

# **Calhoun County Independent School District**

## **Hope High School**

### **2022-2023 Campus Improvement Plan**



## Mission Statement

We are committed to providing a focus on graduation and post high school success by supporting students on a non-traditional campus through an academically rich and emotionally supportive environment.

## Vision

**Excellence is not an act but a habit!**

## Value Statement

**We WILL make a difference!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hope High School is an Alternative Education Campus as defined by TEA to support at-risk students as they try to graduate. Our student body for last year was: Females 56%, Males 44%; Hispanic 71%, White 27%; LEP 5%; Special Education 8%; 504 12%; Economically Disadvantaged 78%; Homeless 2%; At Risk 70%. As an alternative education program, Hope HS creates a customized, flexible graduation plan for each of our students. Our approach builds on the foundation of meeting students where they are and supporting them through to graduation with a focus on the whole student as well as academic need. We work hard to involve parents in the education of their child. The support we have helps them realize that we are all working hard for them and understand the importance of an education. We encourage students to discover their career interests and provide opportunities to enrich their knowledge.

### Demographics Strengths

Hope High School serves mainly Juniors and Seniors.

Low teacher to student ratio

Frequent home visits

Teachers: Certified

Student Support Person on campus

Community resources come on a weekly basis

PIE Mentors

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hope High School struggle with attendance due to outside factors. **Root Cause:** A large percentage of students are at risk, have to work to help the family and/or need a positive nurturing environment that communicates daily.

## Student Learning

### Student Learning Summary

Hope High School exists to meet the needs of the individual student. Most students enrolled in Hope High School have a unique set of circumstances both academically and personally. Some are several years behind their age group peers but have finally reached a state of maturity that allows them to recognize the need for a high school diploma. Hope High School classrooms are equipped for the technology usage that is needed on a non-traditional alternative high school campus. All STAAR EOC courses are direct teacher taught. We also have computer programs to both attain and recover credits that are used on a daily basis. Student success is measured by the percentage of students who enroll and complete the program with a high school completion credential. Hope High School has been extraordinary successful with over 1,200 students earning a high school diploma since 1997.

### Student Learning Strengths

2021-2022 STAAR EOC ELA I & II: 58% Approached; 33% Meets (11/12 passed 91%)

2021-2022 STAAR EOC Biology: 50% Approached (1/2 passed 50%)

2021-2022 STAAR EOC US History 95% Approached; 65% Meets; 25% Mastered) (19/20 passed 95%)

Graduation Rate is 100 %

Participation Rate for STAAR EOC is 100%

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Many students we enroll have taken the STAAR EOC exams multiple times and we must find new and creative ways to remediate for success. **Root Cause:** Low self esteem

## **School Processes & Programs**

### **School Processes & Programs Summary**

The faculty and staff at Hope High School are committed to a shared mission of service. Each year expectations for teachers have increased and they have been successful. The district uses an online application program when a staff member needs to be hired. The staff members at Hope High School and DAEP are carefully chosen because of the wide variance of needs that our students come to us with. We are working on academic needs as well as social skills, real world situations, and creating opportunities for success in a college, work force, or military environment. All students have a chromebook that they use and they can be checked out when needed at home to work. Schedules change as students complete courses. Hope High School is a testing site for TSIA and ASVAB.

DAEP staff successfully implement a point system based on classroom behavior. The student's points are made available to parents. The philosophy is that a structured plan will assist students in making good choices while in the DAEP setting. A transition plan is created with the student, parent, DAEP staff, and home campus staff to help the student have a successful return to the home campus.

### **School Processes & Programs Strengths**

Field Trips (Businesses, Plants, Colleges, etc.)

Guest Speakers

Military Visits

Mentor Program

Open House

Counseling

Community Service

Parent Nights (FAFSA, etc.)

Low Student-Teacher Ratio

Fundraisers



## Perceptions

### Perceptions Summary

Hope High School has increased parental involvement. Social media websites, School Messenger, home mail outs, and electronic parent letters are used to relay information. HHS staff contacts each student that is not at school by 8:30. We have parent orientation meetings before any student begins. Mrs. Falcon takes Senior pictures on campus and caps and gowns are available. Family and community involvement is important for the success of our students. Members of the community are invited to be guest speakers on the campus to widen the range of awareness of employment opportunities for our students. Texas Workforce visits the campus several times a year and each student is signed up to utilize their services. An annual open house is also conducted so the public can visit and see how the school operates and know our accomplishments. Hope High School continually works to change the perception of the campus exhibited by district staff as well as the public as a School of Choice. This is done through the newspaper, Facebook, the webpage, and having open house. Students go out into the community to promote HHS as a positive campus on Constitution Day. School safety is extremely important for our staff and students. We all believe that everyone deserves to work and learn in a positive, safe learning environment. Procedures are in place and continue to be implemented to make the campus safe.

### Perceptions Strengths

The district has a Partners in Education (PIE) committee comprised of the five major industries in Calhoun County. The committee has a full-time PIE coordinator. PIE coordinates a mentor and tutor program for the campuses, has career fairs for students and promotes academic excellence through the industry partners. The Texas Scholars' program is one of the initiatives of the PIE Committee.

There is a wide variety of opportunities for students receiving gift cards for attendance and credits, field trips, Mid-Coast Family Services Drug and Alcohol Prevention Services, community service projects,

military visits, college field trips, and Red Ribbon Week activities. We plan to continue to broaden our strengths by using the newspaper, Facebook, and the website to reach out to the public and let them know about the wonderful things happening at Hope High School.

