



# Campus Improvement Plan 2019-2020

Secondary Campus: The Woodlands 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 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

**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 English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Postsecondary Readiness



## ALL STUDENT POPULATIONS

### PERFORMANCE OBJECTIVE:

- 53% of all students will score Masters Grade Level Standards on all STAAR EOC assessments.

### STRATEGY DESCRIPTION(S):

- Collaboration within Professional Learning Communities to provide job embedded professional development on best practices for instruction by analyzing student data on common assessments.
- PLCs identify skills and provide targeted interventions in class to increase achievement.
- Creation of Labs and Homework Help rooms for targeted skill improvement across all academic areas during Advisory.
- Focus on higher order thinking skills using quality questioning techniques and critical thinking skills.

## READING/ELA

### PERFORMANCE OBJECTIVE:

- 35% of all students will score Masters Grade Level Standards on the STAAR EOC ELA assessment.

### STRATEGY DESCRIPTION(S):

- Support student choice in book selection to foster independent reading and confer individually, or in small groups, with readers to help build independence and foster higher level reading skills including comprehension, interpretive, and analytical skills.
- Utilize best practices such as modeling and providing feedback for how to conduct a close reading and critical analysis of both literary and informational texts.

## WRITING

### PERFORMANCE OBJECTIVE:

- Increase the number of students that score a 6 or higher on the Written Composition of the STAAR EOC ELA Assessment.

### STRATEGY DESCRIPTION(S):

- Through PLCs, teachers utilize the Thin Slicing technique targeting specific skills through small selective samples of student work.
- Teachers conduct small group conferences based off the findings of Thin Slicing in order to differentiate instruction and provide individual skills with targeted support.
- Focus on the daily practice of writing in every classroom as a means of synthesizing learning.
- Provide students with opportunities to receive peer feedback and guidance from the writing consultants in our peer-run Writing Center.

## MATH

### PERFORMANCE OBJECTIVE:

- 70% of all students will score Meets Grade Level Standards or above on the STAAR EOC Algebra I assessment.

### STRATEGY DESCRIPTION(S):

- In class weekly Math Review to increase achievement on targeted math skills using Tier 1 Best Practices.
- Creation of Math Labs and Homework Help rooms for targeted skill improvement during Advisory.
- Implementing usage of the online platform, Delta Math, to assist with practice on key math skills.
- Assess individual academic needs of all students using Differentiated Instruction modified for all students to close learning gaps and provide extensions for gifted math students.
- Utilize non-calculator portion of common assessments to identify errors in mathematical processes and provide specific instructional supports to increase student achievement.



## SOCIAL STUDIES

### PERFORMANCE OBJECTIVE:

- 59% of English Learners (Current) will score Masters Grade Level Standards on STAAR EOC US History assessment.

### STRATEGY DESCRIPTION(S):

- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative assessments.
- PLCs identify skills and provide targeted interventions in class to increase achievement.
- Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.

## SCIENCE

### PERFORMANCE OBJECTIVE:

- **65% of all students will score Masters Grade Level Standards on STAAR EOC Biology assessment.**

### STRATEGY DESCRIPTION(S):

- District Instructional Staff will provide job embedded learning for science teachers in the areas of differentiated instruction, formative assessments, and student engagement.
- Teachers participate in the CISD Biology Collaborative, which is provided by the Science Instructional Staff.
- Creation of Biology Labs and Homework Help rooms for targeted skill improvement during Advisory.
- Collaboration within Professional Learning Communities to provide job embedded professional development on best practices for instruction by analyzing student data on common assessments.
- PLCs identify skills and provide targeted interventions in class to increase achievement.
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## HEALTH

### PERFORMANCE OBJECTIVE:

- 86% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Develop lessons that allow students to participate in moderate to vigorous physical activity (MVPA) for a minimum of 75% of class time.

Implementation of Wisdom Wednesdays, monthly lessons for social, emotional, health and wellness during Advisory.

## AT-RISK AND SPECIAL POPULATIONS

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

- Provide homework help rooms and mandatory targeted intervention programs during Advisory.
- Serve breakfast daily in the cafeteria.
- Provide intensive, systematic tutoring for identified at-risk students during and after the school day to decrease failure rates and increase graduation rates in targeted groups including: adding an additional day for evening credit recovery classes and providing after-school tutorials.
- English Language Learners receive appropriate English language acquisition and sheltered instruction utilizing research based Tier 1 Instruction and supports.

## SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 96.2% in 2018/19 to 96.5% 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:

- 90% of all students will satisfy the TSI requirement on TSIA, SAT, or ACT in both ELA and Math.
- 98% of all students will graduate with one CCMR point.
- Increase graduation rate in all student groups.

### STRATEGY DESCRIPTION(S):

- Continue to grow the Dual Credit program by adding Trigonometry and Precalculus.
- Increase awareness of CTE Endorsements/Career Pathways for all students.
- Monitor Attendance Reports weekly to address causes and solutions to the absences.
- Utilize the AP Classroom website for resources including exact content and skills for each subject, pacing and sequencing guides, as well as perform Personal Progress Checks for students that are used to measure student progress throughout the course.

## FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds



## 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, Assistant Principal, Department Chair, PLC Members

## 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):

- New Teacher Mentor Program where monthly meetings are held with the all teachers new to The Woodlands High School.
- New Teacher Book Study for teachers with less than two years of teaching experience.
- District Staff Development opportunities including PBIS training and Differentiated Instruction.
- Provide job embedded professional development in PLCs, Instructional Rounds each quarter, and conference period staff development opportunities on Tier 1 instructional practices.
- Social Committee provides periodic events to foster the relationships among the faculty and staff encouraging a supportive culture.

**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):**

- Utilize Smore.com to prepare the Highlander Happenings bimonthly newsletter providing easier access on mobile devices and a more engaging format.
- Utilize social media, including Twitter and Facebook, to provide timely information about happenings on campus.
- Provide timely, communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities using School Messenger.
- Provide opportunities at school for families to be engaged in academic and social events.

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

- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans.
- Install video cameras in stairwells and elevators.
- Develop a reunification protocol and provide drills to ensure all parties are aware of the procedures.
- Install vaping detectors on campus in strategic locations.

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



**CONROE**  
INDEPENDENT  
SCHOOL DISTRICT

- Provide monthly staff development opportunities on integration of technology across curriculum to increase student engagement.
- Increase opportunities for utilizing technology across the curriculum areas.
- Increase student and teacher access to classroom technology.

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



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Population Strategy 3 & 4	Instructional Support for At-Risk Students	\$516,875.00	9.85
Writing Strategy 3; Math Strategy 3; At-Risk and Special Pops Strategy 4	Technology for At-Risk Students	\$8,000.00	0.00
At-Risk Strategy 3	Instructional Materials for At-Risk Students	\$2,000.00	0.00
	<b>TOTAL SCE</b>	<b>\$526,875.00</b>	<b>9.85</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Pops Strategy 3, ELA Strategy 1 and Math Strategy 1	Academic Tutorials	\$2,600.00	0.05
Writing Strategy 3, At-Risk and Special Pops Strategy 4	Technology	\$500.00	0.00
Reading/ELA Strategies 1, At-Risk and Special Pops Strategy 4	Books	\$500.00	0.00
Math Strategy 4, Science Strategy 5	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$4,100.00</b>	<b>0.05</b>





# Data Summary Report 2019-2020

Secondary Campus: The Woodlands HS

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
<u>95%</u> scored Approaches Grade Level Standards	<u>97%</u> will score Approaches Grade Level Standards
<u>87%</u> scored Meets Grade Level Standards	<u>89%</u> will score Meets Grade Level Standards
<u>48%</u> scored Masters Grade Level Standards	<u>52%</u> will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
<u>70%</u> Met Expected or Accelerated Growth Measure	<u>75%</u> Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b>	<b>Economically Disadvantaged Students</b>
<u>81%</u> scored Approaches Grade Level Standards	<u>85%</u> will score Approaches Grade Level Standards
<u>68%</u> scored Meets Grade Level Standards	<u>72%</u> will score Meets Grade Level Standards
<u>27%</u> scored Masters Grade Level Standards	<u>32%</u> will score Masters Grade Level Standards
<b>Focus Student Group: Special Education</b>	<b>Focus Student Group: Special Education</b>
<u>61%</u> scored Approaches Grade Level Standards	<u>64%</u> will score Approaches Grade Level Standards
<u>40%</u> scored Meets Grade Level Standards	<u>43%</u> will score Meets Grade Level Standards
<u>7%</u> scored Masters Grade Level Standards	<u>10%</u> will score Masters Grade Level Standards
<b>Focus Student Group: EL</b>	<b>Focus Student Group: EL</b>
<u>83%</u> scored Approaches Grade Level Standards	<u>86%</u> will score Approaches Grade Level Standards
<u>67%</u> scored Meets Grade Level Standards	<u>70%</u> will score Meets Grade Level Standards
<u>27%</u> scored Masters Grade Level Standards	<u>30%</u> will score Masters Grade Level Standards

