Calhoun County Independent School District

Calhoun High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

Mission Statement

Be kind. Be smart. Be safe.

Value Statement

Calhoun high school holds these principles as the campus' core values: academic excellence, character development, positive communitiy, student growth, and supportive teams.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Calhoun High School have remained consistent for the past three to five years. Enrollment is down from 1,016 last year to 999 this year. CHS has a diverse population with at least six different languages spoken. The population consists of 22.9% Anglo, 67.6% Hispanic, 7.0% Asian, 1.5% Black, and 0.7% two or more. Sub-populations identified include 56.8% of students are identified as economically disadvantaged, 52.1% are identified as having one or more PEIMS at-risk indicators, 10.7% participate in the district's special education program, 10.7% of students receive Section 504 services, 9.7% are identified as emergent bilingual, and 10.9% are identified as gifted and talented.

The mobility rate is 11% (19.4% of Special Education students are mobile, 17.6% of ELL students are mobile and 14.9% of Economically Disadvantaged students are mobile). Drop out rates were 0.6% and four year graduation rate 96%. Five year graduation rate 96.4%. There are 10.7% of students in special education, 83.5% are mainstreamed for the majority of their classes and receive support. The percentage of special education students has gone up from 10% in 2021 to 10.7% in 2022. Emergent bilingual and special education are the areas we have the most challenges. With respect to assessment and emergent bilingual learners, it has been a struggle for some of these students to learn English and pass the corresponding English EOCs. We have added specific programs to address this need. The programs allow more individualized instruction in a small group setting.

According to Results-Driven Accountability data, the number of discipline removals for both special and general education students is significantly high. RDA indicates that CCISD, and CHS, need to work to respond to and address the specific needs of students who are experiencing behavioral struggles as excessive disciplinary removals have negative effects on student learning. To that end, faculty and staff need additional training on positive behavior supports, such as verbal deescalation, to meet this need.

RDA data also indicate that subgroups of our student population, most especially our special education and emergent bilingual students, struggle to meet grade level standards. Stronger partnerships between the school and home are needed to support these students. Consistent, collaborative communication with parents that facilitates access to district resources will assist in addressing this need.

Demographics Strengths

CHS has many strengths in the different student populations. Both hispanic and economically disadvantaged populations met target rates for Academic Achievement in Reading and Graduation Rate. Hispanic, white, economically disadvantaged, emergent bilingual and special education student populations met the target rate for Academic Achievement in Mathematics. Hispanic, white, economically disadvantaged and special education students also met the target rate for School Quality (College, Career & Military Readiness Performance). Overall, CHS received B ratings (Recognized Performance) in all three domains of Student Achievement, School Progress and Closing the Gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. **Root Cause:** Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.

Problem Statement 2 (Prioritized): Based on available student disciplinary data, both special and general education students are experiencing high levels of disciplinary infractions and assignments to ISS and DAEP (FLEX) placements. **Root Cause:** There is a lack of system-wide training in positive behavioral interventions and supports.

Student Learning

Student Learning Summary

Calhoun High School received an overall rating of B for the 2021-2022 school year.

STAAR Performance Data

Calhoun High School scores were relatively higher or equal to that of the state average for approaches or above in all subject areas. In Algebra I, Biology, and US history the campus performed at or just above state average for meets or above. Biology met state average for masters, and US history fell just below state average. For the 2021-2022 school year, the participation rate was 100%. STAAR Assessment results are summarized by subject area below:

	Approaches		Meets		Masters	
	CHS	State	CHS	State	CHS	State
All Subjects	80%	--	52%	--	16%	--
English I	69%	63%	40%	48%	5%	11%
English II	74%	71%	53%	57%	6%	9%
Algebra 1	83%	74%	43%	46%	21%	30%
Biology	89%	82%	60%	57%	21%	23%
US History	90%	89%	69%	71%	38%	44%

Discussion

On both English I and English II, significant gains were seen in the approaches grade level category with the percentage of English I testers approaching increasing by 8 percentage points, and, for English II, increasing by 10 percentage points. Smaller, but noteworthy, gains were also observed in the percentage of students meeting grade level for both English I and English II though these gains were lower than state average. The percent mastering grade level for both English I and II remained about the same. Continued improvement, and progression toward more students meeting grade level expectations, can be achieved through increased alignment and emphasis on reading and writing literacy across content areas.

Pedagogy recognizes that effective reading and writing instruction cannot occur in isolation and must be taught recursively. Further, the data shows the need to incorporate reading and writing in all curricular areas, as this is a particular area of struggle on English assessments (Reporting Category 3--reading and analyzing informational texts). The campus will emphasize the necessity of integrating literacy skills across content areas.

For Algebra 1, there was a slight decrease in the percentage of students approaching grade level. The percent change for meeting grade level on the Algebra 1 assessments, at -9%, aligns with state findings that there are gaps in mathematics instruction due to the COVID pandemic. The percentage of students mastering grade level in Algebra 1 remained about the same. Teachers are working collaboratively using district resources to address closing necessary gaps in the knowledge and skills. Further, the district is working to better align the curriculum PK-12 to

meet student needs in higher level math courses, including Algebra 1. Students in Algebra 1 will also benefit from increased cross-curricular lesson planning, and the integration of hands-on, collaborative activities.

In both Biology and US History, performance overall was high with averages staying about the same as the previous year. Teachers in these departments continue to collaborate regularly making necessary changes in instruction that respond to students' needs. The continued use of hands-on experimentation and collaboration in science classes will promote continued growth and development, and the incorporation of more collaborative instructional practices in social studies will improve student performance in this area.

STAAR comparison data tables extracted from Eduphoria are included as an addendum.

TELPAS Data

Emergent bilingual students' composite proficiency level ratings are summarized below:

|	Composite Rating, percentage							
	Beginning		Intermediate		Advanced		Advanced High	
	CHS	State	CHS	State	CHS	State	CHS	State
Grade 9	11%	9%	7%	39%	54%	38%	29%	14%
Grade 10	8%	5%	40%	30%	40%	40%	12%	15%
Grade 11	4%	5%	36%	38%	40%	41%	20%	15%
Grade 12	6%	3%	35%	40%	35%	41%	24%	15%

Yearly language proficiency progress for Calhoun High School's emergent bilingual students meets or exceeds state averages as shown in the table below:

	Yearly Progress, percentage							
	1 Level		2 Levels		3 Levels		At Least 1 Level	
	CHS	State	CHS	State	CHS	State	CHS	State
Grade 9	32%	25%	0%	1%	0%	0%	32%	26%
Grade 10	29%	29%	5%	1%	0%	0%	33%	31%
Grade 11	33%	30%	0%	1%	0%	0%	33%	31%
Grade 12	38%	27%	0%	1%	0%	0%	38%	28%

Overall, it appears that language proficiency progression has been limited by the speaking domain and, incidentally, has reduced the number of students able to exit the ESL program. District resources, such as Summit K12, System44, and Read 180, have been utilized to promote the

overall development of English language skills. This year, the writing portion of the TELPAS assessment will be moved online; our campus will work to prepare students to meet this demand using available resources.

