

**Conroe Independent School District**  
**The Woodlands High School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	8
Parent and Community Engagement	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	17
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.	29
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.	31
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.	32
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.	36
State Compensatory	40
Budget for The Woodlands High School	41
Personnel for The Woodlands High School	41
Campus Funding Summary	41

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The Woodlands High School did receive a 2022 Overall Texas Accountability Rating of an A. Staar EOC scores are based on student enrollment of 4,367 students with 9.5% Economically Disadvantaged, 4.4% Emerging Bilinguals, and 5.5% Special Education.

**For the 2021-2022 school year, The Woodlands High School met all three target areas:**

Domain 1: Student Achievement: 95

Domain 2: School Progress: 81

Domain 3: Closing Performance Gaps: 96

**These scores resulted in The Woodlands High School receiving a 2022 Accountability A Rating. Additionally, The Woodlands High School received Distinction Designations in the following areas:**

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

Closing the Gaps

**The Woodlands High School Testing Profile for 2022-2023 for First Time Test Takers**

STAAR EOC Test	Approaches	Meets	Masters
English 1	92	83	32

STAAR EOC Test	Approaches	Meets	Masters
English 2	94	89	23
Algebra 1	92	61	36
Biology	97	90	57
US History	99	95	85

The highlighted areas represent an increase in STAAR EOC scores when compared to the 2020-2021 STAAR EOC scores.

While the campus had strong STAAR EOC scores in comparison to the district averages, the campus still has some gaps within student subgroups (Economically Disadvantaged, Emerging Bilinguals, and Special Education). These areas will need to be targeted for more personalized learning in order to reach the targets for the 2022-2023 school year.

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

##### STAAR EOC for Economically Disadvantaged:

STAAR EOC Test	Approaches	Meets	Masters
English 1	82	65	14
English 2	82	74	11
Algebra 1	89	47	21
Biology	91	75	38
US History	99	92	70

\* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2020-2021 STAAR EOC scores.

##### STAAR EOC for Emerging Bilinguals:

STAAR EOC Test	Approaches	Meets	Masters
English 1	54	39	5
English 2	63	48	2
Algebra 1	86	51	23
Biology	87	60	20
US History	100	87	60

\* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2020-2021 STAAR EOC scores.

##### STAAR EOC for Special Education:

STAAR EOC Test	Approaches	Meets	Masters
English 1	50	31	4
English 2	53	43	4
Algebra 1	69	27	13

STAAR EOC Test	Approaches	Meets	Masters
Biology	73	51	16
US History	84	52	32

\* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2020-2021 STAAR EOC scores.

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

#### **TWHS AP Student Data**

In Spring, 2019, TWHS had 1,506 students participating in 3,249 exams with a 84.46% of students with an AP Score of a 3 or higher.

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

In Spring, 2021, TWHS had 1,254 students participating in 2,528 exams with a 83.32% of students with an AP Score of 3 or higher.

In Spring, 2022, TWHS had 1,406 students participating in 2,883 exams with a 85.14% of students with an AP Score of 3 or higher.

#### **TWHS SAT Data**

	ERW	Math	Total
<b>TWHS</b>	601	599	1200
<b>Texas</b>	505	498	1003
<b>Nation</b>	533	528	1060

#### **TWHS National Merit Recognition for Class of 2022**

Finalists: 8

Commended Scholars: 42

National Hispanic Scholars: 67

National African American Scholars: 13

National Indigenous Scholars: 2

## **TWHS CCMR Student Data**

Total Graduates for 2020: 1,072

Total Graduates for 2021: 1,104

Total Graduates for 2022: 1,056

Total credit for CCMR Criteria for 2020: 88%

Total credit for CCMR Criteria for 2021: 84%

Total credit for CCMR Criteria for 2022: 79%

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

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

TSI Criteria met for ELA and Mathematics for 2022: 67.2%

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

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

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

Earned an Industry-based certification in 2020: 13%

Earned an Industry-based certification in 2021: 15%

Earned an Industry-based certification in 2022: 17%

## **Student Achievement Strengths**

**The Woodlands High School continues to push students to the Masters level in all subjects.**

In 2021-2022, 45% of all students scores at the Masters Grade Level.

### TWHS STAAR EOC Masters Grade Level Criteria:

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

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

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

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

Between 2021 and 2022, The Woodlands High School made improvements in several areas.

