

Conroe Independent School District
The Woodlands High School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 11, 2024

Student Achievement

Student Achievement Summary

- For the 2023-2024 school year, The Woodlands High School is projected to meet all three target areas:
 - Domain 1: Student Achievement: 93 (92 in 2022-2023)
 - Domain 2: School Progress: 90 (87 in 2022-2023)
 - Domain 3: Closing Performance Gaps: 95 (96 in 2022-2023)
- The Woodlands High School is projected to receive a 2024 Overall Texas Accountability Rating of A.

The Woodlands High School STAAR Testing Profile for 2023-2024 :

STAAR EOC scores are based on student enrollment of 4,450 students, with 14.4% Economically Disadvantaged, 6.2% Emerging Bilinguals, and 6.5% Special Education.

STAAR Performance	RLA	Math	Science	Social Studies	Percentages
Total Tests	2,215	1,082	1,133	1,073	
Approaches GL or Above	2,062	1,030	1,118	1,060	96%
Meets GL or Above	1,901	856	1,028	999	87%
Master GL	744	406	625	819	47%
Component Score					77
Scale Score					94

STAAR EOC for Economically Disadvantaged * The highlighted areas represent an increase in STAAR EOC scores compared to the 2022-2023 STAAR EOC scores.

Test	Approaches	Meets	Masters
English 1	81	69	20
English 2	84	71	8
Algebra 1	93	54	23
Biology	94	78	35
US History	96	80	52

STAAR EOC for Emerging Bilinguals

STAAR EOC Test	Approaches	Meets	Masters
English 1	76	60	10
English 2	81	65	3
Algebra 1	91	60	25
Biology	93	70	18
US History	93	60	32

* The highlighted areas represent an increase in STAAR EOC scores compared to the 2022-2023 STAAR EOC scores.

STAAR EOC for Special Education

STAAR EOC Test	Approaches	Meets	Masters
English 1	63	35	3
English 2	46	27	0
Algebra 1	71	17	10
Biology	95	49	5
US History	89	43	28

* The highlighted areas represent an increase in STAAR EOC scores compared to the 2022-2023 STAAR EOC scores.

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

The Woodlands High School Testing Profile for 2023-2024 AP Exams:

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

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

In Spring 2024, TWHS had 1,657 students participating in 3,279 exams, 88.41% of whom had an AP Score of 3 or higher.

The Woodlands High School SAT Testing Profile for 2023-2024:

	ERW	Math	Total
TWHS	93%	75%	74%
Texas	72%	49%	31%
National	72%	49%	37%

TWHS National Merit Recognition for the Class of 2024:

Finalists: 10

Semi-Finalists: 10

Commended Scholars: 47

National Hispanic Scholars: 53

National African American Scholars: 4

National Indigenous Scholars: 7

TWHS CCMR Student Data:

Total Graduates for 2022: 1,056

Total Graduates for 2023: 1,072

Total Graduates for 2024: 1,132

Total CCMR:

Total credit for CCMR Criteria for 2022: 79%

Total credit for CCMR Criteria for 2023: 92%

Total credit for CCMR Criteria for 2024: 83%

TSI Criteria:

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

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

TSI Criteria met for ELA and Mathematics for 2024: 68%

Earned Credit:

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

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

Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject for 2024: 37%

Earned IBC:

Earned an Industry-based certification in 2022: 17%

Earned an Industry-based certification in 2023: 28%

Earned an Industry-based certification in 2024: 42%

Student Achievement Strengths**STAAR EOC 2024 SPECIAL EDUCATION STRENGTH:**

Our students in Special Education showed growth in six different performance areas.

STAAR EOC for Special Education	Approaches			Meets			Masters		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
English 1	50	59	63	31	38	35	4	2	3
English 2	53	59	46	43	39	27	4	0	0
Algebra 1	69	84	71	27	24	17	13	6	10
Biology	73	88	95	51	45	49	16	9	5
US History	84	92	89	52	56	43	32	37	28

* The highlighted areas represent an increase in STAAR EOC scores compared to the 2022-2023 STAAR EOC scores.