Relative Performance

Texas Education Agency
2022 Relative Performance
CALHOUN H S (029901001) - CALHOUN COUNTY ISD - CALHOUN COUNTY
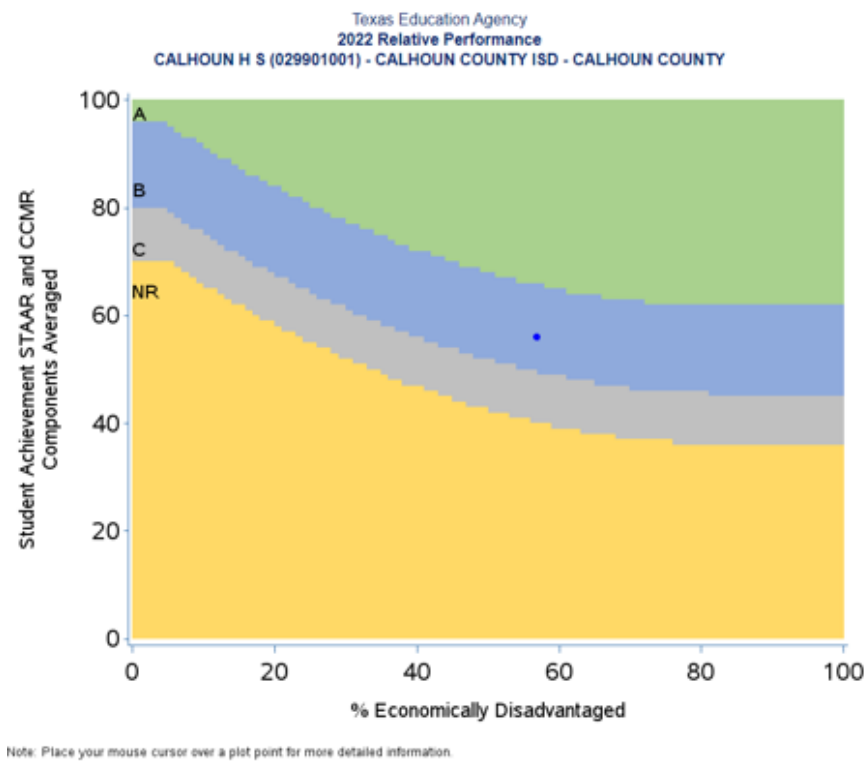
Advanced Placement (AP) and Advanced Academics (Dual Credit)

A total of 17 different Advanced Placement tests were administered in the spring of 2022. The number of students opting to take the AP exam corresponding to the respective AP course remains relatively small and is not indicative of the number of students enrolled in Advanced Placement classes. In 13 of the 17 exams, at least 50% of test-takers earned a 3 or higher; an AP exam score of 3, 4, or 5 may result in college credit, depending on institutional policies. Efforts to increase student participation in AP exam administration are needed to create a better representation of our students' success in the AP program.

Calhoun High School offers a variety of dual credit courses. For state accountability purposes, students are included in the count if they earned credit in at least 3 semester hours of English or Mathematics or 9 semester hours in any other subject. 29 students, or 11%, met this criteria.

College, Career, and Military Readiness (CCMR), Dropouts, and Student Performance

Of the 235 graduating seniors, 146 (62%) were identified as being College, Career, and Military Ready per Texas reporting guidelines. With respect to industry-based certifications (IBCs), 144 of the graduating seniors earned 230 all-time certifications. In total, students enrolled in CTE programs earned 366 total certifications. The accountability calculation and data table are included as an addendum for reference.

The 4-year graduation rate is 97.1%, the 5-year extended graduation rate is 97.0%, and the 6-year extended graduation rate is 97.3%. The annual percent of students identified as dropouts is 0.4%.

Student Learning Strengths

CHS performed at or near state average in all assessed content areas, which is indicative of positive teacher-student relationships. Overall, the data demonstrate that CHS teachers effectively address the average student's learning needs. The data suggest that students perform especially well in the following areas of assessed curriculum:

1. In both English I and English II, students show particular strengths in Reporting Category 1: Ability to Understand and Analyze Written Texts Across Genres, as well as Reporting Categories 5 and 6: Ability to Revise/Edit a Variety of Texts
2. In Algebra I, students show particular strengths in Reporting Category 2: Describing and Graphing Linear Functions, Equations, and Inequalities and Reporting Category 4: Quadratic Equations
3. In Biology, students show particular strengths in Reporting Category 2: Genetics and Reporting Category 5: Interdependence and Interactions within Environmental Systems
4. In US History, students show particular strengths in Reporting Category 2: Influences/Impacts of Geography and Culture on US History and Reporting Category 4: Economic and Technological Advances in US History

STAAR data represents only a small portion of the total curriculum offered at CHS. Student learning strengths are evidenced elsewhere, as well.

Students perform exceptionally well in Calhoun High School's Career and Technical Education program, earning various industry-based certifications (e.g., Microsoft Office Specialist, NCCER, ServSafe, and CCMA certifications are but a few examples) and participate in robust programs that promote hands-on learning, such as active participation in our schools Practicum in Business course which operates our school store, The Claw--which not only provides services for our campus, but also our community. Additional programs of study, like our health science program, prepare students to become employed as medical assistants after graduation, while others attain their educational aide certification, and still others NCCER or ServSafe. This is but a small representation of the full CTE program, which offers programs of study designed to prepare every student for post-secondary success.

Students last year participated in CHS's inaugural NJROTC class, which has expanded this year and promotes students' military readiness through a combination of traditional academic and hands-on instruction.

Our students also actively participate in both UIL Academics, including fine arts, and UIL Athletics, earning a number of accolades in interscholastic competition. These accolades represent our student body's tenacity and dedication, and highlight our school's successes beyond the dimensions of standardized assessment. The importance of our campus's co-curricular and extracurricular activities cannot be downplayed as essential aspects to the overall success of our students' learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in all populations exhibit educational gaps. **Root Cause:** Since March 2020, there have been significant disruptions in traditional student learning.

Problem Statement 2: Best practice and additional strategies such as PBIS and differentiated classroom instruction are needed to address the academic and behavioral needs of individual students and groups. **Root Cause:** Widely practiced and accepted strategies were successful and produced results in the past for most students. With significant changes resulting from instructional gaps, further professional development in differentiated instruction and positive behavioral interventions and supports are needed.

School Processes & Programs

School Processes & Programs Summary

Calhoun High School has a dedicated faculty driven to ensure student success. Our staff go above and beyond, having stepped up to the plate implementing district and campus initiatives. Our student body actively participates in the overall campus community and provides necessary input which assists in driving site-based decision making. The overall goal of all campus processes and programs is to promote student learning, development, and wellness. The campus follows district processes and procedures pertaining to emergency response and legal requirements.