#### READING/ELA

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b>	<b>Economically Disadvantaged Students</b>
<u>76%</u> scored Approaches Grade Level Standards	<u>81%</u> will score Approaches Grade Level Standards
<u>65%</u> scored Meets Grade Level Standards	<u>68%</u> will score Meets Grade Level Standards
<u>14%</u> scored Masters Grade Level Standards	<u>17%</u> will score Masters Grade Level Standards
<b>Focus Student Group: Special Education</b>	<b>Focus Student Group: Special Education</b>
<u>50%</u> scored Approaches Grade Level Standards	<u>54%</u> will score Approaches Grade Level Standards
<u>32%</u> scored Meets Grade Level Standards	<u>34%</u> will score Meets Grade Level Standards
<u>2%</u> scored Masters Grade Level Standards	<u>10%</u> will score Masters Grade Level Standards
<b>Focus Student Group: EL</b>	<b>Focus Student Group: EL</b>
<u>80%</u> scored Approaches Grade Level Standards	<u>83%</u> will score Approaches Grade Level Standards
<u>65%</u> scored Meets Grade Level Standards	<u>70%</u> will score Meets Grade Level Standards
<u>11%</u> scored Masters Grade Level Standards	<u>15%</u> will score Masters Grade Level Standards



## WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Special Education</b>  <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  <b>Focus Student Group: EL</b>  <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><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Special Education</b>  <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  <b>Focus Student Group: EL</b>  <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>

## MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>78</u>% scored Approaches Grade Level Standards  <u>53</u>% scored Meets Grade Level Standards  <u>24</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>51</u>% scored Approaches Grade Level Standards  <u>26</u>% scored Meets Grade Level Standards  <u>6</u>% scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>69</u>% scored Approaches Grade Level Standards  <u>43</u>% scored Meets Grade Level Standards  <u>24</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  83% will score Approaches Grade Level Standards  56% will score Meets Grade Level Standards  27% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  54% will score Approaches Grade Level Standards  29% will score Meets Grade Level Standards  10% will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  75% will score Approaches Grade Level Standards  45% will score Meets Grade Level Standards  26% will score Masters Grade Level Standards</p>

## SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>94</u>% scored Approaches Grade Level Standards  <u>87</u>% scored Meets Grade Level Standards  <u>61</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>88</u>% scored Approaches Grade Level Standards  <u>64</u>% scored Meets Grade Level Standards  <u>26</u>% scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>96</u>% scored Approaches Grade Level Standards  <u>83</u>% scored Meets Grade Level Standards  <u>56</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>95</u>% will score Approaches Grade Level Standards  <u>89</u>% will score Meets Grade Level Standards  <u>66</u>% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>90</u>% will score Approaches Grade Level Standards  <u>67</u>% will score Meets Grade Level Standards  <u>29</u>% will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>97</u>% will score Approaches Grade Level Standards  <u>85</u>% will score Meets Grade Level Standards  <u>59</u>% will score Masters Grade Level Standards</p>



## SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>87%</u> scored Approaches Grade Level Standards  <u>76%</u> scored Meets Grade Level Standards  <u>32%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>73%</u> scored Approaches Grade Level Standards  <u>53%</u> scored Meets Grade Level Standards  <u>5%</u> scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>87%</u> scored Approaches Grade Level Standards  <u>77%</u> scored Meets Grade Level Standards  <u>39%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>90%</u> will score Approaches Grade Level Standards  <u>79%</u> will score Meets Grade Level Standards  <u>36%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>77%</u> will score Approaches Grade Level Standards  <u>56%</u> will score Meets Grade Level Standards  <u>10%</u> will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>90%</u> will score Approaches Grade Level Standards  <u>80%</u> will score Meets Grade Level Standards  <u>43%</u> will score Masters Grade Level Standards</p>

### Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		Asian, Economically Disadvantaged
Growth Math	American Indian, Economically Disadvantaged, Special Education	All Students, African American, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education, Continuously Enrolled, Non-Continuously Enrolled
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	Hispanic, Economically Disadvantaged, Special Education
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.

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