STAAR EOC 2024 TOTAL MASTERS STRENGTH:

TWHS students had a 1% increase in total students scoring at Masters Grade Level.

- 47% of all students scored at the Masters Grade Level in 2024

STAAR EOC 2024 MASTERS BY SUBJECT STRENGTH:

TWHS students showed improvement in their Masters Performance Level in 3 out of 5 subjects.

- In 2024, 38% of students scored at the Master Grade Level in Algebra 1, 55% in Biology, 34% in English I, and 76% in US History.

2024 AP EXAMS STRENGTH:

- In 2024, The Woodlands had 65% of seniors taking at least one AP exam during high school, 53.7% scoring a three or higher on at least one AP exam, and 25% taking five or more AP exams.

2024 SAT SCORES STRENGTH:

The Woodlands scored well above the state average and the national average on

- ERW 21% above the Texas average, Math 26% above the Texas average, and 43% above total SAT score percentages.
- ERW 21% above the National average, Math 26% above the National average, and 37% above total SAT score percentages.

2024 CCMR STRENGTHS:

- 37% of TWHS students earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject, the same as in 2022-2023.
- 42% of TWHS students earned an Industry-based certification, an increase of 14% from 2022 to 2023.
- 83% of TWHS students earned total credit for CCMR Criteria (Google Analytics IBC was discontinued for the class of 2024), a decrease of only 3% from 2022-2023.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023.

Root Cause: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.

Problem Statement 2 (Prioritized): Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.

Problem Statement 3 (Prioritized): The performance level of special education students is not showing growth on most STAAR EOC assessments.

Root Cause: Special Education teachers do not use enough formative assessments to monitor student growth.

Problem Statement 4: TWHS only showed growth for STAAR EOC exams in two areas- English II Meets and English I Masters.

Root Cause: Students are struggling with the new question types and switching to online testing. With the population changing, teachers are struggling meeting the needs of all students.

Problem Statement 5: STAAR EOC testing and online PSAT/SAT testing are pushing TWHS technology needs to a point that requires multiple days of testing, many hours of doing device checks, and planning for server issues.

Root Cause: There is not enough Chrome Carts to service the growing population of over 4,500 students. The technology department is behind in updating the campus technology to meet all of the online testing needs.

Problem Statement 6: The number of students meeting CCMR criteria for 2024 decreased by 9%.

Root Cause: Teachers must adjust to new CCMR criteria year after year. The removal of the Google Analytics IBC has made it more difficult for schools to meet CCMR targets. The state has made changes that make it more difficult for students to reach completer status.

Problem Statement 7 (Prioritized): The SAT testing profile for total students meeting both SAT targets fell 4%.

Root Cause: The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.

Culture and Climate

Culture and Climate Summary

TWHS is very intentional in creating a positive climate. TWHS invests in building strong connections with students, parents, and the community. The safe, collaborative culture and high expectations for student behavior have led to a vast majority of respectful, confident students at TWHS. This culture of respect also exists between staff, parents, and the community. TWHS is proud to continue the successful PBIS Foundations training during this school year, a testament to the campus tradition of a positive, proactive approach to student behavior. At the beginning of the school year, the guidelines for success (Highlander Strong) and Hallway Behaviors will be reviewed with students, staff, and families, reinforcing the commitment to a positive school environment.

An annual review of discipline records includes student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. For the 2023-2024 school year, the majority of referrals were processed for tardies. The following two highest counts were for skipping and for inappropriate behavior. As evidenced by the discipline incident report, TWHS has fewer discipline problems. There have been no significant increases, indicating that resolution programs and interventions are typically successful. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels it is important not to be complacent about bullying and will include this as a need for the campus.

As part of the focus on student mental health and wellness, counselors at TWHS have engaged parents and students through a monthly counselor newsletter. This electronic newsletter engages the students and their families with various mental health and wellness objectives such as self-awareness, physical and mental health, and nutrition. TWHS is committed to promoting healthy lifestyles, and all campus personnel strive to recognize and support this through good nutrition, appropriate rest, stress reduction time for studying, and time for active physical activity.