The District uses an online application program for prospective faculty and staff. Information concerning certifications, testing, professional development, and education service records assist in ensuring those we hire are highly qualified. Routine recruitment activities by the Assistant Superintendent of Personnel assist in ensuring we hire highly qualified personnel for all positions. This includes participation in job fairs, vacancy postings across multiple organizations, and maintaining active webpages and social media to spread the word of vacancies.

Calhoun High School uses a combination of district and teacher developed curriculum. Teachers primarily draw their scope and sequence from the TEKS Resource System (TRS) or from vetted resources' identified scope and sequence. All resources are aligned to the state academic standards (TEKS). Departments collaboratively develop instructional calendars and YAGs for their classes in order to guide instruction throughout the nine-week grading periods and year. Various assessments are used to inform instruction, including NWEA MAP, Curriculum Based Assessments, Campus Common Assessments, STAAR Interim, and other formative assessments developed by classroom teachers and departments. To perform analysis, teachers utilize Eduphoria Aware data analytics tools and resources, including Lead4wards suite of tools. Teachers use assessment data to inform instruction, develop targeted interventions, and plan for tutorials. In EOC areas, data are used to inform teachers on student progress and to identify areas of potential remediation prior to summative assessment.

The campus partners with the curriculum department and external resources, such as Region 3 Education Service Center, to implement professional development opportunities that meet both educator and student needs. Professional development is also embedded into daily practice.

Calhoun High School has a robust set of technological resources, including a 1:1 Chromebook program that allows all students access to online resources in all classes. Additionally, there are four computer labs equipped with Windows for classroom use and a Chromebase lab for Edgenuity (credit recovery) use. The district and campus subscribe to numerous online resources that are incorporated into daily instruction. These resources are rostered through a single-sign on service (Classlink) to provide ease of access for educators and students. The campus has a library that is well-stocked, containing a number of media for use by students and teachers alike. The campus's use of Microsoft, Google, and Adobe products prepares students for post-secondary success in the workplace.

Calhoun High School's master schedule of classes is reevaluated each summer to meet the needs of our diverse student population, and attempts are made to meet student requests while honoring graduation requirements. Counselors regularly meet with students to evaluate progress toward graduation and to ensure students' coursework is best aligned with graduation requirements and their individual endorsement.

The campus offers numerous support services, including providing access to a registered nurse. For students whose needs cannot be fully met in school counseling, a referral process to the district's licensed professional counselor exists. The campus is also in the process of integrating Response to Intervention services that better meet student needs through early identification and intervention.

There are a range of extracurricular and co-curricular activities for students to choose from. The campus strives to offer activities that will appeal to all students at some level, and consistently researches the integration of new activities that may better meet student needs.

School Processes & Programs Strengths

Calhoun High School has strong partnerships with the community at-large.

Campus departments and subject-area teams routinely meet to discuss instruction and assessment. In these meetings, campus administrators, department chairs, and lead subject-area teachers, and teachers disaggregate campus data to identify instructional gaps and address such gaps using instructional planning techniques (e.g., reteaching, spiraled review, etc.). These departments and teams work to address students' areas of strengths and weaknesses through the development and implementation of targeted instructional strategies.

The campus and district provide numerous professional development opportunities, and department chairs routinely meet with campus administration to discuss campus improvement efforts related to both instruction and operations.

Calhoun High School has access to a number of instructional resources, including:

- Core adopted textbooks for English, mathematics, science, and social studies
- TEKS Resource System
- Implementing TEKS Resource System
- TExGuide
- Edgenuity (all content areas)
- Kuta (Mathematics)
- Algebra Builders (Mathematics)
- Gale Resources (English, Science, Social Studies)
- Khan Academy (Mathematics, and Science)
- IXL (Mathematics)
- Gretchen Bernabei Resources (English)
- Mastering Social Studies - Jarret (Social Studies)
- Teacher Made (English, Mathematics, Science, and Social Studies)
- CommonLit (English)
- Summit K12 (Emergent Bilingual Learners/Accelerated Instruction in English)
- Read 180/System 44 (Emergent Bilingual Learners)
- Xello (Career & Technical Education)
- ICEV (Career & Technical Education)
- NCCER (Career & Technical Education)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional personnel do not consistently utilize all technology resources available. **Root Cause:** Instructional personnel utilize what is most familiar and are not consistently encouraged to utilize the additional, available resources.

Problem Statement 2: Curricular alignment is not uniformly in place across all content areas. **Root Cause:** Instructional personnel need additional training in available curriculum resources (e.g., adopted textbook resources) and the use of such resources with fidelity.

Perceptions

Perceptions Summary

Calhoun High School strives to maintain effective systems that create a culture and climate conducive to school success. One key element is effective communication with faculty, staff, students, families, and stakeholders.

The campus's overall academic performance is excellent. And parent and community support is evident in all activities--ranging from supporting our athletic programs to supporting our CTE endeavors, the district's stakeholders and community members remain actively involved in all we do.

The campus's foundational curriculum has historically resulted in students meeting the "approaches or meets" proficiency level on state summative assessments. However, there are some weaknesses in our special education, economically disadvantaged, and emergent bilingual populations. These students specifically struggle in the area of core reading and writing literacy. The district and campus are striving to incorporate cross-curricular reading and writing in all content areas.To better serve our students, professional development in differentiated instruction for all students will be provided throughout the year.

Calhoun High School's disciplinary program ensures classrooms are focused on learning. Data from Results Driven Accountability and local sources reveals a high incidence of disciplinary removal from the classroom across all populations. To address this need, the campus must partner with the district to create positive behavioral interventions and supports that address individual student needs and create a climate and culture that is one of partnership.

Parent involvement at Calhoun High School has been maintained through an active, robust social media account, home mail-outs, and electronic parent communications using resources such as School Messenger. CHS has also employed a parent liaison who actively works with parents over the phone and in person to connect them with various resources and access to information, such as the online parent gradebook portal. At the beginning of the year, parents and students alike are welcomed to tour the campus during orientation. And, throughout the year, teachers and campus faculty and staff maintain communication with parents through email, phone calls, and in person conferences.Several members of our staff are bilingual and provide translation assistance in various settings to promote parent and community engagement.

Community support of Calhoun High School is evident.

Overall, CHS offers a robust academic and extracurricular program that ensures students have access to a meaningful high school experience. Parent and community participation in school functions, fine arts performances, and various competitions is high. And this, in itself, evidences positive partnerships. Local industry partnerships are especially beneficial to our Career and Technical Education Program.

Perceptions Strengths

Traditional CHS practices and systems are largely successful for most students, and our teachers have a long history of promoting student success, growth, and post-secondary readiness. CHS is high-performing in many areas.

CHS is part of the larger Calhoun County community, and many members of our school system have lived here for generations. CHS, therefore, is a cornerstone of the broader community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all families have the same degree of knowledge and understanding of current student academic and behavioral expectations, and problem-solving and internal structures available for assistance are not consistently communicated to all families. **Root Cause:** Language along with generational and cultural differences create barriers to parental engagement within the school. As a result, not all parents have the information needed or knowledge of the organizational structure necessary to receive assistance for their students.

