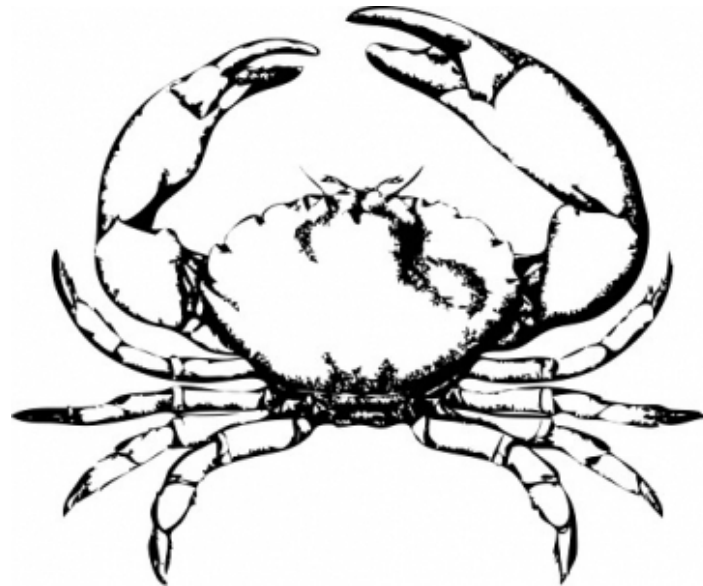


# **Calhoun County Independent School District**

## **District Improvement Plan**

**2022-2023**



# Mission Statement

## **"Quality Schools - Successful Students"**

### Vision

Calhoun County ISD is committed to meeting the needs of every student through quality instruction, both academically and vocationally, that will allow them to realize their potential as productive members of society.

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# Comprehensive Needs Assessment

Revised/Approved: November 9, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

The following information was used in the Needs Assessment process:

- TAPR
- Attendance and Enrollment 2020-2021
- E-Learning Enrollment
- 2020 Strategic Support Plan for RDA - Discipline and Special Education
- 2021 STAAR Results
- Fall 2021 MAP BOY Growth Data
- Parent, Student, Staff, and Community Surveys

### Parent Survey General Feedback - May 11, 2021:

- School Messenger is an effective general communication tool
- Parents report that approximately 44% of students were impacted by COVID or quarantine.
- Increased communication is needed to connect with the school regarding student progress.
- Over 90% of students used district-issued technology.
- Google Classroom is used at both home and school.
- Over 60% of parents believe students are performing at grade level.
- Approx. 74% are not interested in summer learning opportunities.
- Parents prioritized field trips, reading for fun, and online tutoring at home.
- Mental health support is available through the school.
- Adjusted Reading support requested.
- Continue sanitation and safety procedures.
- Technology assistance for parents and students.
- Smaller class size for personal attention and social distancing.
- Interventions for struggling students.
- Transportation for those who stay after school.
- More physical activity and less screen time are needed.
- More consistency with teachers and schedules.
- Parent Recommendation: Auto flush toilets and urinals; noncontact soap dispenser

### Employee Survey / DEIAC Input ~ Face-to-Face Input - May 21, 2021:

- Teacher fatigue as a result of both Face to Face and E-Learning responsibilities.
- Poor attendance and lack of online participation hindered student growth.

- School Messenger and one-click sign-on were helpful.
- Both parents and employees cite that enriching travel opportunities would enrich students' academic experience.
- 37% of staff worked from home.
- 52% took advantage of free district COVID testing.
- 84% used district technology at home.
- 51% think students have fallen behind.
- 62% believe students need pull out for classroom interventions.
- 47% believe students need mental/behavioral health support.
- Parent communication needs improvement.
- Technology training, support, and resources are needed for remote learning.
- Google classroom training for easy access year-round.
- Paraprofessionals for assistance when students are remoting in.
- Time for teacher planning and preparation to address learning gaps.
- A mentor/tutoring program is needed.
- Smaller classes will help.
- Touchless bathroom equipment is needed.