With increased social media platforms, TWHS must be proactive when issues arise and get information to parents. Also, TWHS needs to create a social media presence that allows the campus to share and tell its stories to stakeholders and the community.

Culture and Climate Strengths

- TWHS celebrates a healthy, supportive culture.
- TWHS has continued PBIS Foundations with all staff, students, and families.
- Students report that they feel safe at school.
- Students are accepting of students new to TWHS and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Administrators work closely with faculty and staff in the decision-making process.
- TWHS provides ongoing professional development on the continuation of PBIS Foundations.
- All stakeholders feel that they are a part of the decision-making process.
- TWHS started an Anti-bullying committee in 2023-2024.
- TWHS also reinstated the Campus-Level Planning and Decision-Making Committee in 2023-2024.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football

games.

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

Problem Statement 2: Students wearing their ID continues to be a daily struggle.

Root Cause: The enhanced security protocol differs from past procedures, so students and faculty will need time and practice to adjust to these new rules.

Problem Statement 3: Teachers are feeling overwhelmed with policies and procedures, and the student-teacher ratio.

Root Cause: New policies continue to add pressure and duties to teachers. Also, TWHS continues to have increases in the size of the student population.

Parent and Community Engagement

Parent and Community Engagement Summary

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

The campus website is regularly updated with information about upcoming events and resources for parents to assist their students at home. In addition, a comprehensive campus' school messenger' system ensures that important, time-sensitive messages are delivered promptly to all parents and students. TWHS also maintains a bi-weekly Highlander Happenings Newsletter that outlines important dates and information relevant to the high school. The counseling staff further supports students and their families with a monthly newsletter covering academic, college, career, and social and emotional topics.

TWHS uses social media platforms to make announcements and advertise school events.

TWHS values the partnership with the campus PTO. This relationship is supported throughout the year, and campus administration utilizes PTO to assist with different events for the students and their families. TWHS appreciates working with other community organizations. Additionally, TWHS has parents and community members who actively participate in Site Based Decision-Making committee, voicing their opinions and advocating for their causes as campus issues arise.

Parent and Community Engagement Strengths

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

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

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

TWHS PTO and TWHS booster clubs are not just organizations, they are pillars of support for staff and students. Their continuous efforts and endless support contribute significantly to the success of the school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The communication from the school does not reach the community through posts on social media platforms and the school website.

Root Cause: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. 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 the campus climate and culture along with parent engagement.

Root Cause: With the changing population in The Woodlands, the makeup of the student body and the students' behaviors has shifted in several areas which has impacted the climate and culture in and outside the classroom. TWHS struggles to engage with new parents.

Problem Statement 3: TWHS struggles with parent responses to emails, letters, and phone calls.

Root Cause: Parents are not well informed on educational policies and procedures that change from year to year. Changes are made every year and it is difficult for parents to stay informed.

Priority Problem Statements

Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023.

Root Cause 1: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.

Problem Statement 1 Areas: Student Achievement

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

Root Cause 2: Quality Language Learner supports were not consistently implemented campus-wide. Many new Emergent Bilingual students came from countries with little or no education which impacted their academic performance. Teachers lack resources to help EB students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments.

Root Cause 3: Special Education teachers do not use enough formative assessments to monitor student growth.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games.

Root Cause 4: With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: The communication from the school does not reach the community through posts on social media platforms and the school website.

Root Cause 5: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. With so many platforms, parents may struggle with where to find information.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: The SAT testing profile for total students meeting both SAT targets fell 4%.

Root Cause 6: The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.

Problem Statement 6 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

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

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




Performance Objective 1: TWHS will increase the percentage of graduates that are college, career, or military ready (CCMR) from 83% to 90%.