Problem Statement 2: Best practices and additional strategies, such as PBIS and differentiated classroom instruction, are needed to address identified academic and behavioral needs of individual students and groups of students. **Root Cause:** Widely practiced and accepted strategies proved successful and produced results in the past; at this time, additional professional development in PBIS and differentiated instruction are needed.

Priority Problem Statements

Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges.

Root Cause 1: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on available student disciplinary data, both special and general education students are experiencing high levels of disciplinary infractions and assignments to ISS and DAEP (FLEX) placements.

Root Cause 2: There is a lack of system-wide training in positive behavioral interventions and supports.

Problem Statement 2 Areas: Demographics

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: CHS 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 English 1 and 2 will increase by 5% each year.

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Progress (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
Strategy 1: English teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in TEA vetted texts' scope and sequences, TEKS Resource System, and College Board instructional resources.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, and Department Chairs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: English teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, NWEA MAP Growth, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, and Department Chairs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: English teachers will incorporate district technology and instructional resources in routine instruction.	Formative			Summative
Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Campus Data Analyst, and Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: CHS 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 1 will increase by 5% each year.

  Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Progress (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: CHS students will increase in Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor.
  Staff Responsible for Monitoring: Campus Administrators, Campus Data Analyst, and Department Chairs
 	
  TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, NWEA MAP Growth, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions.
  Staff Responsible for Monitoring: Campus Administrators, Campus Data Analyst, and Department Chairs
 	
  TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Math teachers will incorporate district technology and instructional resources in routine instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, and Department Chairs **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: CHS 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.

> **Evaluation Data Sources:** CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
Strategy 1: Science teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, and Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Science teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs. **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Science teachers will incorporate district technology and instructional resources in routine instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs. **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: CHS 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 U.S. History will increase by 5% each year

Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR).

Strategy 1 Details	Reviews			
Strategy 1: History teachers will engage in departmental planning to collaborate and coordinate instruction and interventions, including developing differentiated approaches for emergent bilingual, special education, and gifted/talented students. Instruction will be rooted in district adopted curriculum resources, including TEKS Resource System, TExGuide, and TRS Pacing Guides.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level depth and rigor **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: History teachers will disaggregate and analyze assessment data to determine student progress toward achieving the state English standards. The sources for these data include STAAR Interim, STAAR Summative, and locally created assessments. Assessment data will be used to establish baselines and monitor student progress, thus informing instructional practice.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will increase Meets by 5%. Assessments will identify individual students' academic areas of strength and weakness allowing classroom teachers to create targeted interventions. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs. **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: History teachers will incorporate district technology and instructional resources in routine instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Technological and instructional resources will be used with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Goal 1: CHS 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, Special Education, and Other Special Populations that score meets grade level or above on STAAR will increase by 5% each year.

    High Priority

    Evaluation Data Sources: CHS will evaluate student achievement and growth by monitoring and disaggregating CBA data, NWEA Measure of Academic Performance (MAP) Growth data, and student performance on STAAR-based assessments (Interim, Summative, and TFAR), and the Results Driven Accountability (RDA) Report.

Strategy 1 Details	Reviews			
Strategy 1: CCISD provides RLA universal screeners (NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The universal screeners identify academic areas of strengths and weaknesses for each student, thus targeting academic interventions and enrichment, as needed.
    Staff Responsible for Monitoring: Campus Administrators, Campus Data Analyst, Campus EB Interventionist
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Results Driven Accountability**
    Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: CHS will utilize programs such as Summit K12, System 44, Read 180, Reading by Design and IXL to increase students' instructional growth and achievements	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: CCISD will utilize and monitor these instructional programs with fidelity to ensure student academic gains and mastery of critical skills.
    Staff Responsible for Monitoring: Campus Administrators, Campus Data Analyst, Campus ESL Coordinator, Department Chairs
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Results Driven Accountability**
    Problem Statements: Demographics 1				

Strategy 3 Details		Reviews		
Strategy 3: CCISD provides faculty and staff with professional development on research-based inclusion strategies for students receiving Bilingual/ESL, Special Education, 504, Dyslexia, and RtI services.		**Formative**		**Summative**
		Dec	Feb	Apr	June

Strategy 3 Details		Reviews			

Strategy 3: CCISD provides faculty and staff with professional development on research-based inclusion strategies for students receiving Bilingual/ESL, Special Education, 504, Dyslexia, and RtI services.
 	
    Strategy's Expected Result/Impact: CCISD will increase the knowledge and implementation of research-based inclusion strategies within instruction, which will result in student's growth and achievement.
    Staff Responsible for Monitoring: Campus Administrators, Campus ESL Coordinator, Campus RTI Coordinator, Department Chairs
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    - Results Driven Accountability
    Problem Statements: Demographics 1
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 4 Details		Reviews			

Strategy 4: CHS staff will attend virtual Special Education 101 to learn procedures and strategies for CHS special education students.
 	
    Strategy's Expected Result/Impact: All teachers will understand and comply with all special education policies and assist all students with and without documented disabilities.
    Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    - Results Driven Accountability
    Problem Statements: Demographics 1
		Formative			**Summative**

		Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Providing support for students in other programs (EB, special education, 504 and RtI) within the larger population of economically disadvantaged students creates challenges. **Root Cause**: Challenges exist in having properly trained personnel available all eight periods to staff and monitor individual programs.

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

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

   Evaluation Data Sources: CHS will use On Data Suite accountability analytics and other sources (such as Aeries SIS, Eduthings, and PEIMS TSDS) to track and monitor CCMR quarterly to determine student participation and success in CCMR activities.

Strategy 1 Details	Reviews			
Strategy 1: Advanced Placement teachers will attend subject-specific training to learn new instructional strategies from successful College Board representatives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased numbers of AP students will exhibit success on College Board AP exams which will elevate CHS CCMR data. **Staff Responsible for Monitoring:** Campus Administrators, Campus Testing Coordinator, Campus Data Analyst **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Military recruiters from all branches, both active and reserve, will present career and military advantages to teachers and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students will choose military options based on the additional information about enhanced career options by joining either active or reserve military branches. **Staff Responsible for Monitoring:** Campus Administrators, CTE Coordinator, School Counselors, JROTC Program Coordinator **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Add AWS SENSE to on-site certification opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students attaining IBC certifications in the agriculture program of study.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Add Business Professionals of America (BPA) student organization for business students and Texas Association of Future Educators (TAFE) for education students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students participating successfully in career competitions to gain skills for joining the work force in these areas.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, CTE Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 5 Details	Reviews			
Strategy 5: CHS will use the TSIA to document college readiness for students planning to enroll in postsecondary education. CHS will use TSIA scores to drive targeted remediation in specific areas. Students will retest on any deficient areas until score is acceptable. CHS will test all seniors who have no other accountability measure on file.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased number of students will be identified as college ready based on the TSIA score. **Staff Responsible for Monitoring:** Campus Administrators, Campus Testing Coordinator, CTE Coordinator, School Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Students who successfully pass the AP tests (score 3,4,5) will be reimbursed the cost of the exams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students will successfully complete the AP tests increasing the CCMR score.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Campus Testing Coordinator, Campus Bookkeeper **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 7 Details	Reviews			
Strategy 7: CHS College and Career Center will be open on Fridays for small group presentations on career, college, financial aid, etc.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase access to college and career opportunities which can increase the CCMR data. **Staff Responsible for Monitoring:** Campus Administrators, CTE Coordinator, School Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Calhoun High School will consistently monitor student attendance to improve its 95% attendance rate and ensure increasing opportunities for student academic success.