**Student Survey/ Student DEIAC Representatives Input - May 2021:**

- Student Input: High anxiety, need for predictable structure, positive affirmations from staff

**Medical Professionals Meeting/ Community Survey/ CRCG Community Meeting - June 2021:**

- Doctors report an increase in student anxiety, depression, and isolation. Few practitioners in the area.
- RN requests to continue the COVID testing program on-site.
- Doctors recommend face-to-face instruction for all who are able.
- Doctors are concerned about behaviors resulting in suspensions with no home supervision.
- Face to face instruction recommended

# Demographics

## Demographics Summary

Calhoun County spans a total area of 1,033 square miles along the Texas Gulf Coast. The county's population is 20,106 residents, of which 50.5% are Hispanic. CCISD's population has a high school graduation rate of 80.9%, while 17.5% has attained a bachelor's degree. The median household income is \$57,170.00, with 12.4% of families living in poverty; for those under 18 years of age, the poverty rate is 21.4% (2020 Census Bureau). These statistics signify the importance of day-to-day wages for many families and explain the high priority placed on finding available employment.

Calhoun County ISD has seven campuses located in the coastal communities of Port Lavaca, Seadrift, and Port O'Connor. Port Lavaca is home to Calhoun High School, Hope High School, Travis Middle School, Jackson-Roosevelt Elementary, and Harrison/Jefferson/Madison Elementary. Seadrift School, a Pre-Kindergarten through 8th-grade campus, is located in the community of Seadrift. Port O'Connor School, a Pre-Kindergarten through 6th-grade campus, is the pride of Port O'Connor's community.

The district serves a student population of 3,544 students as of October 28, 2022. CCISD's enrollment has increased by 62 students since the end of the 2021-2022 school year. The district monitors student enrollment numbers closely to ensure that all students within the district can enroll in school and complete their education.

Our student population by grade level is as follows:

Grade Level	Count	Percent
EE	16	.45%
PK	177	4.99%
K	234	6.60%
1	293	8.27%
2	244	6.88%
3	249	7.03%
4	255	7.20%
5	260	7.34%
6	274	7.73%
7	274	7.73%
8	249	7.03%
9	281	7.93%
10	286	8.07%
11	248	7.00%
12	204	5.76%

Calhoun County ISD's student population is comprised of 67.69% Hispanic (2,399), 25.14% Anglo (891), 4.99% Asian (177), 1.35% African American (48), and .82% Other/Multi (29). Our economically disadvantaged student population is 65.30%, and 43.1% are at risk of not graduating from high school. The district closely monitors the achievement of these identified student groups and works with campuses to provide support in areas of need.

Our students are served by the following programs:

<b>PROGRAM</b>	<b>Count</b>	<b>Percent</b>
Bilingual/ ESL	492	13.91%
Career & Technical Education	1256	35.4%
Gifted and Talented	226	6.39%
Special Education	494	13.97%
Title I	2,499	70.67%

CCISD has established a strong academic program with curriculum and instructional support. Additionally, the district's Discipline Management plan enables teachers to focus on student learning.

Calhoun County ISD has a staff with more years of experience than the state average. CCISD average years experience of teachers is 13.6 years, while the state is 11.2 years. The average years of experience of teachers with the district is 8.9 years. The district has seen an increase in the number of beginning teachers, so a robust New Teacher Academy has been established to support these staff members. CCISD has a small minority staff representation of 38.2% when compared to the state average of 51.5% (2020-2021 TAPR). The district has initiated a recruitment strategy, including raises for certified staff for the last five years and a competitive stipend package.

Through a partnership with our Formosa Industrial partners, CCISD can offer several subsidized housing opportunities to assist with applicant recruitment to our coastal region.

### **Identifying Students' Needs:**

Calhoun County ISD conducted a comprehensive needs assessment (CNA) to identify all students' needs. All stakeholders - including students, parents, teachers, administrators, and community members - were involved in the CNA process through the work of the District Educational Improvement Advisory Committee (DEIAC). The CNA included face-to-face sessions with DEIAC campus representatives for teachers, administrators, paraprofessionals, and parent and student representatives. In addition, sessions with district administrators, Executive Staff, the Board of Trustees, and community meetings allowed our stakeholders to provide their input. District-created surveys to parents, students, employees, and the community also provided valuable insight regarding student needs for academic intervention and acceleration, mental health and wellness, family and community engagement, and positive behavioral supports.

According to Results-Driven Accountability data, the number of discipline removals for special education and general education students has decreased, but our present rate of 40.4% is still considered high. To respond to the needs of students who are experiencing behavioral struggles, CCISD will continue to use the Ripple Effects program on secondary campuses. This program provides behavioral support and will be used on an as-needed basis in ISS settings. Faculty and staff training on positive behavioral supports, such as verbal de-escalation training, will be provided throughout the 2022-2023 school year.