- On the Algebra I STAAR EOC, the percent of students who scored at the Approaches Level increased from 86% to 92%; at the Meets Grade Level increased from 53% to 61%; and at the Masters Grade Level from 25% to 36%.
- On the US History STAAR EOC, the percent of students who scored at the Approaches Grade Level increased from 98% to 99% and at the Meets Grade Level from 94% to 95%.

Between 2021 and 2022, TWHS made improvements in a few of our sub-population groups. Our students who were in Special Education had increases in all three categories for the Algebra I, English I, and English II STAAR EOC exams.

### STAAR EOC for Special Education:

STAAR EOC Test	Approaches	Meets	Masters
English 1	50	31	4
English 2	53	43	4
Algebra 1	69	27	13
Biology	73	51	16
US History	84	52	32

\* The highlighted areas represent an increase in STAAR EOC scores when compared to the 2020-2021 STAAR EOC scores.

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

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

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

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2022: 44%

Earned an Industry-based certification in 2020: 13%

Earned an Industry-based certification in 2021: 15%

Earned an Industry-based certification in 2022: 17%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** The percent of graduates that are College, Career, or Military ready decreased by 6% from cohort 2021 to cohort 2022. **Root Cause:** Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in the TSIA, SAT and ACT tests. In addition, with the recent changes to the TSIA 2.0, students struggled and fewer students passed the English and mathematics tests when compared to prior years.

**Problem Statement 2 (Prioritized):** The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2022 decreased by 8% from the 2021 cohort. **Root Cause:** Due to the Covid pandemic, colleges continued to waive testing which resulted in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.

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

**Problem Statement 4 (Prioritized):** Student participation and student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic. **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 5 (Prioritized):** TWHS did not earn Comparative Academic Growth Distinction. **Root Cause:** Economically disadvantaged students are performing well below the performance level for all students on STAAR EOC assessments and continue to struggle with learning loss from the COVID pandemic. In addition, the campus has seen an increase in Economically Disadvantaged students each year.

**Problem Statement 6 (Prioritized):** Special Education students are performing well below the performance level for all students on STAAR EOC assessments. **Root Cause:** With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. Further, Special Education students continue to struggle with the learning loss associated with the COVID pandemic.

**Problem Statement 7:** With the move to online STAAR EOC testing in the 2022-2023 school year and online PSAT/SAT testing in the 2023-2024 school year, technology must be a priority in the upcoming school year so students can be prepared for online assessments. **Root Cause:** With the increased need for students to have access to technology in the classrooms for the various testing platforms, students need access to chrome carts and other forms of technology so they will be prepared for these types of tests in the future.

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



# Culture and Climate

## Culture and Climate Summary

TWHS is very intentional in creating a positive climate. TWHS invests in building strong connections with students, parents, and community. TWHS maintains a safe, collaborative culture and has high expectations for student behavior. The vast majority of students at TWHS are respectful, confident students. This culture of respect also exists between staff, parents, and community. In addition, TWHS will be onboarding PBIS Foundations training during this current school year to continue our tradition of positive, proactive approach to student behavior. At the beginning of the school year, the guidelines for success (Highlander Strong) along with Hallway Behaviors will be unveiled to students, staff, and families.

An annual review is conducted of discipline records, including student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. For the 2021-2022 school year, 6,628 referrals were processed and 2,169 of the referrals were for tardies. The next two highest counts were 522 for skipping and 196 for inappropriate behavior. The total incidents by grade level were: 9th (1,154), 10th (1,832), 11th (1,624), and 12th (2,018). As evidenced by the discipline incident report, TWHS has very few problems with discipline as compared to other high schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus.

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

The 2021-2022 school year has had some unexpected struggles due to the ongoing COVID pandemic. Teachers are experiencing ongoing difficulties with absent students due to positive COVID tests and/or quarantine requirements. The campus has instituted after school testing to assist with make-up testing. Students are able to sign up for a two hour time slot on Tuesdays, Wednesday, and Thursdays to take any missed quizzes and/or exams. Additionally, substitute teachers continues to be a challenge with the ongoing COVID pandemic. As a result of an increase in teacher absents, our campus substitute coordinator is ensuring coverage for future absents up to two months in advance for planned absences for our coaches and other staff members.