# Priority Problem Statements

# 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Student Achievement Domain
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

## 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
- Section 504 data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- School safety data

## Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Budgets/entitlements and expenditures data





# Goals

**Goal 1:** CCISD will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 1:** The % of students who score meets grade level or above on EOC ELA I and ELA II will increase by 5 % each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS will analyze STAAR EOC Testing, CBA/Interim Assessment and other available data to focus, revise, and improve instruction. We will continuously look at assessment data to revise instruction in the ELA classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized instruction in EOC area that reflect appropriate rigor for STAAR preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will provide focused preparation/remediation daily until the HHS students have passed/met standard on the STAAR ELA EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on the STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media for research and life skills. Edgenuity will be used daily in the classroom. The teachers will use the TEKS Resource System in classes for additional support. Remote learning will be used when students or staff are required to be in quarantine due to Covid 19 when possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Credits will be earned</p> <p><b>Staff Responsible for Monitoring:</b> Finster, All Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Edgenuity Program - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HHS Teachers will provide lesson plans for ELA I and II EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Good planning will produce good lessons and improved scores</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Parker, Kveton</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Because of HB 4545, instructional support will be provided for students that did not take or pass a STAAR ELA I and ELAR II the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorials will be provided during the school day or after school for ELA I and II.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Parker, Kveton</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students are often in need of extra help after school for tutorials to complete credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Credit Recovery</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Personnel - 199 LOCAL - \$0</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 1:** CCISD will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 2:** The % of students who score meets grade level or above on EOC Algebra I will increase by 5 % each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS will analyze STAAR EOC , CBA/Interim Assessment and other available data to focus, revise, and improve instruction. We will continuously look at assessment data to revise instruction in the Algebra I classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized instruction in EOC area that reflect appropriate rigor for STAAR preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Caughron, Riley</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will provide focused preparation/remediation daily until the HHS students have passed/met standard on the STAAR Algebra I EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on the STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media for research and life skills. Edgenuity will be used daily in the classroom. The teachers will use the TEKS Resource System in classes for additional support. Remote learning will be used when students or staff are required to be in quarantine due to Covid 19 when possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on EOC and courses  <b>Staff Responsible for Monitoring:</b> Finster, All Staff</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HHS Teachers will provide lesson plans for Algebra I EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on EOC and improved scores  <b>Staff Responsible for Monitoring:</b> Finster, Caughron, Riley</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Because of HB 4545, instructional support will be provided for students that did not take or pass STAAR EOC Algebra I the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorials will be provided during the school or at after school tutorials  <b>Staff Responsible for Monitoring:</b> Finster, Caughron, Riley</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students are often in need of extra help after school for tutorials to complete credit recovery. <b>Strategy's Expected Result/Impact:</b> Credit recovery <b>Staff Responsible for Monitoring:</b> Finster  <b>Funding Sources:</b> Personnel - 199 LOCAL - \$0	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** CCISD will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 3:** The % of students who score meets grade level or above on EOC Biology will increase by 5 % each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS teachers will analyze STAAR EOC , CBA/Interim Assessment and other available data to focus, revise, and improve instruction. We will continuously look at assessment data to revise instruction in the Biology classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized instruction in EOC area that reflect appropriate rigor for STAAR preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staloch</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will provide focused preparation/remediation daily until the HHS students have passed/met standard on the STAAR Biology EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on the STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staloch, Kubena</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media for research and life skills. Edgenuity will be used daily in the classroom. The teachers will use the TEKS Resource System in classes for additional support. Remote learning will be used when students or staff are required to be in quarantine due to Covid 19 when possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on EOC and courses</p> <p><b>Staff Responsible for Monitoring:</b> Finster, All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HHS Teachers will provide lesson plans for Biology EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on EOC and courses</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staloch</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Because of HB 4545, instructional support will be provided for students that did not take or pass a STAAR Biology the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorials will be provided during the school day or in after school tutorials.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staloch, Kubena, Kovar</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students are often in need of extra help after school for tutorials to complete credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Credit Recovery.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>Funding Sources:</b> Personnel (None was used--teachers gave time) - ESSER I</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** CCISD will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 4:** The % of students who score meets grade level or above on EOC US History will increase by 5 % each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS will analyze STAAR EOC , CBA/Interim Assessment and other available data to focus, revise, and improve instruction. We will continuously look at assessment data to revise instruction in the US History classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized instruction in EOC area that reflect appropriate rigor for STAAR preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Brown</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will provide focused preparation/remediation daily until the HHS students have passed/met standard on the STAAR US History EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on the STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media for research and life skills. Edgenuity will be used daily in the classroom. The teachers will use the TEKS Resource System in classes for additional support. Remote learning will be used when students or staff are required to be in quarantine due to Covid 19 when possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on STAAR EOC and course  <b>Staff Responsible for Monitoring:</b> Finster, All Staff</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> Edgenuity - 199 LOCAL</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HHS Teachers will provide lesson plans for US History EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on STAAR EOC and course  <b>Staff Responsible for Monitoring:</b> Finster, Brown</p> <p><b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Because of HB 4545, instructional support will be provided for students that did not take or pass a STAAR US History EOC the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorials will be held during the day or in after school tutorials  <b>Staff Responsible for Monitoring:</b> Finster, Brown</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students are often in need of extra help after school for tutorials to complete credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Credit Recovery</p> <p><b>Staff Responsible for Monitoring:</b> Mrs. Finster</p> <p><b>Funding Sources:</b> Personnel--Was not used - 199 LOCAL - \$0</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** CCISD will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 5:** The % of Bilingual Emergent and Special Education student populations that score meets grade level or above on STAAR will increase by 5% each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS Teachers will analyze STAAR EOC, CBA/Interim Assessment and other available data to focus, revise, and improve instruction. We will continuously look at assessment data to revise instruction in the Bilingual Emergent and Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized instruction in EOC area that reflect appropriate rigor for STAAR preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers, Tompkins</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will provide focused preparation/remediation daily until the HHS students have passed/met standard on the STAAR EOCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on the STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers, Tompkins</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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>				