Results Driven Accountability data also indicates that our Special Education and Emergent Bilingual students struggle to meet grade-level standards. Research-based programs and a Multi-Tiered System of Supports (MTSS) will be utilized district-wide to enhance student engagement and achievement. Stronger partnerships between the home and school are needed to support these students. Parent-friendly resources and consistent communication will assist all stakeholders in meeting these students' needs.

## Demographics Strengths

Calhoun County ISD's priority is ensuring all students stay in school and graduate. CCISD students have equitable access to school, its resources, and the opportunity to earn a high school diploma. As a result of these efforts, the 4-Year Graduation Rate for all students in the Class of 2021 was 96.7%. Additionally, the annual dropout rate for all students in this graduating class was 0.4%. The district team along with the two high schools collaborate to meet students' needs, providing the necessary support to remain in school and graduate.

District and campus personnel coordinate with parent liaisons to keep students in school and help them graduate. All campuses have attendance plans informing parents of the state attendance policy and guidelines. Transition plans assist students in moving from one grade level to the next and from one campus to another. Two alternative settings - Flex/DAEP and Hope High School - are available for secondary students needing additional support or at risk of dropping out of school. In a coordinated effort to improve communication, DAEP administrators and teachers share academic and behavioral results via a Personal Transition Plan (PTP) with the home campus.

District Curriculum Specialists work closely with campus administrators, specialists, and teachers to plan and align instruction for student academic growth. The Curriculum Department provides teacher professional development throughout the school year based on surveys, needs assessments, and requests. This department also works with teachers to administer online assessments measuring TEKS mastery and student growth. The data from these assessments (CBAs, MAP, Interims) are analyzed with teachers during campus PLC meetings, and targeted action plans are established by teachers and their administrative team, including the campus instructional specialist.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Providing academic support for students in other programs (ESL and Special Education) within the larger population of economically disadvantaged students creates challenges. **Root Cause:** District and campus leaders and faculty do not implement best practice strategies with fidelity to improve student achievement for these populations.

**Problem Statement 2:** Student disciplinary data indicates high levels of disciplinary infractions and assignments to ISS and FLEX placements. **Root Cause:** Although positive behavioral interventions and supports training has occurred, additional professional development is needed for effective and consistent implementation.



# Student Learning

## Student Learning Summary

### Early Reading Data:

Pre-Kindergarten scores at the end of the 2022 school year were in the 90th percentile in Math, Letter-Sound Correspondence, Sound Awareness, and Early Writing Skills. CCISD's average in Rapid Letter Naming was 88%. Vocabulary is our weakest area, and scores average 73%.

CCISD's Kindergarten TX-KEA scores indicate students are 72% or higher On-Track in Letter Name Identification, Spelling, Letter-Sounds, and Social-Emotional Competence. Listening Skills, Math, and Blending Sounds are 54% to 57% developed. Our lowest area is Decoding at 35% developed. Vocabulary scores have decreased by 5% from last year's 74%.

CCISD's TPRI Grade 1 Screeners show that 9% of students are still developing in Letter Sounds, 64% in Word Reading, and 49% in Blending Sounds. Fluency scores are higher than in Wave 1 last year, while Comprehension scores are lower.

CCISD's TPRI Grade 2 Screener identifies at-risk students for reading difficulties. Screener results indicate that 52% of CCISD's grade 2 students are at-risk for reading difficulties if no intervention occurs. Reading Fluency and Comprehension scores decreased from last year's scores.

**In the A-F Accountability System, CCISD earned an overall B rating. Campus ratings are listed below:**

- Calhoun High School- B
- HJM Elementary- A
- Hope High School- A
- JR Elementary- B
- Port O'Connor School- A
- Seadrift School- B
- Travis Middle School- Not Rated, which means the campus did not earn an A, B, or C

### STAAR Performance Data:

Data analysis reveals CCISD is following state trends in both Reading and Math. Reading scores in all three performance levels increased districtwide, while Math scores fluctuated among performance levels and campuses.

Most CCISD elementary campuses performed above the state average in all assessed content areas at the Approaches, Meets, and Masters performance levels.

The district middle school averages consistently fell below the state in every grade level's tested content areas. High school scores in the EOC content areas of Algebra I, Biology, and U.S. History were comparable to the state averages. English I, English II, and U.S. History EOC scores fell below the state averages in Meets and Masters.

[2021-2022 CCISD STAAR District & State](#) - Please click the link or refer to the attached addendum.