Evaluation Data Sources: CHS will monitor attendance quarterly by comparing student attendance with academic achievement data to determine specific intervention needs.

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers identify a 95% attendance rate as a professional goal and implement strategies/incentives to promote goal attainment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CHS will achieve an overall ADA of 95% **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Attendance Clerk, Parent Liaison, Truancy Officer **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: CHS CTE will provide new opportunities for students to earn industry-based certification increasing IBCs earned by 10 each year through May 2025.

    Evaluation Data Sources: CHS will use Aeries Student Information System, On Data Suite, and PEIMS data to evaluate progress.

Strategy 1 Details			Reviews			
Strategy 1: CHS CTE will begin AWS SENSE on campus in the Agricultural Mechanics classes.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in Ag Mech will graduate with a marketable industry-based certification. **Staff Responsible for Monitoring:** Campus Administrator, CTE Coordinator, CTE Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details			Reviews			
Strategy 2: CHS will investigate adding certifications to relevant courses in the STEM cluster and will upgrade equipment and software as necessary.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in Programming and Software Development could graduate with a marketable industry-based certification. **Staff Responsible for Monitoring:** Campus Administrators, CTE Coordinator, CTE Teacher **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			**Dec**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 3: CHS will maintain a safe environment through enhanced safety measures and initiatives. Further, CHS will build a positive school climate conducive to key areas of student development.

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

High Priority

Evaluation Data Sources: Drills and training take place monthly and are documented through logs and electronic messages assuring compliance with safety protocols. Additional documentation related to campus security and safety are also maintained by campus safety specialists and administrators.

Strategy 1 Details	Reviews			
Strategy 1: Students will observe school policies, procedures, and rules related to campus safety, including the use of hallway passes and identification cards.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will display adherence to school policies, procedures, and rules, including the use of hall passes and identification cards. **Staff Responsible for Monitoring:** Campus Administrators, Campus Safety Specialists, Hall Monitors, Discipline Clerk **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: CHS will use access control systems (e.g., Raptor and electronic keying) to maintain a secure campus. The campus will also effectively use communication streams (School Messenger, Facebook, and the CCISD website) to provide information to families as needed.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Access to the campus will be controlled, visitors will be identified, and parents will engage with various communication streams. **Staff Responsible for Monitoring:** Campus Administrators, Campus Safety Specialists, Hall Monitors, Campus Receptionist, Campus Key Controller, Campus Secretary **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: CHS staff will receive, display (as appropriate), and utilize emergency response materials provided through annual training and students' will be familiarized with protocols through drills as appropriate.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: The use of these resources, trainings, drills, and protocols will ensure staff and students are able to respond appropriately in emergency situations. **Staff Responsible for Monitoring:** Campus Administrators, Safety Specialists, School Counselors, Registered Nurse, Campus Data Analyst **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: CHS will maintain a safe environment through enhanced safety measures and initiatives. Further, CHS will build a positive school climate conducive to key areas of student development.

Performance Objective 2: CHS will promote positive student development in the areas of interpersonal effectiveness, intrapersonal effecitiveness, and personal health and safety.

Evaluation Data Sources: Attendance and discipline data available through Aeries SIS and PEIMS/TSDS, walk-through observations, school climate surveys, and perceptions data.

Strategy 1 Details	Reviews			
Strategy 1: CHS will utilize available resources and programs to address various Social-Emotional Learning needs, including programs addressing character education, bullying, effective conflict resolution, appropriate communication, and addiction. Students will also have access to a district crisis counselor to provide counseling services as needed.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Education and prevention will provide students necessary skills to build and maintain positive relationships with peers and results thereby reducing discipline referrals. **Staff Responsible for Monitoring:** Campus Administrators, School Counselors, District LPC-Associate, Registered Nurse, Campus RTI Coordinator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Results Driven Accountability** **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: CHS will partner with stakeholders to offer learning opportunities that address the key areas of intrapersonal effectiveness, interpersonal effectiveness, as well as personal health and safety. This includes implementing activities such as Adulting 101 with our Agrilife Extension Office, an event which teaches our seniors the basics of post-secondary life skills such as balancing budgets, renting apartments, understanding credit, and so forth. Other activities include presentations through partner agencies like the Texas Department of Public Safety. These partnerships and activities will improve school climate and increase students sense of community in the academic environment.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students will demonstrate necessary life skills on graduation to engage in essential functions of daily life. This will also build a sense of school culture and improve the overall climate of the campus. Such activities will decrease disciplinary incidents by fostering positive educator-student relationships.				

Staff Responsible for Monitoring: Campus Administrators, CTE Coordinator, School Counselors, Campus RTI Coordinator, Parent Liaison, Registered Nurse

TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
 - Results Driven Accountability
Problem Statements: Demographics 2

Strategy 3 Details	Reviews			
Strategy 3: CHS will develop a campus climate and culture committee that develops and implements schoolwide activities and programs targeted at improving overall student and staff sense of community and school spirit thereby improving student and staff sense of belonging and promoting interpersonal and intrapersonal effectiveness by way of fostering effecitve, interdependent relationships between members of the school community.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CHS students and staff morale will increase, attendance rates will increase, and disciplinary incidents will decrease. CHS staff retention will increase.				

Staff Responsible for Monitoring: Campus Administrators, School Counselors, Campus Data Analyst, CHS Campus Climate Committee

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
 - Results Driven Accountability
Problem Statements: Demographics 2

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Based on available student disciplinary data, both special and general education students are experiencing high levels of disciplinary infractions and assignments to ISS and DAEP (FLEX) placements. **Root Cause**: There is a lack of system-wide training in positive behavioral interventions and supports.

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 1: CHS will foster an environment that incorporates professional development for all instructional staff, including teachers and paraprofessionals in all settings, including 100% attainment of SBEC certification for all CHS instructional staff.