## Culture and Climate Strengths

- TWHS celebrates a healthy, supportive culture.
- TWHS has launched 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.
- Teachers exhibit the ability to be flexible in this time of Covid and make use of virtual resources for students who are absent. They are rising to the challenge of meeting students' needs.
- Administrators work closely with faculty and staff in the decision-making process.
- TWHS provides ongoing professional development on the implementation of PBIS Foundations.
- All stakeholders feel that they are a part of the decision-making process.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** 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, students returned to campus after experiencing remote learning in the previous year, which added to the need for more guided rules in classrooms, transition areas, and extracurricular activities.

**Problem Statement 2:** Safety continues to be a struggle with our students and our staff. **Root Cause:** With the changes in safety protocols for the 2021-2022, students and faculty struggle with the need to keep all entry points secure at all times. This enhanced security protocol is different from our past procedures so students and faculty will need time and practice to adjust to these new rules.

**Problem Statement 3:** The school community continues to struggle with the ongoing issues of COVID absences for both students and teachers. **Root Cause:** Teachers are faced with the implications of learning loss for students due to the ongoing COVID pandemic. In addition, teachers and students struggle with attendance due to COVID, which impacts learning in the classroom.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

Our website is kept up to date and has information about upcoming events as well as resources for parents to assist their students at home. Additionally, important messages that are time sensitive are delivered through our campus "school messenger" system which has the ability to blast out emails/text messages to all parents/students simultaneously. TWHS also maintains a bi-weekly Highlander Happenings Newsletter that outlines important dates/information relevant to the high school. Our counseling staff also has a monthly newsletter that has academic, college and career, and social and emotional topics to assist students and their families. In addition, our counselors use the Naviance program as well as Canvas courses and Canvas email to communicate school information.

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

## Parent and Community Engagement Strengths

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

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

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

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

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

continued, TWHS has continued to struggle with parent engagement.

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

# Priority Problem Statements

**Problem Statement 1:** The percent of graduates that are College, Career, or Military ready decreased by 6% from cohort 2021 to cohort 2022.

**Root Cause 1:** Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in the TSIA, SAT and ACT tests. In addition, with the recent changes to the TSIA 2.0, students struggled and fewer students passed the English and mathematics tests when compared to prior years.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 7:** The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games.

**Root Cause 7:** With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, students returned to campus after experiencing remote learning in the previous year, which added to the need for more guided rules in classrooms, transition areas, and extracurricular activities.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** The communication between the parents and the school community often suffers through the various modes of communication.

**Root Cause 8:** 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 8 Areas:** Parent and Community Engagement

**Problem Statement 2:** The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2022 decreased by 8% from the 2021 cohort.

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

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments.

**Root Cause 3:** Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Student participation and student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic.

**Root Cause 4:** 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 Areas:** Student Achievement

**Problem Statement 6:** TWHS did not earn Comparative Academic Growth Distinction.

**Root Cause 6:** Economically disadvantaged students are performing well below the performance level for all students on STAAR EOC assessments and continue to struggle with learning loss from the COVID pandemic. In addition, the campus has seen an increase in Economically Disadvantaged students each year.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 5:** Special Education students are performing well below the performance level for all students on STAAR EOC assessments.

**Root Cause 5:** With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. Further, Special Education students continue to struggle with the learning loss associated with the COVID pandemic.

**Problem Statement 5 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 Success Initiative (SSI) data for Grades 5 and 8
- 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 percent of graduates that are college, career, or military ready (CCMR) from 79% to 85%.

### 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	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			Summative
	Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
<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.  <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. <b>Staff Responsible for Monitoring:</b> Administration CTE Department Chair CTE Teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Achievement 1		Formative			Summative
		Oct	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
<b>Problem Statement 1:</b> The percent of graduates that are College, Career, or Military ready decreased by 6% from cohort 2021 to cohort 2022. <b>Root Cause:</b> Our TSI criteria impacted our overall decline in CCMR students. Altered college admission requirements reduced our student participation in the TSIA, SAT and ACT tests. In addition, with the recent changes to the TSIA 2.0, students struggled and fewer students passed the English and mathematics tests when compared to prior years.

