTION(S):

- Utilize hands-on manipulative kits to recognize and address misconceptions on tested TEKS.
- Provide daily warm-ups on processing objectives and then scaffold missed concepts into the next unit of study.

HEALTH

PERFORMANCE OBJECTIVE: 100% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):

- Provide instruction that allows students Moderate to Vigorous Physical Activity (MVPA) 70% of class time.
- Assess students' Health-Related fitness using the FitnessGram assessment.
- Provide presentations to students on the dangers of drugs, alcohol, vaping and social media use, and on maintaining a positive self-image.



AT-RISK AND SPECIAL POPULATIONS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>84%</u> scored Approaches Grade Level Standards <u>61%</u> scored Meets Grade Level Standards <u>23%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>57%</u> scored Approaches Grade Level Standards <u>30%</u> scored Meets Grade Level Standards <u>9%</u> scored Masters Grade Level Standards Focus Student Group: ELL <u>70%</u> scored Approaches Grade Level Standards <u>38%</u> scored Meets Grade Level Standards <u>15%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>85%</u> will score Approaches Grade Level Standards <u>65%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>60%</u> will score Approaches Grade Level Standards <u>35%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards Focus Student Group: ELL <u>75%</u> will score Approaches Grade Level Standards <u>40%</u> will score Meets Grade Level Standards <u>20%</u> will score Masters Grade Level Standards</p>

READING/ELA

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WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards Focus Student Group: ELL <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards Focus Student Group: ELL <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards</p>



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Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		English Language Learners (Current/Monitored)
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	English Language Learners (Current/Monitored)
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide Professional Development for students and staff in Microsoft Translator so that all ELL students are able to understand class material in all courses.
- Enroll all ELL students in an ESOL class that supports and extends the learning of their English class.
- Provide targeted tutorials for students needing to meet the standard on EOC tested areas.
- Provide tutoring before, during, and after school and during evening hours to increase access of targeted sub populations.
- Utilize Ilearn that has Spanish capabilities for ELL students.
- Provide summer boot camp for students needing to pass the EOC. Individualized instruction will target needed TEKS based on disaggregated data.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 95.7% in 2018/19 to 96.2% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE:

- Meet Academic Achievement Distinction in English Language Arts/Reading.
- Meet Academic Achievement Distinction in Social Studies.
- Meet Top 25% in Student Progress Distinction
- Meet Postsecondary Readiness Distinction



STRATEGY DESCRIPTION(S):

- Implement and educate all students on an Exemption policy with attendance being an embedded incentive.
- Require all students not in compliance with the attendance policy to work collaboratively with an appointed attendance committee to earn credit by successful completion of an attendance contract.
- Track all students for College, Career, and Military Readiness with an emphasis on increasing: the number of students who successfully complete a CTE coherent sequence; the number of students who are TSI compliant, and the number of students who take the SAT prior to graduation.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Fund

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, Associate Principals, Assistant Principals, Lead Counselors, College and Career Counselor, Counselors, Campus-Based Instructional Coaches, Department Chairs, and PLC Team Leads



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Implement a Teacher Mentor Program that provides one to one support as well as group seminars with targeted topics throughout the year.
- Coordinate the recruitment, selection, hiring and retention of highly qualified minority and/or bilingual teachers.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Provide a Spanish Parent Information Night for grade level counseling programs.
- Utilize Microsoft Translator to ensure parents of English Language Learners are able to be an integral part of the registration process.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal



Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Provide school wide presentations on the dangers of vaping, alcohol, drugs, and texting while driving, and on maintaining a positive self image.
- Provide Shattered Lives, an anti-drinking and driving program that simulates the impact of a multi-vehicle accident, to our 11th and 12th grade students.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Increase the number of Chrome carts available to our students.
- Provide ILearn to all RTI Math Students, all ESL students and to any student identified by an Algebra I teacher.
- Require 100% of the faculty to utilize CANVAS with a focus on the following tools: Conferences, Studio and Respondus

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
At Risk and Special Populations: Strategy 3	Academic Tutorials	\$5,152.00	0.09
At Risk and Special Populations: Strategy 5	Technology for At-Risk Students	\$8,500.00	0.00
At Risk and Special Populations: Strategy 1	Instructional Materials for At-Risk Students	\$3,348.00	0.00
At Risk and Special Populations: Strategy 3	Tutorial Transportation for At-Risk Students	1,000	0.00
At-Risk Strategy 3-5	Instructional Support for At-Risk Students	\$382,765.00	6.00
	TOTAL SCE	\$400,765.00	6.09

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At Risk and Special Populations: Strategy 3	Academic Tutorials	\$2,500.00	0.05
At Risk and Special Populations: Strategy 5	Technology	\$500.00	0.00
Reading/ELA: Strategy 4	Books	\$500.00	0.00
At Risk and Special Populations: Strategy 3	Instructional Materials	\$1,000.00	0.00
	TOTAL Title III EL	\$4,500.00	0.05



Data Summary Report 2019-2020

Secondary Campus: The Woodlands College Park HS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

91% scored Approaches Grade Level Standards
78% scored Meets Grade Level Standards
41% scored Masters Grade Level Standards

2019-2020 Goals:

93% will score Approaches Grade Level Standards
80% will score Meets Grade Level Standards
45% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

71% Met Expected or Accelerated Growth Measure
41% Met Accelerated Growth Measure Only

2019-2020 Goals:

75% Will meet Expected or Accelerated Growth Measure
45% Will meet Accelerated Growth Measure Only

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students
84% scored Approaches Grade Level Standards
61% scored Meets Grade Level Standards
23% scored Masters Grade Level Standards
Focus Student Group: Special Education
57% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards
Focus Student Group: ELL
70% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
85% will score Approaches Grade Level Standards
65% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards
Focus Student Group: Special Education
60% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: ELL
75% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
76% scored Approaches Grade Level Standards
55% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards
Focus Student Group: Special Education
38% scored Approaches Grade Level Standards
19% scored Meets Grade Level Standards
2% scored Masters Grade Level Standards
Focus Student Group: ELL
55% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
2% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: Special Education
42% will score Approaches Grade Level Standards
20% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards
Focus Student Group: ELL
60% will score Approaches Grade Level Standards
30% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
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MATH

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SOCIAL STUDIES

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Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		English Language Learners (Current and Monitored)
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	English Language Learners (Current and Monitored)
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670