Evaluation Data Sources: Various professional development data will be evaluated alongside evaluation and performance data. Additionally, certification data will be evaluated.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize available data warehouses (Eduphoria Aware, Cambium Centralized Reporting System, NWEA MAP) to retrieve and analyze data to inform instruction and professional development.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will utilize aggregate and disaggregated data to inform instruction by identifying student areas in need of remediation/acceleration, intervention, or enrichment. Teachers will seek out professional development that is based on identified staff/student needs. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained in the use of available instructional technology resources and will regularly use district-wide resources such as Google Workspace for Education to engage in instructional practices.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will integrate district instructional technology effectively and with fidelity in instructional activities. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: All staff will be trained in the effective use of the Aeries Student Information System to maintain student records, communicate with parents, and evaluate student progress.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Campus staff will utilize Aeries SIS to update grades regularly, electronically send grade reports, retrieve student-related information, and maintain accurate records. **Staff Responsible for Monitoring:** Campus Administrators, Campus Data Analyst, CTE Coordinator, School Counselors, Registrar, PEIMS Clerk, Attendance Clerk, Discipline Clerk, CTE Secretary, Campus Secretary, District PEIMS Supervisor, District PEIMS Clerk **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 2: CHS will actively recruit teachers and mentor those hired to retain effective educators.

Evaluation Data Sources: T-TESS walk-throughs, observations, and evaluations will be used to gauge the effectiveness of recruitment and retention decisions.

Strategy 1 Details	Reviews			
Strategy 1: Mentor teachers will work with new teachers to ensure they are well-versed in district and campus policies, procedures, and practices. Mentors will also provide necessary support for new teachers and will connect them with available resources and staff.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: The percentage of new hires being retained will increase to one-hundred percent. **Staff Responsible for Monitoring:** Campus Administrators, CTE Coordinator, Campus Data Specialist, Department Chairs, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: The principal will regularly meet with intern and alternatively certified teachers to assess progress toward certification and will provide necessary support to promote certification through coursework, professional development, and required testing.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Ninety-five percent or more of staff who work with students in certificated areas will be credentialed in their content or specialization area. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: CHS will recruit and retain certified, highly qualified educators.

Performance Objective 3: CHS will develop relationships with business and community members to recruit highly qualified CTE teachers to support local high-need job markets.

    Evaluation Data Sources: Locally certified CTE teachers will deliver highly-qualified workers into high-need job markets in the local business and community market.

Strategy 1 Details		Reviews		
Strategy 1: CTE Advisory Committee will communicate job areas of high-need for our community and local industry informing instructional decision-making.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will leave high school with necessary skills and certifications to contribute to the local job market. **Staff Responsible for Monitoring:** Campus Administrators, CTE Coordinator, School Counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Dec**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: CHS will practice fiscal responsibility while meeting district and campus personnel needs and instructional requests.

Performance Objective 1: CHS will actively monitor budget requests and utilize federal, state and district funds to increase academic achievement for all students.

    Evaluation Data Sources: Fiscally responsible purchases are made based on appropriate campus requests for instructional needs.

Strategy 1 Details	Reviews			
Strategy 1: CCISD utilizes federal and state monies according to ESSA, ESSER, and state guidelines to purchase instructional resources and services, which meet the needs of all student populations.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: CCISD will utilize federal, state, and local budgets in accordance with all mandated regulations based on the yearly audit of finances and program budgets. **Staff Responsible for Monitoring:** Chief Financial Officer, Assistant Superintendent for Pupil, Personnel, & Federal Services, Assistant Superintendent for Curriculum & Instruction, Campus Administrators, Campus Bookkeeper **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: CCISD uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: CCISD maintains appropriate budget guidelines while procuring quality materials **Staff Responsible for Monitoring:** Chief Financial Officer, Assistant Superintendent for Pupil, Personnel, & Federal Services, Assistant Superintendent for Curriculum & Instruction, Campus Administrators, Campus Bookkeeper **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

State Compensatory

Budget for Calhoun High School

Total SCE Funds: $498,962.00
Total FTEs Funded by SCE: 12.52
Brief Description of SCE Services and/or Programs

Credit recovery classes done through a computer program for students who have lost credit due to attendance or grades. Abbreviated courses target missing objectives to allow a student to make up a credit without having to repeat the entire course. These credit recovery classes were administered on campus for students who need a few classes. Students who were significantly behind were placed in a smaller setting and given accelerated classes with additional certified teachers. Accelerated instruction classes in each content area were required for students who did not perform satisfactorily on the EOC assessments. Identified freshmen were placed in tutoring class to assist with preparing for upcoming EOC assessments. Students who were in regular education classes but needed assistance were placed in classrooms with a support teacher to provide additional accommodations as necessary. Safety specialist, hall monitors, and discipline clerk help monitor students to assist in providing a safe environment for all students. Truancy officer monitors student attendance and communicates with parents to encourage all students to come to school.

Personnel for Calhoun High School

Name	Position	FTE
Alvarado, Santos	Teacher	0.14
Barker, Roy (Jimmy)	Safety	0.5
Benefield, Fendley (Sonny)	Teacher	0.28
Brown, Sherrie	Teacher	1
Caraway, Jeanette	Aide	1
Castillo, Daniel	Teacher	0.14
Castillo, Sandra	Aide	1
Eichinger, Rhonda	Aide	1
Elliott, Scott	Teacher	1
Hamilton, Claudia	Paraprofessional	0.5
Heath, Darla	Teacher	0.07
Hernandez, Arturo	Teacher	0.14
Martinez, Mary	Truancy	1
Mejia, Joaquin	Teacher	0.45
Reininger, Erin	Teacher	0.14
Rogers, Patty	Aide	0.7

Name	Position	FTE
Salena, Allen	Teacher	1
Scharschmidt, Patti	Teacher	0.13
Smith, Terri	Teacher	1
Spencer, Kristin	Teacher	0.72
Thomas, Carol	Aide	0.47
Weaver, Erin	Teacher	0.14

Addendums
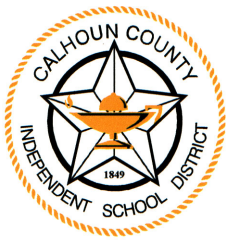
Calhoun High School
Dana Dworaczyk M.A. M.Ed., Principal
201 Sandcrab Boulevard
Port Lavaca, Texas 77979
361-552-3775 (phone) ◆ 361-551-2620 (fax)

2022-2023 Campus Snapshot
Be kind. Be smart. Be safe.