High Priority

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: Counselors will assist students with college and career planning through guidance lessons, individual conferences, canvas courses, parent/student presentations, and counselor corner website. 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.</p> <p>Strategy's Expected Result/Impact: An increased number of students will graduate with a CCMR complete indicator through TSI criteria being met, SAT, AP exams, Dual credit courses, and/or Industry-based certifications.</p> <p>Staff Responsible for Monitoring: Lead Counselor Counselor Associate Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p>Strategy 2: CTE teachers will promote their course pathways through written and online resources which include course descriptions, course sequences, and Industry-based certifications and will attend CTE professional development opportunities. Students will attend an elective night in January prior to course registration where CTE teachers will welcome students and families into their classrooms for short presentations to highlight their various programs and certifications.</p> <p>Strategy's Expected Result/Impact: An increase in the number of Industry-based certifications and in the number of students enrolled in CTE courses.</p> <p>Staff Responsible for Monitoring: Administration CTE Department Chair CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews		
<p>Strategy 3: Students and Counselors will begin using Naviance to create 4-year plans. This program will help students align CTE courses.</p> <p>Strategy's Expected Result/Impact: More students reaching completer status.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1, 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023. Root Cause: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.</p> <p>Problem Statement 7: The SAT testing profile for total students meeting both SAT targets fell 4%. Root Cause: The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.</p>

Goal 1: Student Achievement and Post-Secondary Success

TWHS 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 68% to 75%.




High Priority











HB3 Goal

Evaluation Data Sources: Formative classroom assessments
TSIA

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Use instructional coaches to target students

Strategy 1 Details	Reviews		
<p>Strategy 1: During the spring SAT school day for juniors, seniors will be given the opportunity to sign up and take the TSIA. Also, during the fall and spring semester of Advanced Quantitative Reasoning and English 4, TSIA will be offered to 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.</p> <p>Strategy's Expected Result/Impact: A higher number of students will be college ready in both English and mathematics.</p> <p>Staff Responsible for Monitoring: Administration Counselors English Teachers Math Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1, 7</p> <p>Funding Sources: Math Teacher 1 - State Comp Ed - \$84,095</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: An increased number of students who will have met College Readiness for both ELA/Reading and mathematics.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews		
<p>Strategy 3: PLCs in all four core areas will focus on college readiness curriculum to prepare their students for the TSIA, SAT, and ACT tests.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students who meet TSI criteria for both ELA/Reading and mathematics.</p> <p>Staff Responsible for Monitoring: Administration Mathematics Instructional Math Coach Math Teachers English Teachers Department Chairs Team Leads for English and Math PLCs Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023.</p> <p>Root Cause: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.</p>

Student Achievement

Problem Statement 7: The SAT testing profile for total students meeting both SAT targets fell 4%. **Root Cause:** The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.

Goal 1: Student Achievement and Post-Secondary Success

TWHS 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 the Emergent Bilingual Meets Grade Level rate for STAAR EOC English 1 from 60% to 68%, for STAAR EOC English 2 from 65% to 67%, and for STAAR EOC Algebra 1 from 60% to 65%.

Evaluation Data Sources: TELPAS Report

Eduphoria




STAAR Interim Assessments










Cambium

CFAs

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Need to implement additional targeted instruction

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

Strategy 2 Details	Reviews		
<p>Strategy 2: The ESL Coordinator will continue to train teachers on how to support Emergent Bilingual Learners. Teachers will continue to have Emerging Bilinguals in their classes and will teach their students how to utilize their in-class supports such as Bilingual dictionaries and Translation applications. In addition, the ESL teachers will be able to offer support to classroom teachers by pushing into their classrooms as needed.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual Learners will have higher grades in their coursework along with better performance on standardized tests such as STAAR EOC and TELPAS.</p> <p>Staff Responsible for Monitoring: LPAC Administrator ESL Teachers Counselors PLCs Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews		
<p>Strategy 3: Emergent Bilinguals will attend STAAR EOC tutorials as required by HB 1416 during advisory, after school, evening, and/or Saturday depending on their area of deficiency.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: LPAC Administrator ESL Teachers Counselors English Teachers Math Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews		
<p>Strategy 4: ESL teachers and team lead will attend professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;</p> <p>Strategy's Expected Result/Impact: Increase proficiency of ELL's by increasing the teacher's subject matter knowledge and skills.</p> <p>Staff Responsible for Monitoring: Administration ESL Team Lead</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: ESL Professional Development - Title III ELA - \$5,250</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.