### STAAR Reading Data:

STAAR Reading data reveal grades 3-10; students consistently perform lower in Reporting Categories 3 (Understanding and Analysis of Informational Texts) and Reporting Category 2 (Understanding and Analysis of Literary Texts). The standards within these Reporting Categories are introduced in Kindergarten, vertically aligned, and expanded upon as

students progress through each grade level. CCISD's Emergent Bilingual and SPED students performed significantly lower than their peers; therefore, this area needs addressing.

With this said, most elementary campuses exceeded the state averages in Approaches and Meets. Masters Category data indicate it is equal to or below state averages providing an opportunity to accelerate instruction. Middle school district averages were 5% to 15% lower than the state in Approaches, Meets, and Masters. English I and English II Approaches' averages were equal to the state averages, while Meets and Masters' averages were 3% to 6% lower than the state averages.

Reading and writing instruction needs to occur recursively. To be successful on STAAR 2.0, writing needs to occur in all content areas. Furthermore, data shows the importance of reading and analyzing informational texts, an area of weakness throughout most grade levels. This would benefit students in cross-curricular reading and writing while improving students' performance in Reporting Category 3.

### **STAAR Math Data:**

CCISD outperformed state and regional averages in STAAR Math in all three performance levels as a district and at most campuses in grades 3-5 and in Algebra I, with many of these pockets exceeding state and regional levels by 10 or more percentage points. However, grades 6-8 consistently perform lower than state and regional averages, except for Seadrift and Port O'Connor (6th grade only).

When comparing 2022 STAAR Math to 2021 STAAR Math, improvements were noted as a district and for most campuses at all three performance levels in grades 3, 4, 6 and Algebra I. Several of these pockets showed improvement of 10 percentage points or more over 2021.

### **STAAR Science Data:**

From 5th-grade science - EOC Biology, students need hands-on experience designing and performing experiments and investigations. The data supports this need across all grade levels. Elementary science students performed at the state average in Approaches and above the state average by 5% to 10% in Meets and Masters. Eighth-grade science students performed below the state in Approaches, Meets, and Masters by 3% to 5%. Biology EOC students performed above the state average on Approaches and Meets by 3% to 6% and were below the state average on Masters by 2%. The disparity is evident among our Economically Disadvantaged students; in this sub-pop, only 63% Approached, 33% Met, and 14% Mastered. The same disparity can be seen in our Special Education students as only 21% Approached and 0% Met or Mastered. Students need to explain in writing what they are doing, why they are doing it, and then describe their results. This would benefit students with correlations to cross-curriculum content.

### **STAAR Social Studies Data:**

Social Studies STAAR results are below the state average at 8th grade by 10% by 16%. U.S. History EOC was above the state average for Approaches and below the state average by 2% to 5% for Meets and Masters. Social Studies, grades K-5, resources include TRS for the Scope and Sequence and Studies Weekly magazines. In grades 6-8, teachers use the TRS IFD to plan the entire unit at once instead of weekly. Using the backward design and TExGUIDE will guide instructions and emphasize learning. This will encourage vocabulary strategies and best practices. The use of role-playing and providing opportunities to collaborate will help increase student content knowledge.

-

### **Advanced Placement Data:**

*CHS students took seventeen different A.P. exams in the spring of 2021. The number of participating students is quite small and does not indicate the number of students enrolled in*

Advanced Placement classes. In twelve of the seventeen tests taken, twelve of them had at least 50% of test-takers score a 3 or higher; an A.P. exam score of 3, 4, or 5 can result in college credit.

AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	18	7%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	29	11%

The Senior Class of 2021 had 265 students. Many high school students take A.P. classes. However, most A.P. students elect not to take the A.P. Exam or do not pass it because the test is not a requirement.

### CCMR, Dropouts, and Grades:

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	265	
Total credit for CCMR criteria	153	58%

Based on the 2021 data, 96% of students are on track to graduate with less than 1% dropping out.

The performance on grading cycle report cards indicates that students are performing well and does not indicate students should struggle on state assessments. However, data disclose the opposite occurs, and many students did not meet grade-level expectations on STAAR.

### TELPAS Data:

District TELPAS Summary results are as follows:

- In grades K-2, 54% of students progressed at least one proficiency level in the TELPAS Composite Rating.
- For grades 3-12, 41% of students progressed at least one proficiency level.

### SPED Data:

- Four grade levels increased in all performance categories in Reading.
- One grade level increased in all three performance categories in Math and one increased Meets and Masters.