## 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 67% to 80%.

### HB3 Goal





**Evaluation Data Sources:** TAPR Report

College Board for SAT

ACT

TSIA

Strategy 1 Details		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 2 <b>Funding Sources:</b> Math Teacher 1 - State Comp Ed - \$64,870, Math Teacher 2 - State Comp Ed - \$68,070, Instructional Math Coach - State Comp Ed - \$63,670, Math Teacher 7 - ESSER III - \$15,831, Math Teacher 3 - State Comp Ed - \$44,926		Formative			Summative
		Oct	Dec	Mar	June

Strategy 2 Details	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 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	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 2 <b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$21,980	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

## Student Achievement

**Problem Statement 2:** The overall percentage of students that met TSI criteria in both ELA/Reading and Mathematics at The Woodlands High School Cohort 2022 decreased by 8% from the 2021 cohort. **Root Cause:** Due to the Covid pandemic, colleges continued to waive testing which resulted in students opting not to take the SAT/ACT. The TSI exam was waived for students enrolling in our dual credit program. Combined participation in the college entrance exams was reduced. Finally, gaps in student learning produced by virtual instruction impacted student performance on these assessments when taken.





**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** TWHS will increase our Emergent Bilingual Meets Grade Level rate for STAAR EOC English 1 from 39% to 44%, for STAAR EOC English 2 from 48% to 53%, and for STAAR EOC Algebra 1 from 51% to 56%.

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

Strategy 1 Details	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>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	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 3 <b>Funding Sources:</b> Teacher Assigned as Newcomer Liaison - Title III IMM - \$84,500, Books, Technology, and ESL Instructional Materials - Title III - \$1,400	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Emergent Bilinguals will attend STAAR EOC tutorials as required by HB 4545 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 3 <b>Funding Sources:</b> Extra Duty Pay - Title III - \$3,600	Formative			Summative
	Oct	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 3:</b> Emergent Bilingual students are performing well below the performance level for all students on STAAR EOC assessments. <b>Root Cause:</b> Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education due to the COVID pandemic which impacted their academic performance.

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** TWHS will increase AP Student Participation from 1,406 students to 1,450 students and will increase the Total Number of AP Students with a Score of 3 or higher from 85.14% to 87%.

**Evaluation Data Sources:** AP Administrator

College Board

Counselors

AP Teachers

Strategy 1 Details	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 4	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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 4	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details	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 4	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

#### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 4:</b> Student participation and student performance in the Advanced Placement program continue to be lower than the numbers prior to the COVID pandemic. <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 31% to 36%, for STAAR EOC English 2 from 43% to 48%, and for STAAR EOC Algebra 1 from 27% to 32%.

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

Strategy 1 Details	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 6	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who are in Special Education will attend STAAR EOC tutorials as required by HB 4545 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	Formative			Summative
	Oct	Dec	Mar	June

<p>mathematics, and the campus 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 6</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 6:</b> Special Education students are performing well below the performance level for all students on STAAR EOC assessments. <b>Root Cause:</b> With the COVID pandemic, special education students who selected the virtual platform were impacted academically with overall low academic performance. Further, Special Education students continue to struggle with the learning loss associated with the COVID pandemic.</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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit Academic Growth in both Reading/ELA and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> English Administrators Mathematic Administrators Math Instructional Coach English Vertical Team Coach PLCs English Teachers Math Teachers</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Math Teacher - ESSER III - \$75,936, Instructional Paraprofessional - State Comp Ed - \$22,289, Instructional Paraprofessional - ESSER III - \$11,720, Part-time Math Interventionist - ESSER III - \$14,542</p>				

Strategy 2 Details		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 5		Formative			Summative
		Oct	Dec	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

### Performance Objective 6 Problem Statements:

Student Achievement
<b>Problem Statement 5:</b> TWHS did not earn Comparative Academic Growth Distinction. <b>Root Cause:</b> Economically disadvantaged students are performing well below the performance level for all students on STAAR EOC assessments and continue to struggle with learning loss from the COVID pandemic. In addition, the campus has seen an increase in Economically Disadvantaged students each year.

## 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	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			Summative
	Oct	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	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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### 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	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			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our Math 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> Math 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	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
<div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				







#### 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<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				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</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 the various modes of communication. <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 implementation of the PBIS Foundations with our students, staff, and families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<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 <b>Funding Sources:</b> Substitutes for Staff Development Opportunities - ESSER III - \$30,195				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				





#### 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, students returned to campus after experiencing remote learning in the previous year, which added to the need for more guided rules in classrooms, transition areas, and extracurricular activities.

#### 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 2021-2022, all district and school safety protocols will be followed.

Strategy 1 Details	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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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  <b>Funding Sources:</b> Nurse - ESSER III - \$24,275, Clinic Paraprofessionals - ESSER III - \$20,399	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### 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, especially after the recent struggles within the community due to the COVID pandemic.