Goal 1: Student Achievement and Post-Secondary Success







TWHS 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 the total number of AP students with a Score of 3 or higher from 85% to 89%.


Evaluation Data Sources: AP Administrator
College Board
Counselors
AP Teachers


Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Send more teachers to summer institutes

Strategy 1 Details	Reviews		
<p>Strategy 1: During course registration, counselors and teachers will target high performing level students by recommending appropriate AP courses for the upcoming calendar year. Counselors will also 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..</p> <p>Strategy's Expected Result/Impact: An increase in the number of students enrolled in AP classes.</p> <p>Staff Responsible for Monitoring: AP Administrator Counselors AP Teachers General Education Teachers</p> <p>Problem Statements: Student Achievement 1, 7</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p>Strategy 2: AP Teachers will use the information on AP Classroom along with the AP Instructional Planning Report to enhance their instructional practices for the current school year.</p> <p>Strategy's Expected Result/Impact: A higher number of students will score a 3 or higher on their AP Exams.</p> <p>Staff Responsible for Monitoring: AP Administrator Counselors PLCs AP Teacher Team Leads AP Teachers</p> <p>Problem Statements: Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023.

Root Cause: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.

Problem Statement 7: The SAT testing profile for total students meeting both SAT targets fell 4%. **Root Cause:** The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.







Goal 1: Student Achievement and Post-Secondary Success

TWHS 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 the Special Education Meets Grade Level rate for STAAR EOC English 1 from 35% to 39%, the STAAR EOC English 2 from 27% to 40%, and the STAAR EOC Algebra 1 from 17% to 25%.


Evaluation Data Sources: STAAR EOC Interim Assessments
Common Formative Assessments
Classroom formative assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will utilize the Special Education district instructional support coach to assist teachers with targeted intervention in English Language Arts and in Mathematics.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: District Instructional Coach Special Education Department Chair Special Education Teachers English Teachers Mathematics Teachers</p> <p>Problem Statements: Student Achievement 3</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Discontinue
Strategy 2 Details	Reviews		
<p>Strategy 2: Students who are in Special Education will attend STAAR EOC tutorials as required by HB 1416 during advisory, after school, evening, and/or Saturday depending on their area of deficiency.</p> <p>Strategy's Expected Result/Impact: Students will score higher on the STAAR EOC tests for ELA and mathematics, and the campus will see an overall improvement on STAAR EOC exams for students who are in Special Education.</p> <p>Staff Responsible for Monitoring: Administrator Special Education Special Education Department Chair Special Education Teachers Special Education Case Managers General Education Teachers</p> <p>Problem Statements: Student Achievement 3</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Discontinue

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments. **Root Cause:** Special Education teachers do not use enough formative assessments to monitor student growth.




Goal 1: Student Achievement and Post-Secondary Success




TWHS 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 an A performance in Domain II- School Progress.

Evaluation Data Sources: TWHS Data Dashboard- Student Growth
 STAAR Interim Assessments
 Comparative Formative Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: English 1, English 2 and Algebra 1 PLCs will work on instructional strategies to improve 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>Strategy's Expected Result/Impact: Students will exhibit Academic Growth in both Reading/ELA and mathematics.</p> <p>Staff Responsible for Monitoring: English Administrators Mathematic Administrators Math Instructional Coach English Vertical Team Coach PLCs English Teachers Math Teachers</p> <p>Problem Statements: Student Achievement 3</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: STAAR EOC exams for Reading/ELA and Mathematics will increase as well as classroom summative assessments.</p> <p>Staff Responsible for Monitoring: English Administrators Mathematic Administrators Math Instructional Coach English Vertical Team Coach PLCs English Teachers Math Teachers</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Instructional Para - State Comp Ed - \$31,872</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 2: Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.</p> <p>Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments. Root Cause: Special Education teachers do not use enough formative assessments to monitor student growth.</p>




Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: TWHS will maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audits of Activity and Budget accounts

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: All TWHS faculty with fiscal responsibilities will maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Account Manager to ensure that all expenditures align with the campus vision.</p> <p>Strategy's Expected Result/Impact: Clean audit of all activity and budget accounts.</p> <p>Staff Responsible for Monitoring: Campus Principal Administrators and Faculty with fiscal responsibilities Activity Accounts personnel Budget/Travel/Business Accounts personnel</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: The communication from the school does not reach the community through posts on social media platforms and the school website. Root Cause: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. With so many platforms, parents may struggle with where to find information.</p>







Goal 2: School Leadership and Fiscal Responsibility




CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.





Performance Objective 2: TWHS will focus on alignment of instructional practices between the Ninth grade and the Senior campuses.

Evaluation Data Sources: Principals
Associate Principals
Assistant Principals

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will have monthly "A" team meetings that will include all administrators from Ninth grade and Senior campuses. The Ninth grade administrators will attend weekly administrative meetings with the Senior campus administrators on Monday mornings.</p> <p>Strategy's Expected Result/Impact: The Administrative team will work cohesively as a unit and will handle fundamental issues such as attendance and discipline in the same manner on each campus. The work on PBIS Foundations will continue to enhance the bond between the Ninth grade and the senior campus administrators.</p> <p>Staff Responsible for Monitoring: Principals Associate Principals Assistant Principals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p>Strategy 2: TWHS Assistant Principals will attend professional development that will focus on Instructional Leadership as well as attend their assigned department Professional Learning Committee meetings.</p> <p>Strategy's Expected Result/Impact: Assistant Principals will continue as Instructional Leaders on campus which will have a positive impact on student learning and instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principals Associate Principals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews		
<p>Strategy 3: The associate principal and the lead counselors will meet with Ninth-grade counselors and team leads weekly to discuss concerns, and make plans to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Teachers feel supported in their efforts to improve students achievement. Students will transition smoother from Ninth-grade to 10th and continue to show academic growth.</p> <p>Staff Responsible for Monitoring: Administration Team Leads Lead Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023. Root Cause: Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.</p> <p>Problem Statement 2: Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.</p> <p>Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments. Root Cause: Special Education teachers do not use enough formative assessments to monitor student growth.</p> <p>Problem Statement 7: The SAT testing profile for total students meeting both SAT targets fell 4%. Root Cause: The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.</p>

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monitor teachers who are certified using DOI and Emergency Permits

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will support new teachers through the establishment of a group called "Team Tartan" which begins with a TWHS new teacher orientation led by a veteran teacher and administrator.</p> <p>Strategy's Expected Result/Impact: New teachers will have a successful year as evidenced by campus staff retention rates.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Principals Mentor Teachers</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: New teachers feel supported and are able to achieve academic growth.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		Summative
	Dec	Mar	June
	 Accomplished	 Accomplished	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Culture and Climate

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

Goal 4: Safe and Collaborative School Culture








CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of the community.

Performance Objective 1: TWHS will maximize learning for all students by developing partnerships with parents and the 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Transition to new Apptegy platform for communication

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will send out bi-weekly Highlander Happenings Newsletter and a monthly Counselor Newsletter which will outline important events, deadlines, announcements, and opportunities for students and families to get involved.</p> <p>Strategy's Expected Result/Impact: Increased capacity for parents/students/community to stay informed of activities and events that occur at TWHS.</p> <p>Staff Responsible for Monitoring: Administration Counselors Parents/Students/Community Teachers</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: The communication from the school does not reach the community through posts on social media platforms and the school website. **Root Cause:** TWHS parent groups have multiple Facebook accounts that may cause mixed messages. 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 the community.