**Goal 2:** CCISD will support college, career and military readiness through academic, extra-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 1:** CCISD will increase the % of graduates who are CCMR ready from 50 % to 70 % by August 2025.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HHS teachers will assess each incoming student. An individualized graduation plan will be provided to each student, identifying areas of academic strengths, and addressing individual areas of need. Teachers will meet with students at least three times a semester to discuss progress and goals. The principal will meet with each student when they receive a credit. This credit will be documented in the student's purple or green folder so they can quickly see progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Exam scores will show progress</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS teachers, Kovar</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HHS teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media for research and life skills. Edgenuity will be used daily in the classroom. The teachers will use the TEKS Resource System in classes for additional support. Remote learning will be used when students or staff are required to be in quarantine due to Covid 19 when possible. BIM will be offered for students that do not have a CCMR point so a Microsoft Word Certification Exam can be given.</p> <p><b>Strategy's Expected Result/Impact:</b> More electives are offered and credits can be earned. CCMR point will be received for students passing the Microsoft Word Certification exam.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Edgenuity - 199 LOCAL</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS will designate a time in the schedule (20 minutes daily) to provide tutorials for college admission tests to have students better prepared for college entrance assessments. The TSIA will be paid for by the campus for the students.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will meet the TSIA criteria in ELA/Reading and Mathematics</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers, Kovar</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> TSIA Review materials - 199 LOCAL</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HHS/DAEP teachers will be members of organizations that will help increase student achievement through staff development and information.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff can attend staff development that is offered dealing with our specific type of campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Membership - 199 LOCAL - \$400</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The staff will ensure that students will fill out appropriate paperwork (FAFSA) and have the opportunity to take TSIA and ASVAB. These will be offered on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR points will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Teachers, Kovar</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> HHS staff will invite guest speakers into the classroom to discuss future opportunities for the students. Students will also have the opportunity to visit work places, colleges, etc. Texas Workforce will come to the campus several times during the year as well.</p> <p><b>Strategy's Expected Result/Impact:</b> Better knowledge of opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Kovar, HHS Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> HHS/DAEP teachers will provide resources and individualized instruction as necessary for those special needs students who require them. We will pay particular attention to meeting the instructional programs and accommodations specified in ARD-developed individualized programs (IEP). The staff will ensure that identified students will graduate with a completed IEP and workforce readiness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> School Report card will reflect strategy</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS teachers, Kovar, Tompkins</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> HHS and the CCISD CTE Director will work together to get students certified in Microsoft Word. This will be a dual partnership with a CHS teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> School Report Card will reflect strategy</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Kovar, HHS teachers, CTE Director</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Hope High School students will earn cords for graduation by completing activities in the HHS Passport. (Skill development (car maintenance, First Aid, CPR, Phone Etiquette, Etiquette Manners, sewing, etc.); Community Service (beach/highway clean up, Halloween carnival, blood donation, can food drive, etc.); Health and Safety (Anti-bullying; Nutrition, Drugs/Alcohol, Yoga, etc.); Future Preparation (Workforce Solutions, College application, TSIA, ASVAB, FAFSA, resume, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Better prepared for the future.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Kovar, HHS Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<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>				





**Goal 3:** CCISD will maintain a safe environment through enhanced safety measures and campus initiatives.

**Performance Objective 1:** CCISD will strive to improve all practices associated with school safety measures including training, development, and refinement of current safety practices.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will conduct daily/weekly safety checks to ensure the campus is a safe and positive learning environment for all. A door sweep will be done at least weekly to ensure doors are locked and this information will be documented.</p> <p><b>Strategy's Expected Result/Impact:</b> Radios and Cameras will be working properly or documented</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Amason, Falcon</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administration will maintain existing campus-wide video surveillance system.</p> <p><b>Strategy's Expected Result/Impact:</b> All classrooms and hallways will have cameras for everyone's safety.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>Funding Sources:</b> Local for cameras for new classrooms (Unknown amount) - 199 LOCAL</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The DAEP campus will use a behavior matrix and point system plan that will have student behavior documented each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive compliant behavior</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Amason, DAEP teachers, Kovar</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The HHS/DAEP staff will attend professional development that will enhance positive behavior interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive strategies will be used.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Law Conference (Finster) - 255 TITLE II - \$220</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The DAEP campus will assist the home campus with a transition to home campus personal support plan for each student before return to their home campus. DAEP Administration, Home campus Administration, Home Campus Counselor, Parent, and Student will be involved in this process.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration between home campus and DAEP staff will result in a plan that will hopefully result in success a the home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Amason, CCISD Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The HHS/DAEP campus has an updated safety plan developed in conjunction with the district safety plan. This plan will be shared with the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be prepared for an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Amason, Falcon</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The HHS/DAEP campus will continue practicing the guidelines CCISD has for safety with Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Covid-19 cases will be minimum</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staff, Custodian</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The HHS students will participate in a 12 week course provided by Mid Coast Family Services to address issues such as substance abuse, bullying, careers, relationships, social skills, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Better awareness of the topics</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Kovar</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Fencing will be constructed along the perimeter of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will be safer with strangers not being able to easily walk across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Falcon</p> <p><b>Funding Sources:</b> Fencing Materials - 281 ESSER II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 10 Details	Reviews			
<b>Strategy 10:</b> ESSER funds will be requested to replace current doors with key less cards for a safer entrance into the classrooms. <b>Strategy's Expected Result/Impact:</b> Staff and students can get into the classrooms faster in case of an emergency. <b>Staff Responsible for Monitoring:</b> Finster, Amason	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> An ESSER request will be made to have more outside cameras where there are presently none at. <b>Strategy's Expected Result/Impact:</b> Safer campus <b>Staff Responsible for Monitoring:</b> Finster, Amason	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> The Hope High School Staff will complete CRAZE training and participate in all required activities that the state requires for safety. <b>Strategy's Expected Result/Impact:</b> Safe Campus <b>Staff Responsible for Monitoring:</b> Finster, Amason	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> The Hope High School staff will utilize the crisis counselor to assist with mental health issues. <b>Strategy's Expected Result/Impact:</b> Students will have help if needed. <b>Staff Responsible for Monitoring:</b> Finster, Amason, Veach	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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>				