## Student Learning Strengths

Most elementary campuses, district-wide, performed above the state average in all assessed content areas. Overall, CCISD's teachers address the average students' instructional needs.

### Early Childhood:

At the end of the 2022 school year, Pre-K scored in the 90 percentiles in Math, Letter-Sound Correspondence, Sound Awareness, and Early Writing Skills. Kindergarten TX-KEA scores indicate students are 72% or higher On-Track in Letter Name Identification, Spelling, Letter-Sounds, and Social-Emotional Competence. First-grade screeners indicate Wave 1, Fluency scores are higher this year than the 2021-2022 school year.

### Reading and Writing:

District Reading STAAR data identifies strengths in Reporting Category 1 (Understanding Across Genres) in grades 3, 4, 7, 8, 9, and 10. Reporting Category 3 (Understanding Informational Texts) is a strength in grades 5 and 6.

Grades 4 and 5 STAAR Math data identify areas of strength in student learning. Data shows district averages in Approaches, Meets, and Masters are significantly better than the state averages.

### Science and Social Studies:

District-wide science data reflects that Matter and Energy and Earth and Space report category strengths. Social studies data indicates that CCISD students understand Government and Citizenship.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students exhibit educational gaps and are not assuming ownership of their learning. **Root Cause:** COVID-19 disrupted traditional learning, and students are struggling with the return to a structured school routine.

**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 have successfully produced results in the past for the "average" student, but not for all. Instruction remains unchanged in many classrooms.

# District Processes & Programs

## District Processes & Programs Summary

CCISD is comprised of seven unique campuses. Centralized decision-making is a priority to ensure curricular alignment and educational equity among all campuses. The District Curriculum Department supports curriculum, instruction, and assessment. Each campus follows district processes and procedures regarding emergency response and legal requirements. The Federal, Pupil, and Personnel Department supports campuses with discipline management and safety plans. The Special Education Director, diagnosticians, and campus principals coordinate special services.

CCISD seeks to employ effective educators with solid professional credentials who model high student expectations and commit to engaging all students. Due to the recent teacher shortage, the district has implemented "A Grow Your Own" program to hire interns and fellows through the District of Innovation Plan.

Professional development (PD) opportunities are designed and implemented to meet teachers' and learners' needs. By offering a selection of PDs, CCISD caters to the individual professional learner, thereby increasing the successful implementation of instructional strategies and resources in the classroom.

All teachers have access to district-approved instructional resources and additional supplemental materials for planning lessons based on state academic standards (TEKS). Utilizing TEKS Resources System, TRS Pacing Guides, TeXGuide, and Lead4Ward resources build a foundation, ensuring all students receive rigorous and relevant instruction.

Using Eduphoria Aware and Performance and Curriculum-Based Assessments (PBAs and CBAs) helps campuses monitor student growth and progress. Disaggregated data from CBAs and PBAs drive planning and instruction. NWEA MAP testing measures Reading, Language, Math, and Science student growth three times per year.

CCISD educators implement Google Workspace Apps into daily lessons to incorporate technology. CCISD provides teachers and students with Chromebooks during the school day to ensure instructional continuity. To assist students and staff in accessing digital curriculum and resource sites, CCISD uses Classlink, the district Single Sign-On (SSO). Classlink eliminates the need for a user to remember multiple usernames and passwords, thus ensuring quick and easy access to digital textbooks and additional instructional resources.

The District of Innovation plan provides opportunities to address and implement innovative solutions that positively impact student learning. Extending the instructional calendar allows for targeted professional development, built-in professional learning community (PLC) time, and additional instructional time for students. The District of Innovation plan allows CCISD to hire industry-based individuals for CTE positions and locally credentialed teacher interns for one year.

New CCISD teachers participate in the "New Teacher Academy," which includes monthly meetings to demonstrate best practices and provide support. The Curriculum Department facilitates year-long new teacher professional development based on identified needs. Google Classroom is the learning management system used to communicate regularly with new teachers.

CCISD utilizes the Teacher Incentive Allotment (TIA) plan to incentivize exceptional teachers to remain in the classroom. Student Growth and T-TESS data collections continue throughout the 2022-2023 academic school year. For 2021-2022, the top 30% of CCISD teachers have been submitted for review by TEA/Texas Tech to assign Recognized, Exemplary, and Master designations. Additionally, CCISD supported a teacher cohort group for National Board Certification. Six teachers completed the process and are awaiting results in December 2022, resulting in a Recognized status and additional monetary compensation.