Performance Objective 2: TWHS will cultivate a safe, positive campus climate and culture through the continuation of the PBIS Foundations with students, staff, and families.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: More focus on Foundations with new administration

Strategy 1 Details	Reviews		
<p>Strategy 1: Through professional development and a PBIS Foundations team, the campus will create and implement positive behavioral interventions and supports to promote school safety and good behavior.</p> <p>Strategy's Expected Result/Impact: Improved campus climate and culture where all students benefit from a positive school climate and culture.</p> <p>Staff Responsible for Monitoring: Administration PBIS Foundations Team District Instructional Support Coaches</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

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

Goal 4: Safe and Collaborative School Culture







CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of the community.








Performance Objective 3: Throughout the 2024-2025 school year, all district and school safety protocols will be followed.

Evaluation Data Sources: Safety Audits

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Require IDs everywhere in the building

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will implement all Conroe ISD/campus safety practices through the year.</p> <p>Strategy's Expected Result/Impact: Student and teachers will feel safe and secure, which will enable increased student engagement in the classrooms.</p> <p>Staff Responsible for Monitoring: Campus Principals Associate Principals Assistant Principals Teachers TWHS Staff members</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p>Strategy 2: 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 the medical team.</p> <p>Strategy's Expected Result/Impact: All MEOP safety drills and safety meetings will be conducted by all scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Associate Principals Assistant Principals Nurses Clinic Aides</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews		
<p>Strategy 3: TWHS will require all students to wear identification.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will be able to identify intruders.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
	 Accomplished	 Accomplished	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Culture and Climate
<p>Problem Statement 1: The school community continues to struggle with student behaviors in classrooms, transition areas, and campus-wide events such as football games. Root Cause: With the lack of consistent hallway monitoring by staff members, students struggled with getting to class on time. In addition, the increase in the student population has caused more crowding in the hallways and events.</p>
Parent and Community Engagement
<p>Problem Statement 1: The communication from the school does not reach the community through posts on social media platforms and the school website. Root Cause: TWHS parent groups have multiple Facebook accounts that may cause mixed messages. With so many platforms, parents may struggle with where to find information.</p>








Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of the community.

Performance Objective 4: TWHS will focus on increasing parent engagement for the upcoming school year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will seek new ideas on ways to improve parent engagement from various parent booster representatives and the Parent Teacher Organization.</p> <p>Strategy's Expected Result/Impact: With suggestions from parents, TWHS will find innovative ways to grow parent engagement, especially after students and families have struggled with the ongoing complications of the COVID pandemic.</p> <p>Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Counselors</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

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

Parent and Community Engagement

Problem Statement 1: The communication from the school does not reach the community through posts on social media platforms and the school website. **Root Cause:** TWHS parent groups have multiple Facebook accounts that may cause mixed messages. With so many platforms, parents may struggle with where to find information.

Goal 5: Effective Instruction




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











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

Evaluation Data Sources: Eduphoria
PLC Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Tier 1 strategies need to be reviewed with all teachers.

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will introduce a blend of STAAR EOC Accelerated Instruction opportunities for HB 1416 that will be offered during advisories, after school, evenings, and Saturdays to fulfill the requirements of HB 1416. In addition, evening tutorials will continue for Science, Math, and Spanish.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Administrators Counselors Mathematics Instructional Coach Department Chairs PLCs Team Leads Teachers</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Extra Duty Tutorials - State Comp Ed - \$12,344</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

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

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.</p> <p>Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments. Root Cause: Special Education teachers do not use enough formative assessments to monitor student growth.</p>

Goal 5: Effective Instruction








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

Performance Objective 2: TWHS will increase the student ratio of access to various forms of technology in preparation for online STAAR EOC testing in the 2024-2025 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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to purchase Chrome Carts with extra money.