**Goal 4:** CCISD will attract and retain quality staff through the measures outlined in the District of Innovation Plan, salary incentives, potential teacher housing, and supportive professional development.





**Performance Objective 1:** CCISD will design targeted professional development focused on administrator and teacher effectiveness in all instructional settings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All HHS/DAEP teaching personnel will meet SBEC standards in both subject area expertise and in specialized instructional areas (Special Education, GT, BE, etc.) by the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All personnel meets state requirements in all areas by SBEC and Federal standards.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Taylor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration will maintain membership in the Texas Association for Alternative Education (TAAE) and have staff members attend the conference in February. Hope High School will be a showcase school for the conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Sharing of best practices applicable to Hope High School/CHS Jumpstart/DAEP in the field of alternative education.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hope High School Principal and staff will attend other staff development of choice to enhance instructional practices. (ESC, Virtual, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Better grades, better attendance, better behavior</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<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>				





**Goal 5:** CCISD will practice fiscal responsibility while meeting student and staff needs.

**Performance Objective 1:** CCISD will monitor budget requests and utilize federal, state, and district funds to support the instruction plan.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hope High School staff will analyze the 2021-2022 budget to find necessary reductions without compromising educational quality.</p> <p><b>Strategy's Expected Result/Impact:</b> Submit budget to central office for review and feedback. Reduction amounts will meet district budget goals.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hope High School/DAEP will make maximum use of available technology and all services to enrich the learning experience at the least possible financial cost to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure of the campus students to social, political, economical, and cultural experiences beyond the reach of the local community.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HHS teachers will provide resources and individualized instruction as necessary for students eligible for and requiring state compensatory education services. (At Risk students) We will utilize the Edgenuity online education program to individualize instruction and provide elective credit opportunities and remediation necessary to advance Hope HS students toward graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> The needs of our students will be met and a rate of completion and graduation approaching 100 percent is achieved.</p> <p><b>Staff Responsible for Monitoring:</b> Finster, HHS Staff</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> District money for Edgenuity - 199 LOCAL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** CCISD will practice fiscal responsibility while meeting student and staff needs.

**Performance Objective 2:** Performance Objective 2: CCISD will coordinate federal, state, and district funds to enhance the safety program.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hope High School will maintain and updated Emergency Operations Plan in conjunction with CCISD law enforcement and local law enforcement agencies .</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school safety awareness</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Messenger and Facebook (social media) will be utilized as needed to advise parents and community of safety issues as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness for community of safety issues.</p> <p><b>Staff Responsible for Monitoring:</b> Finster</p> <p><b>Funding Sources:</b> School Messenger Program (Amount Unknown) - 199 LOCAL</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increased presence of community based service agencies including law enforcement, fire, EMT, and public officials. These individuals will be invited to the campus as well as speakers. Students will go on field trips as well to businesses to broaden opportunities of what is available in the real world.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Finster, Staff</p> <p><b>Funding Sources:</b> Transportation Costs - 199 LOCAL - \$794.60</p>	Formative			Summative
	Dec	Feb	Apr	June
<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>				

# State Compensatory

## Budget for Hope High School

**Total SCE Funds:** \$633,892.90

**Total FTEs Funded by SCE:** 14.5

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

Hope High School Hope High School is a non-traditional campus where students complete all graduation requirements through an individualized plan resulting in a traditional diploma. Students work independently, in teacher directed scenarios, and on the computer in the different subject areas to master state standards and earn the credits required. At least 75% of our students are at-risk. We provide a safe emotional and physical environment, assist students in making connections between education and employment, help students have academic success, get students engaged in their own education and assist with post high school paperwork as needed (FAFSA, resume, scholarship applications, etc.). The students have to go through an application process and be approved to transfer from the main high school. DAEP DAEP is the program that assists the home campus with discipline issues. Students are sent to the DAEP either for discretionary placement or mandatory placement. 100 % of these students are at-risk. Assignments are gotten from the home campus by the teachers on the DAEP campus. The work is completed and sent back to the teacher of record for each student.. The minimum placement is 15 days. A transition meeting is held for each student before they return with the hope that they will be successful. This meeting is attended by DAEP administration, home campus administration and counselor, the parent, and the student.