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

Strategy 1 Details	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	Formative			Summative
	Oct	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 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p><b>Strategy 1:</b> TWHS will introduce a blend of STAAR EOC Accelerated Instruction opportunities for HB 4545 that will be offered during advisories, after school, evenings, and Saturdays to fulfill the requirements of HB 4545. In addition, evening tutorials will continue for Science, Math, and Spanish.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Mathematics Instructional Coach Department Chairs PLCs Team Leads Teachers</p> <p><b>Funding Sources:</b> After school, evening and Saturday remediation and intervention - ESSER III - \$51,577, Healthy Snacks for Tutorials - ESSER III - \$4,653, Extra Duty Tutorials - State Comp Ed - \$21,980, Math Teacher 4 - State Comp Ed - \$59,450, Math Teacher 5 - State Comp Ed - \$62,870, Math Teacher 6 - State Comp Ed - \$42,022, Science Teacher 1 - State Comp Ed - \$12,734</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TWHS will assess vertical alignment in all high school core courses with a targeted focus on English and Mathematics 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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	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	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## 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	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  <b>Funding Sources:</b> Chromebook Carts with Chromebooks for English I and English II on both campuses - ESSER III - \$228,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TWHS will purchase TI-84 CE Calculators to assist students in math classes with instruction and remediation. <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 and national assessments such as the STAAR EOC, SAT, ACT, and TSIA 2.0 tests as well as classroom assignments, quizzes, and assessments. <b>Staff Responsible for Monitoring:</b> Assistant Principals Department Chairs Teachers  <b>Funding Sources:</b> TI-84 CE Calculators (23 sets of 10) - ESSER III - \$34,960	Formative			Summative
	Oct	Dec	Mar	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue



# State Compensatory

## Budget for The Woodlands High School

**Total SCE Funds:** \$484,861.00

**Total FTEs Funded by SCE:** 9

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

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## Personnel for The Woodlands High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Harden	Math Teacher	1
Craig Smith	Math Teacher	1
Jaime Poliak	Math Instructional Coach	1
Joshua Lindsay	Science Teacher	1
Kyle Jones	Math Teacher	1
Messaoud Benchaita	Math Teacher	1
Nicole Erskine	Math Teacher	1
Priscilla Shelton	Paraprofessional	1
Samantha Hunt	Math Teacher	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Books, Technology, and ESL Instructional Materials		\$1,400.00
1	3	3	Extra Duty Pay		\$3,600.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Teacher Assigned as Newcomer Liaison		\$84,500.00
Sub-Total					\$84,500.00
Budgeted Fund Source Amount					\$84,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Teacher 2		\$68,070.00
1	2	1	Instructional Math Coach		\$63,670.00
1	2	1	Math Teacher 1		\$64,870.00
1	2	1	Math Teacher 3		\$44,926.00
1	2	3	Instructional Materials		\$21,980.00
1	6	1	Instructional Paraprofessional		\$22,289.00
5	1	1	Math Teacher 6		\$42,022.00
5	1	1	Math Teacher 5		\$62,870.00
5	1	1	Math Teacher 4		\$59,450.00
5	1	1	Extra Duty Tutorials		\$21,980.00
5	1	1	Science Teacher 1		\$12,734.00
Sub-Total					\$484,861.00
Budgeted Fund Source Amount					\$484,861.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Teacher 7		\$15,831.00
1	6	1	Math Teacher		\$75,936.00
1	6	1	Part-time Math Interventionist		\$14,542.00
1	6	1	Instructional Paraprofessional		\$11,720.00
4	2	1	Substitutes for Staff Development Opportunities		\$30,195.00
4	3	2	Nurse		\$24,275.00
4	3	2	Clinic Paraprofessionals		\$20,399.00
5	1	1	After school, evening and Saturday remediation and intervention		\$51,577.00
5	1	1	Healthy Snacks for Tutorials		\$4,653.00
5	2	1	Chromebook Carts with Chromebooks for English I and English II on both campuses		\$228,000.00
5	2	3	TI-84 CE Calculators (23 sets of 10)		\$34,960.00
<b>Sub-Total</b>					\$512,088.00
<b>Budgeted Fund Source Amount</b>					\$512,088.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$1,086,449.00
<b>Grand Total Spent</b>					\$1,086,449.00
<b>+/- Difference</b>					\$0.00