Strategy 1 Details	Reviews		
<p>Strategy 1: TWHS will purchase Chrome Carts, to assist students with instruction and remediation in all classrooms.</p> <p>Strategy's Expected Result/Impact: Students will have increased access to technology that will increase their ability to use technology effectively on state assessments such as the STAAR EOC tests as well as classroom assignments, quizzes, and assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principals Department Chairs Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3, 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The overall percentage of students meeting TSI criteria in ELA/Reading and Mathematics at The Woodlands High School Cohort 2024 fell 5% from 2023. **Root Cause:** Colleges continue to waive testing requirements, resulting in students opting not to take the TSIA. Participation in all college entrance exams is still reduced. Also, there is still limited access to preparation materials for students and teachers.

Problem Statement 2: Emergent Bilingual students are performing well below the performance level for all students on the English I and Algebra 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 which impacted their academic performance. Teachers lack resources to help EB students.

Problem Statement 3: The performance level of special education students is not showing growth on most STAAR EOC assessments. **Root Cause:** Special Education teachers do not use enough formative assessments to monitor student growth.

Problem Statement 7: The SAT testing profile for total students meeting both SAT targets fell 4%. **Root Cause:** The new format and the move to online testing has affected students success on SAT. Some colleges continue to waive entrance testing requirements, therefore less students are taking the exam.

State Compensatory

Budget for The Woodlands High School

Total SCE Funds: \$128,311.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

TWHS offers accelerated instruction and tutoring for students who were unsuccessful on the STAAR EOC and/or need extra help before school, after school, evenings, and Saturdays. TWHS offers after-school testing, and a testing center during the school day to provide students with the opportunity to take the exams necessary to improve their overall performance.

Personnel for The Woodlands High School

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

Campus Funding Summary

Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EB Instructional Materials and Supplies		\$6,250.00
1	3	4	ESL Professional Development		\$5,250.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Teacher 1		\$84,095.00
1	6	2	Instructional Para		\$31,872.00
5	1	1	Extra Duty Tutorials		\$12,344.00
Sub-Total					\$128,311.00
Budgeted Fund Source Amount					\$128,311.00
+/- Difference					\$0.00
Grand Total Budgeted					\$139,811.00
Grand Total Spent					\$139,811.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Student Support Services	9/9/2024	Tamika Taylor	10/29/2024
Bullying Prevention	Coordinator of Guidance and Counseling	9/9/2024	Tiffany Rhodriquez	9/12/2024
Child Abuse and Neglect	Mental Health Specialist	9/9/2024	Lindsey Taylor	10/25/2024
Coordinated Health Program	Coordinator of PE, Health, and Cheer	9/9/2024	Wade Haymark	9/9/2024
Dropout Prevention	Director of Highly Mobile and At-Risk Programs	9/9/2024	Paola Gorman	10/25/2024
Title I, Part C Migrant	Director of Highly Mobile and At-Risk Programs	9/12/2024	Paola Gorman	10/25/2024
Dyslexia Treatment Program	Coordinator of Dyslexia	8/22/2024	Sharon Henry	8/22/2024
Pregnancy Related Services	Professional Social Worker and Parent Education Specialist	9/11/2024	Lynda Gowin	10/29/2024
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	10/21/2024	Paula Green	10/24/2024
Post-Secondary Preparedness	College and Career Readiness Specialist	9/9/2024	Laura Willard	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	Mental Health Specialist and Director of School Safety	9/9/2024	Lindsey Taylor	10/25/2024
Student Welfare: Discipline/Conflict/Violence Management	Mental Health Specialist and Guidance and Counseling Coordinator	9/9/2024	Lindsey Taylor	10/25/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Education	9/9/2024	Kendra Wiggins	10/29/2024
Title I, Part A LEA Program Plan-13 Statutory Required Descriptions	Director of Federal Programs	9/16/2024	Dana Boyer	9/16/2024
Title II Program Requirements	Director of Federal Programs	9/11/2024	Dana Boyer	9/11/2024
Technology Integration	Director of Information Systems	9/11/2024	Jarod Lambert	9/12/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Human Resources	9/3/2024	Paula Green	10/24/2024