## Personnel for Hope High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amason, Nicole	Asst. Principal	1
Brown, Tia	Teacher	1
Caughron, Brice	Teacher	1
Falcon, Christine	Clerk	1
Finster, Dwana	Principal	1
Gerking, Shari	Instructional Aide	1
Kovar, Jackie	Student Services	0.5
Kubena, Jeff	Teacher	1
Kveton, DeeAnna	Teacher	1
Parker, Beverly	Teacher	1
Reyna, Rebekah	Secretary	1
Riley, Lee	Teacher	1
Staloch, Kaitlin	Teacher	1
Tompkins, Kevin	Teacher	1
Ybarra, Juanita	Instructional Aide	1

# Campus Funding Summary

199 LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Edgenuity Program		\$0.00
1	1	6	Personnel		\$0.00
1	2	6	Personnel		\$0.00
1	4	3	Edgenuity		\$0.00
1	4	6	Personnel--Was not used		\$0.00
2	1	2	Edgenuity		\$0.00
2	1	3	TSIA Review materials		\$0.00
2	1	4	Membership		\$400.00
2	1	8			\$0.00
3	1	2	Local for cameras for new classrooms (Unknown amount)		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	3	District money for Edgenuity		\$0.00
5	2	2	School Messenger Program (Amount Unknown)		\$0.00
5	2	3	Transportation Costs		\$794.60
<b>Sub-Total</b>					<b>\$1,194.60</b>
255 TITLE II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Law Conference (Finster)		\$220.00
<b>Sub-Total</b>					<b>\$220.00</b>
ESSER I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Personnel (None was used--teachers gave time)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	9	Fencing Materials		\$0.00
				<b>Sub-Total</b>	\$0.00



# Addendums

## Hope High School/DAEP 2022-2023



**Hope HS is a non-traditional alternative campus where students complete all graduation requirements and receive a diploma.**

Credits are received by:

- Whole group teacher instructed classes
  - Computer Based Instruction
- Independent Instruction with teacher support

### Hope High School—The School of Choice

**Staff:**

Dwana Finster (Principal)  
Jackie Kovar (Student Support)  
Nicole Amason (Asst. Principal)  
Beverly Parker (ELA/Electives)  
Brice Caughron (Math/Electives)  
Tia Brown (Social Studies)  
Kaitlin Staloch (Science/Electives)

**Touring/Virtual Touring Opportunities:**

Manufacturing Plants,  
Rosenberg TSTC, Texas State Aquarium,  
Local Businesses, Victoria College, UHV, Corpus Christi A&M

**Guest Speakers:**

Military, Business Reps, Colleges,  
First Responders, Texas Workforce,  
Mid Coast Counseling

**2022-2023 Goals**

- Build Positive Relationships
- Increase CCMR points
- Increase Academic Scores
- Prepare students for future
- Recover credits
- Passport Requirements

**Community Projects:**

- Constitution Day
- Beach Clean-up
- Highway Clean-up,
  - Food Drive
  - Blood Drive,
- Halloween Carnival for Life Skills

### CCISD DAEP

**Staff:**

Dwana Finster (Principal)  
Nicole Amason (Asst. Prin.)  
Jackie Kovar (Student Support)  
Jeffrey Kubena (Science) DeeAnna Kveton (ELA)  
Tia Brown (Social Studies) Lee Riley (Math)  
Kevin Tompkins (Electives)  
Juanita Ybarra, Shari Gerking (Instructional Aides)

**Objectives:**

- Build Positive Relationships
- Continue Behavior Point System
- Monitor Student Academic Progress
- Work closely with home campus to develop a transition plan
- Maintain a safe and orderly campus

**STAAR EOC Performance**

ELA I and II (11/12 Passed)—58% Approached, 33% Meets

Biology (1/2 Passed) 50% Approached

US History (19/20 Passed)—95 % Approached, 65% Meets, 25 % Mastered

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**HOPE H S (029901003) - CALHOUN COUNTY ISD - CALHOUN COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>98</b>	<b>A</b>
<b>Student Achievement</b>		<b>92</b>	<b>A</b>
STAAR Performance	48	91	
College, Career and Military Readiness	23	89	
Graduation Rate	100	100	
<b>School Progress</b>			<b>Not Rated</b>
Academic Growth			Not Rated
Relative Performance (Eco Dis: 71.9%)			Not Rated
<b>Closing the Gaps</b>			<b>Not Rated</b>

\* This is an Alternative Education campus. This campus was evaluated by alternative education account

	Percent	Bonus Points Earned
AEA Bonus Points		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	94%	5
EOC Retest Assessments at Approaches Grade Level or Above	40%	1

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

- Not Eligible **ELA/Reading**
- Not Eligible **Mathematics**
- Not Eligible **Science**
- Not Eligible **Social Studies**
- Not Eligible **Comparative Academic Growth**
- Not Eligible **Postsecondary Readiness**
- Not Eligible **Comparative Closing the Gaps**

## Accountability Summary 2018 - 2021

<b>Name of Campus</b>	Hope High School
<b>Campus Number</b>	029901003

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	27	36		51
College, Career and Military Readiness (2018-2020 Rules)	4	25	27	
% Military Enlistment	0	9	0	* Based on data from 2020 CCMR Accountability Data Report
% CTE Coherent Sequence	2	11	16	
College, Career and Military Readiness (2021 Rules) **	2	5	11	20
Graduation Rate (includes Grads, Continuers & TxCHSE)	95.3	93.6	94.3	100.0

2022  
48  
23  
100

\*\* The calculation of CCMR changed significantly in 2021. The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:

1. Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)
2. The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	N/A	N/A		
Relative Performance (STAAR Performance and CCMR)	N/A	N/A		N/A
Relative Performance (% EcoDIs)	61.5%	88.9%		70.0%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	0%	0%		N/A
Growth Status	N/A	N/A		
Graduation Status	0%	0%		100%
English Language Proficiency Status	N/A	N/A		N/A
Student Success Status (STAAR Performance)	0%	0%		100%
School Quality Status (CCMR)	0%	0%		0%

\* To access the 2020 Accountability Data Report, click on:  
[https://rpsvrl.tea.texas.gov/perfreport/account/acct\\_srch.html](https://rpsvrl.tea.texas.gov/perfreport/account/acct_srch.html)  
 Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.  
 In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.