Celebrations

- CHS received four distinction designations:
    - Academic Achievement in Mathematics
    - Academic Achievement in Science
    - Academic Achievement in Social Studies
    - Top 25 Percent: Comparative Academic Growth

- Robust and active CTE program and NJROTC program preparing students for college, career, and military readiness after graduation

- Excellent community partnerships and support from stakeholders

Opportunities and Needs

- Complete re-keying process of interior and exterior doors

- Scheduling and staffing constraints for accelerated instruction

- Additional resources to support student/staff wellness and mental health

Strategies

- Additional professional development in differentiated instruction and positive behavior intervention strategies

- Various resources for struggling learners, including an intervention teacher

- Addition of new CTE opportunities based on industry needs

- Enhanced safety protocol and procedures aligned with District and State objectives

- Creation of CHS Campus Climate committee to improve overall morale of the school community

- Access to high-quality instructional resources and materials

- Senior daylong Adulting 101 event developed in conjunction with Texas Agrilife and other community partners

Calhoun High School
STAAR EOC Spring 2021 to 2022 Comparisons

	Spring 2021 STAAR EOC, English I				Spring 2022 STAAR EOC, English I			
	Total Students	**Approaches**	**Meets**	**Masters**	**Total Students**	**Approaches**	**Meets**	**Masters**
CALHOUN HIGH SCHOOL	272	63.24%	40.07%	5.15%	306	63.40%	42.81%	5.56%
At Risk	31	22.58%	3.23%	0%	11	36.36%	27.27%	0%
American Indian/Alaskan Native	-	-	-	-	2	100%	50%	0%
Asian	18	66.67%	61.11%	22.22%	16	81.25%	62.50%	18.75%
Black/African American	3	33.33%	33.33%	0%	3	66.67%	33.33%	0%
Hispanic	183	58.47%	31.15%	3.28%	216	58.33%	37.96%	4.63%
Two or More Races	2	50%	50%	0%	1	100%	100%	0%
White	66	77.27%	59.09%	6.06%	68	73.53%	52.94%	5.88%
Female	126	65.87%	47.62%	6.35%	142	70.42%	48.59%	9.15%
Male	146	60.96%	33.56%	4.11%	164	57.32%	37.80%	2.44%
Gifted Talented	25	100%	100%	28%	29	100%	93.10%	31.03%
Currently Emergent Bilingual	33	27.27%	12.12%	0%	36	25%	13.89%	0%
First Year of Monitoring	-	-	-	-	2	100%	50%	0%
Fourth Year of Monitoring	23	86.96%	56.52%	8.70%	23	86.96%	52.17%	13.04%
Second Year of Monitoring	3	66.67%	66.67%	0%	1	100%	0%	0%
Third Year of Monitoring	1	100%	0%	0%	-	-	-	-
Section 504	41	53.66%	26.83%	7.32%	53	58.49%	33.96%	1.89%
Special Ed Indicator	30	23.33%	10%	0%	23	8.70%	4.35%	0%

The data source is Eduphoria Aware.

Calhoun High School
STAAR EOC Spring 2021 to 2022 Comparisons

	Spring 2021 STAAR EOC, Algebra I				Spring 2022 STAAR EOC, Algebra I			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CALHOUN HIGH SCHOOL	181	86.19%	53.04%	20.44%	209	82.30%	43.54%	21.05%
At Risk	13	69.23%	38.46%	0%	8	87.50%	25%	25%
American Indian/Alaskan Native	-	-	-	-	1	100%	0%	0%
Asian	9	88.89%	88.89%	33.33%	7	71.43%	28.57%	28.57%
Black/African American	3	66.67%	33.33%	0%	3	66.67%	66.67%	33.33%
Hispanic	136	84.56%	50.74%	16.18%	158	81.01%	45.57%	20.89%
Two or More Races	2	100%	0%	0%	1	100%	0%	0%
White	31	93.55%	58.06%	38.71%	39	89.74%	38.46%	20.51%
Female	81	93.83%	60.49%	28.40%	104	87.50%	47.12%	21.15%
Male	100	80%	47%	14%	105	77.14%	40%	20.95%
Gifted Talented	3	100%	100%	33.33%	5	100%	80%	20%
Currently Emergent Bilingual	24	70.83%	45.83%	4.17%	28	75%	42.86%	21.43%
First Year of Monitoring	1	100%	100%	100%	1	100%	100%	0%
Fourth Year of Monitoring	17	94.12%	52.94%	29.41%	15	100%	53.33%	26.67%
Second Year of Monitoring	2	100%	100%	50%	1	100%	100%	100%
Third Year of Monitoring	1	100%	100%	0%	-	-	-	-
Section 504	28	85.71%	46.43%	14.29%	39	79.49%	38.46%	15.38%
Special Ed Indicator	28	53.57%	10.71%	0%	22	45.45%	4.55%	0%

The data source is Eduphoria Aware.

Calhoun High School
STAAR EOC Spring 2021 to 2022 Comparisons

	Spring 2021 STAAR EOC, Biology				Spring 2022 STAAR EOC, Biology			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CALHOUN HIGH SCHOOL	247	91.50%	64.78%	21.86%	295	89.15%	61.36%	21.36%
At Risk	18	72.22%	33.33%	5.56%	13	84.62%	30.77%	7.69%
American Indian/Alaskan Native	-	-	-	-	2	100%	100%	50%
Asian	16	87.50%	68.75%	50%	13	92.31%	76.92%	53.85%
Black/African American	4	100%	50%	0%	4	100%	75%	0%
Hispanic	164	89.02%	58.54%	14.02%	210	85.24%	54.76%	15.71%
Two or More Races	2	100%	100%	50%	2	100%	50%	0%
White	61	98.36%	80.33%	36.07%	64	100%	78.12%	34.38%
Female	117	94.87%	64.10%	23.93%	146	92.47%	64.38%	19.18%
Male	130	88.46%	65.38%	20%	149	85.91%	58.39%	23.49%
Gifted Talented	25	100%	100%	76%	29	100%	96.55%	72.41%
Currently Emergent Bilingual	29	62.07%	27.59%	0%	32	71.88%	34.38%	3.12%
First Year of Monitoring	1	100%	100%	100%	2	100%	100%	50%
Fourth Year of Monitoring	24	95.83%	70.83%	25%	21	95.24%	71.43%	23.81%
Second Year of Monitoring	3	100%	100%	33.33%	1	100%	100%	0%
Third Year of Monitoring	1	100%	0%	0%	-	-	-	-
Section 504	34	94.12%	55.88%	23.53%	48	83.33%	47.92%	12.50%
Special Ed Indicator	16	62.50%	25%	6.25%	26	61.54%	19.23%	7.69%

The data source is Eduphoria Aware.