HOPE HIGH SCHOOL  
900 N. Virginia St. Rm 10  
Port Lavaca, Texas 77979  
Phone: 361-552-7084  
Fax: 361-551-2677

**Hope HS Campus Attendance Committee/Plan  
2022-2023**

Dwana Finster	Principal
Nicole Amason	Asst. Principal
Jackie Kovar	Student Services
Rebekah Reyna	Secretary
Brice Caughron	Teacher
Beverly Parker	Teacher

**Attendance Plan for 2022-2023**

1. Preliminary attendance is taken each morning at 8:15. Students not present are called by the school secretary. A call log is kept up to date. The principal will conduct a home visit if the parent cannot be reached on multiple occasions. Official attendance is taken at 10:30.
2. Each student is required to bring an absence note each time they are not at school.
3. After the eighth absence, an attendance meeting is held with the student.
4. Mary Martinez will send attendance letters when the student has reached the required number of absences.
5. An attendance meeting is required after ten absences with the Campus Attendance Committee, the student, and the parent.
6. Truancy charges will be filed if the student continues to not attend school.
7. The school will keep a daily log of students in attendance and all hours will have to be made up before the student is cleared for graduation.



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### **Hope HS Language Translation Plan**

- Hope High School will provide a bilingual staff member to assist parents who require translation. This person will be available daily to assist in communication and will provide written communication in English and Spanish when needed. The staff member will be located in the front office area.
- The district and campus website information are able to translate information in the home language. Google Translate can be utilized to assist in this task.
- School Messenger will be utilized to disseminate district and campus information in the language of choice selected by the stakeholder.
- A translator will be available at parent meetings to provide translation if needed.
- Hope HS posted information regarding our translation plan throughout the campus.
- Hope HS displays and posts information for parents and the community on information that will assist learning English through the Victoria College Adult Education Program.

## Hope High School Review Committee Notes

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Completed Application  
 Counseling Recommendation  
 EOC Scores  
 Current Attendance  
 Special Needs

Graduation Plan  
 Transcript  
 Current Grades  
 At-Risk Indicators

Recommended Criteria	Student Progress
Promoted to Grade 11 or 12 (15 credits)	Grade: _____ Credits: _____
STAAR EOC	Not Passed/Accepted:
Current Grades	
Current Attendance	
Compliance with Code of Conduct	
Evidence of Student Commitment	
<b>Possible Options:</b>	
Further progress on your graduation plan is needed before Hope HS can meet your needs. Apply with more credits.	
Complete and receive passing score on STAAR EOC _____	
Evidence commitment to graduation by improved attendance, grades or compliance with the student code of conduct. Please resubmit when commitment is evidenced.	
Admission interview with Hope High School Principal.	
Congratulations on your admission to Hope High School. Please prepare to withdraw from CHS.	



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Port Lavaca, Texas 77979  
Phone: 361-552-7084  
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### **Hope High School Acceptance**

Congratulations on your admission to Hope High School. On \_\_\_\_\_  
at \_\_\_\_\_ please report to the Hope High School office for orientation. Please  
bring your parent with you. After orientation you will begin classes at Hope HS.

You will withdraw through the registrar tomorrow. You must turn in your books  
and each teacher will sign to confirm this has been done. Any fines or obligations  
will need to be addressed at this time.

Progress on your graduation plan will begin immediately. Congratulations on  
your pending graduation!

Sincerely,

Dwana Finster, Principal Hope High School



## Guidelines for Success DAEP

	Respectful	Responsible	Safe
<b>Arrival</b>	<ul style="list-style-type: none"> <li>Compliance with staff requests</li> <li>Use appropriate language</li> <li>Follow appropriate noise level</li> </ul>	<ul style="list-style-type: none"> <li>Arrive in dress code</li> <li>Arrive on time</li> <li>Turn in items not allowed in class</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line where instructed</li> <li>Practice safety around vehicles</li> <li>Cooperate with wandering procedures</li> </ul>
<b>Meals</b>	<ul style="list-style-type: none"> <li>Use good table manners</li> <li>Respect personal space</li> <li>Appropriate noise level</li> </ul>	<ul style="list-style-type: none"> <li>Throw away trash</li> <li>Leave area clean</li> </ul>	<ul style="list-style-type: none"> <li>Listen &amp; follow directions</li> <li>Stay seated until permission is given</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Keep hands, feet, &amp; objects to self</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Stay in dress code</li> <li>Follow adult directives</li> <li>Stay on task</li> <li>Raise hand if you have a question</li> <li>Complete assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Keep desks where teachers have them</li> <li>Keep room organized</li> <li>Leave door closed</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Treat school property with care</li> <li>Put toilet paper in toilet</li> <li>Put paper towels in trashcan</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Ensure bathroom is clean before leaving</li> </ul>	<ul style="list-style-type: none"> <li>Take care of business &amp; leave</li> <li>Dispose of items properly</li> <li>Report safety issues to teacher</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>Follow noise level</li> <li>Keep hands, feet &amp; objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Listen</li> <li>Follow directions</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>Follow appropriate noise level</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate interactions with peers</li> <li>Wait patiently for items to be returned</li> </ul>	<ul style="list-style-type: none"> <li>Practice safety around vehicles</li> <li>Follow dismissal directions</li> </ul>
<b>100-80 % Great Day</b>	79-62 % Lunch Detention	61-46 % After School Detention	45-30 % Referral
			30-0 % Possible ISS/Suspension or other consequence

## Calhoun County ISD DAEP Daily Point Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class	Time Period	Respectful	Responsible	Safe	Bonus Points	Total Points	Teacher Initials
<b>Arrival</b>	<b>7:45 – 8:15</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>1<sup>st</sup> Period</b>	<b>8:15 – 9:05</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>2<sup>nd</sup> Period</b>	<b>9:10 – 10:00</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>3<sup>rd</sup> Period</b>	<b>10:05 – 10:55</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>Character Development</b>	<b>11:00-11:35</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>Lunch</b>	<b>11:35-12:10</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>4<sup>th</sup> Period</b>	<b>12:15-1:05</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>5<sup>th</sup> Period</b>	<b>1:10-2:00</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>6<sup>th</sup> Period</b>	<b>2:05-3:30</b>	3 2 1 0	3 2 1 0	3 2 1 0			
<b>Totals:</b>				/	Daily Percentage :		

### Comments:

7:45 – 8:15
8:15-9:05
9:10-10:00
10:05-10:55
11:00-11:35
11:35-12:10
12:15-1:05
1:10-2:00
2:05-3:30

Calhoun County ISD  
Personal Transition Plan  
DAEP Back to Home Campus

Students returning to the home campus after an alternative campus must have a personal transition plan. The plan is coordinated by the home campus administrator with assistance from a team of staff members. These may consist of school counselors, school district resource officers, classroom teachers, LSSPs, or any other appropriate school district personnel. The administrator should meet with the parent to coordinate the plan as well.

The personal transition plan must include recommendations for the best educational placement of the student. It may include recommendations for counseling, behavioral management, or academic assistance for the student. Strategies should be discussed and the plan of action developed by the team to meet the needs of the student.

The plan should be reviewed frequently, revised and edited as needed. The student can exit the personal transition plan at six weeks if the goals have been met.

## Transition Plan from DAEP

Re-entry plan for:

Date of entry to DAEP:

Projected Date of Withdrawal from DAEP:

Home Campus: \_\_\_\_\_

\_\_\_\_\_ attended DAEP from \_\_\_\_\_, through \_\_\_\_\_. He/She was sent to DAEP for \_\_\_\_\_ and was given a \_\_\_\_-day placement. He/She received English, Science, Math, Social Studies and Elective instruction.

While at DAEP, he/she received a daily status report on her behavior during each class period. The areas addressed in this report include respect, responsibility, and safety. They had \_\_\_\_\_% of her points.

The DAEP team encourages the following to help ensure they make an effective and successful transition back to the home campus:

\*

\*

\*

DAEP Administrator: \_\_\_\_\_

Date of Transition Meeting: \_\_\_\_\_

Administrator (or designee): \_\_\_\_\_

DAEP Personnel:

Counselor: \_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

\_\_\_\_\_

Parent: \_\_\_\_\_

Other: \_\_\_\_\_

Goals to be addressed upon return to home campus:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Action Plan (Steps necessary to facilitate the transition, persons responsible, resources needed, and any applicable timeline.)

Strategy		Person Responsible	Resources

\*\*\*\*\*The bottom  
This portion will be filled out at the review meeting.

This plan will be implemented by the campus. It will be reviewed and revised by the campus as necessary. Have responsible person document that their strategy has been tried and it can be discussed at the review.

Review Date: \_\_\_\_\_

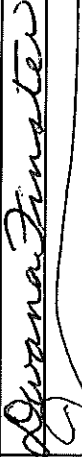




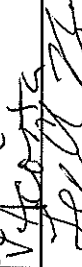





Campus Administrator: \_\_\_\_\_

Notes at Review Meeting:

Suggestions for possible strategies:

- Mentors (staff, community)
- Use of a behavior contract/plan
- Flexible scheduling
- Counseling
- Reward system
- Phone calls home
- Positive Praise/Reinforcement
- Organizational Skills
- Notes home
- Journal writing
- Cooling off place
- Check in-check out
- Character Education
- Giving choices
- Problem Solving Skills
- Modeling
- Role playing
- No contact orders
- Collect data on behavior and review
- Staff Escort

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position	Signature
Administrator	Dwana Finster	Principal	
Non-classroom Professional	Jackie Kovar	Student Services	
Community Representative	Shari Gerking	Community	
Secretary	Rebekah Reyna	Secretary	
Administrator	Nicole Amason	Asst. Principal	
Classroom Teacher	Kaitlin Staloch	Teacher	
Classroom Teacher	Brice Caughron	Teacher	
Classroom Teacher	Beverly Parker	Teacher	
Classroom Teacher	Tia Brown	Teacher	
Community Representative	Sandra Braun	Community	
Parent	Veronica Acosta	Parent	
Classroom Teacher	Lee Riley	Teacher	
Classroom Teacher	Kevin Tompkins	Teacher	

**Hope High School/DAEP  
2022-2023**

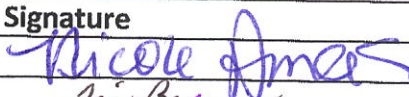
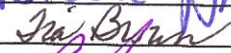
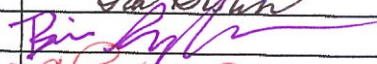
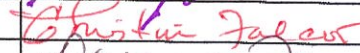
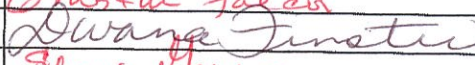
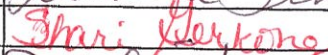
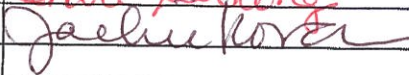