Calhoun High School
STAAR EOC Spring 2021 to 2022 Comparisons

	Spring 2021 STAAR EOC, English II				Spring 2022 STAAR EOC, English II			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CALHOUN HIGH SCHOOL	204	69.61%	55.39%	8.33%	270	73.33%	56.67%	5.93%
At Risk	22	45.45%	27.27%	0%	8	50%	50%	0%
American Indian/Alaskan Native	1	100%	100%	0%	1	100%	100%	0%
Asian	18	72.22%	66.67%	11.11%	16	81.25%	62.50%	31.25%
Black/African American	3	66.67%	33.33%	0%	3	33.33%	33.33%	0%
Hispanic	137	67.15%	51.82%	8.03%	182	70.88%	52.75%	2.75%
Two or More Races	1	100%	0%	0%	3	66.67%	66.67%	0%
White	43	74.42%	62.79%	9.30%	65	80%	66.15%	9.23%
Female	96	80.21%	65.62%	10.42%	125	76%	60.80%	6.40%
Male	108	60.19%	46.30%	6.48%	145	71.03%	53.10%	5.52%
Gifted Talented	27	100%	100%	40.74%	23	100%	100%	34.78%
Currently Emergent Bilingual	27	25.93%	11.11%	0%	36	36.11%	19.44%	0%
First Year of Monitoring	1	0%	0%	0%	1	100%	100%	0%
Fourth Year of Monitoring	13	92.31%	76.92%	15.38%	23	82.61%	73.91%	13.04%
Second Year of Monitoring	-	-	-	-	3	100%	66.67%	0%
Third Year of Monitoring	3	66.67%	66.67%	0%	2	100%	50%	0%
Section 504	17	52.94%	29.41%	11.76%	40	70%	40%	5%
Special Ed Indicator	16	18.75%	12.50%	0%	29	20.69%	10.34%	0%

Calhoun High School
STAAR EOC Spring 2021 to 2022 Comparisons

	Spring 2021 STAAR EOC, US History				Spring 2022 STAAR EOC, US History			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CALHOUN HIGH SCHOOL	223	89.24%	69.06%	39.01%	193	91.19%	72.54%	40.93%
At Risk	97	77.32%	48.45%	20.62%	5	100%	60%	20%
American Indian/Alaskan Native	-	-	-	-	1	100%	100%	0%
Asian	24	87.50%	75%	45.83%	19	84.21%	73.68%	63.16%
Black/African American	3	100%	33.33%	0%	2	50%	50%	0%
Hispanic	149	86.58%	65.77%	36.91%	126	91.27%	71.43%	35.71%
Two or More Races	-	-	-	-	1	100%	0%	0%
White	47	97.87%	78.72%	44.68%	43	95.35%	76.74%	51.16%
Female	110	90%	67.27%	37.27%	95	94.74%	73.68%	31.58%
Male	113	88.50%	70.80%	40.71%	98	87.76%	71.43%	50%
Gifted Talented	30	96.67%	93.33%	66.67%	30	100%	96.67%	73.33%
Currently Emergent Bilingual	17	64.71%	35.29%	23.53%	22	54.55%	31.82%	18.18%
First Year of Monitoring	-	-	-	-	1	100%	100%	100%
Fourth Year of Monitoring	-	-	-	-	14	92.86%	85.71%	71.43%
Second Year of Monitoring	2	50%	0%	0%	-	-	-	-
Third Year of Monitoring	-	-	-	-	3	100%	33.33%	0%
Section 504	20	90%	80%	45%	16	87.50%	56.25%	31.25%
Special Ed Indicator	17	41.18%	5.88%	5.88%	15	60%	20%	13.33%

The data source is Eduphoria Aware.

Texas Education Agency
2022 College, Career, and Military Readiness
CALHOUN H S (029901001) - CALHOUN COUNTY ISD - CALHOUN COUNTY

Calculation Table

		Annual Graduates	
		Count Credit	Percentage
Total			
Total graduates		235	
Total credit for CCMR criteria		146	62%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	82	35%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	102	43%
Met TSI assessment criteria	89	38%
Met ACT criteria	0	0%
Met SAT criteria	47	20%
Earned credit for a college prep course	0	0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	126	54%
Met TSI assessment criteria	88	37%
Met ACT criteria	0	0%
Met SAT criteria	33	14%
Earned credit for a college prep course	45	19%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	18	8%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	29	12%
Industry-Based Certifications		
Earned an industry-based certification from approved list	77	33%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	20	9%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	4	2%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	11	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

\-   Indicates there are no students in the group.

*   Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Calhoun High School Transition Plan

8th Grade- Counselor holds parent sessions for incoming 9th grade students in February. Students are counseled about the various pathways to graduation. 8th grade students tour Calhoun High School and meet administrators, office personnel and others who will set students up for success as incoming 9th graders. Students also meet with the Freshman Academy teacher and she shares her role at ensuring student success. CHS also hosts a course fair in January for 8th-11th grade students.

9th Grade - CHS has the Freshman Academy which assists students who need extra support with the transition to high school. CHS has Content Mastery and an EL study lab for extra support for our special populations. Students have the opportunity take the PSAT 9. Counselor meets with testers when results arrive to assist with creating College Board account for remediation resources. Students revisit their four-year plan to ensure they are taking the courses needed to graduate. CHS hosts Saturday schools for attendance, credit recovery and algebra remediation.

10th Grade - CHS has Content Mastery and an EL study lab for extra support for our special populations. Students have the opportunity take the PSAT 10. Counselor meets with testers when results arrive to assist with creating College Board account for remediation resources. Students revisit their four-year plan to ensure they are taking the courses needed to graduate.CHS hosts Saturday schools for attendance and credit recovery.

11th Grade- Engage and assist students in completing critical steps for college entry. Counselor meets with students after PSAT results arrive and shows students how to sign in for remediation resources and scholarship opportunities through College Board. CHS Counselor works to increase families' financial awareness, and help students apply for financial aid. We hosted a financial application awareness day and invited parents to attend. CHS is an official test site for TSI, SAT and ACT. CHS pays for all juniors to take the TSI, ACT or SAT.

12th Grade - Teach life preparation classes (financing, budgeting, cooking, etc.) We take students to the Education to Employment Summit. We participate in GenTx week. CHS provides dual credit opportunities. We help students with college applications, completing FAFSA documents and job applications. CHS sends scholarship information to the students' Google Classroom. Seniors with CTE certifications will be equipped with workforce-ready skills. Career Prep students will leave with resume-ready work experience.

Multigrade-Meet Your Future: Industry representatives, Career Prep from Texas Workforce and Region 3 meet with students in grades 9-12 to explore job opportunities and post secondary opportunities. CHS surrounds students with adults and peers who build and support their college-going aspirations through our mentoring program. CHS has a new Go Center open during lunches for students to have access to a counselor to discuss current needs and post-secondary opportunities. This space is also utilized by recruiters to speak with students. Colleges come to CHS and use the Go Center to meet with prospective students. Recruiters visit classrooms to talk about joining the military, the GI Bill, anti bullying and various topics requested by teachers. CHS is hosting a campaign about making good life choices. A speaker will present in February. Each year, CHS provides an opportunity to take college tours across the US. The ESL department invites parents to attend sessions to provide assistance with access to Gradebook and other programs.

CHS Translation Plan

- CHS will provide a bilingual parent liaison to assist parents with any issues or concerns. This person will be available daily to assist in communication and will provide written communication in both English and Spanish.
- CHS will provide a bilingual front office receptionist to assist parents in person and by phone in both English and Spanish.
- The district and campus website information are able to be translated into their home language. Google Translate is able to be used to assist in this task.
- School Messenger will be utilized to communicate district and campus information in the language of choice selected by the stakeholder.
- Our bilingual parent liaison is available to assist parents in gaining access to gradebook.
- Parent meetings will be conducted with teachers and a bilingual translator is available as needed.