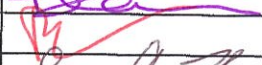
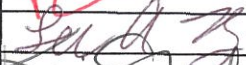

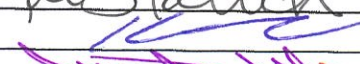
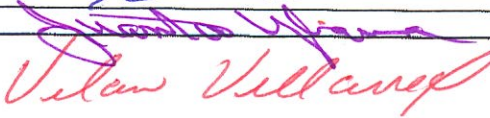
**Agenda: October 13-14, 2022**

**October 13, 2022**

- 7:15-8:00 Breakfast (CHS Cafeteria)
- 8:00-10:00 CRASE Training
- 10:00-10:15 Break
- 10:15-11:00 Inside/Outside Door Strategies (E206)
- 11:00-12:00 CIP Needs Assessment/Plan Review
- 12:00-1:00 Lunch
- 1:00-4:00 HHS Teachers Student Check  
DAEP Teachers Work in Rooms

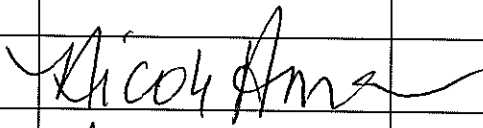

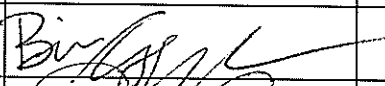

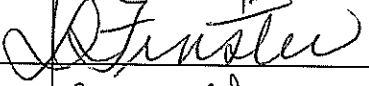
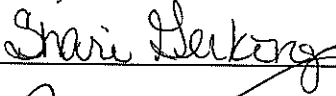
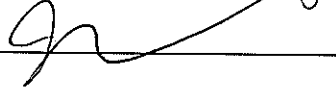
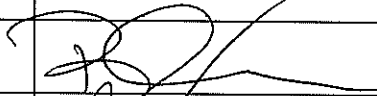
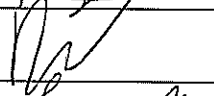
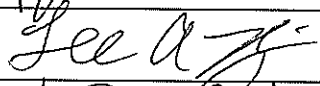

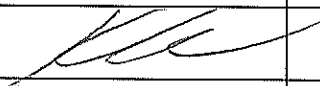

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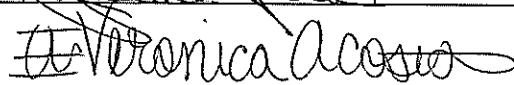
- 8:00-9:45 Campus Lockdown, /Faculty Meeting and Debrief
- 10:00-12:00 Using Data to Find Your Focus (HHS to CHS Cafeteria;  
DAEP to TMS)
- 12:00-1:00 Luncheon
- 1:00-2:00 Work, Work, Work!
- 2:00 Go home and enjoy your family

NAME	Signature
Amason, Nicole	
Brown, Tia	
Caughron, Brice	
Falcon, Chris	
Finster, Dwana	
Gerking, Shari	
Kovar, Jackie	
Kubena, Jeff	
Kveton, Dee	
Parker, Beverly	
Reyna, Rebekah	
Riley, Lee	
Staloch, Kaitlin	
Tompkins, Kevin	
Ybarra, Juanita	

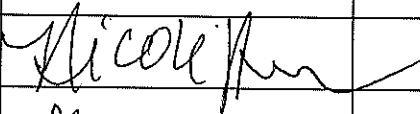


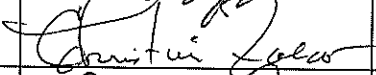

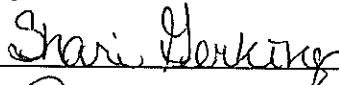
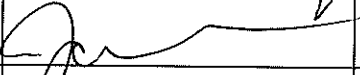



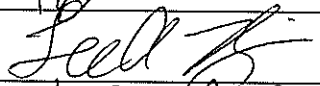
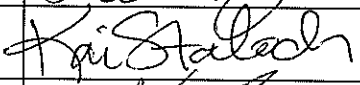
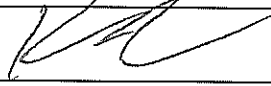





Hope High School/DAEP 2022-23 Staff  
 September 26, 2022 CIP Review/Needs Assessment

NAME	POSITION		
Amason, Nicole	Asst. Principal		
Brown, Tia	Teacher		
Caughron, Brice	Teacher		
Falcon, Chris	Receptionist		
Finster, Dwana	Principal		
Gerking, Shari	Instructional Aide		
Kovar, Jackie	Student Services		
Kubena, Jeff	Teacher		
Kveton, Dee	Teacher		
Parker, Beverly	Teacher		
Reyna, Rebekah	Secretary		
Riley, Lee	Teacher		
Staloch, Kaitlin	Teacher		
Tompkins, Kevin	Teacher		
Ybarra, Juanita	Instructional Aide		



Hope High School/DAEP 2022-23 Staff  
 2022-2023 CIP

NAME	POSITION		
Amason, Nicole	Asst. Principal		
Brown, Tia	Teacher		
Caughron, Brice	Teacher		
Falcon, Chris	Receptionist		
Finster, Dwana	Principal		
Gerking, Shari	Instructional Aide		
Kovar, Jackie	Student Services		
Kubena, Jeff	Teacher		
Kveton, Dee	Teacher		
Parker, Beverly	Teacher		
Reyna, Rebekah	Secretary		
Riley, Lee	Teacher		
Staloch, Kaitlin	Teacher		
Tompkins, Kevin	Teacher		
Ybarra, Juanita	Instructional Aide		

  
 Veronica Cossio  
  
 Sandra Braun