## District Processes & Programs Strengths

Campus and district partnerships are evident and successful.

Campus PLCs meet weekly as grade-level and content teams. These meetings ensure teachers implement TEKS Resource System for Math, Science, and Social Studies. For ELAR planning and instruction, teachers utilize Savvas textbooks' scope and sequence. CBAs aligning with every nine weeks TEKS determine student mastery.

Campus Administrators, Instructional Specialists, Department Chairs, and teachers disaggregate campus and district data to obtain an in-depth understanding of instructional gaps and their effects on student growth. Teams address areas of strengths and weaknesses and develop targeted instructional strategies.

Professional Development (PD) is ongoing and based on campus/teacher needs. New teacher training, beginning-of-year staff development, PLCs, curriculum and instruction targeted trainings focus on impacting teacher growth and student achievement. The Teacher Assistance Network (TAN) Committee utilizes a Training of Trainers (TOT) model to disseminate information among committee members, who then train their campus staff.

The Curriculum Department attends Accountability Connect Webinars and Lead4Ward PD to stay abreast of current educational trends and policies. Eduphoria data is used with Lead4Ward templates to disaggregate data and drive instructional decisions.

CCISD's multiple resources combine print, digital and interactive platforms to provide a plethora of high-quality instructional materials facilitating student learning and engagement.

[2022-2023 CCISD Instructional Resources](#) - Please click the link or refer to the attached addendum.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Students experienced multiple years of learning loss, resulting in lower student achievement and growth. **Root Cause:** The lack of in-person instruction due to COVID has greatly contributed to students' learning loss.

**Problem Statement 2:** Due to a large selection of resources, teachers need guidance in selecting the most appropriate instructional materials for classroom use. **Root Cause:** Teachers use what is familiar, so they utilize resources outside the district-provided instructional resources.

# Perceptions

## Perceptions Summary

CCISD has multiple systems in place to create high-performing students and teachers. Within the district, timely and effective communication is a priority.

Historically, the district has outstanding academic performance with specific areas needing growth. Parent and community support is prominent. Parental surveys indicate students were successfully served throughout the non-traditional 2020-2021 pandemic year. However, teachers report and data indicates instructional loss due to the interruptions caused by the pandemic.

CCISD is a county school district with unique communities separated geographically. As a result, communicating with parents about student-specific issues is often campus-directed rather than district-directed. Parental surveys reflect the current staff serves students well. Parents convey support for the School Messenger and social media communication system. However, parents also stated that campuses could better address individual student needs.

Community support is apparent on all CCISD campuses. Schools provide parental support through parent liaisons, translation assistance, and front-office bilingual support. At the elementary level, parent volunteers assist both students and staff. Mentor programs on all campuses support students academically and emotionally.

The foundational program results in "Approaches or Meets" performance levels on state assessments. However, special education, economically disadvantaged, and Emergent Bilingual students show instructional weaknesses in some areas. English Language Arts performance at the high school level requires targeted reading and writing instruction. Additionally, academic performance at the middle school level reveals a need for instructional interventions in all content areas. Elementary students with special needs have a low rate of inclusion, which makes the transition to middle school more challenging.

CCISD has robust academic and extra-curricular programs, creating meaningful school experiences for students and parents. Attendance for school functions, performances, and competitions is high. A grant-funded after-school program at Travis Middle School, Seadrift School, HJM Elementary, and JR Elementary provides academic support and enrichment activities for participating students.

The district prioritizes the recruitment of certified staff due to the statewide teacher shortage. For the last five years, salaries have increased and are competitive. TEA's Teacher Incentive Allotment is available for teachers to earn additional money and remain in CCISD classrooms. The district has a high retention rate for certified staff; nevertheless, teacher retirement over the last two years has impacted all campuses.

CCISD has positive partnerships with local law enforcement, and community support agencies. Local industries continue to support the district in a multitude of ways.

## Perceptions Strengths

Traditionally, CCISD systems are successful for most students. Teachers and administrators ensure adequate progress and student growth. As a result, schools are high-performing and successful in most areas. The district maintains high attendance and graduation rates.

Parents, teachers, and the community support the district. Most employees live within the county and are invested in the community. The foundational program is solid and practical in most areas. Although there are new campus administrators, the district-wide administrative team has the experience to lead with sound academic and safety plans for 2022-2023.

CCISD and the five major industries collaborate through Partnerships in Education (PIE) in many ways: facilitate mentor/tutor programs, host job fair presentations, initiate the Texas Scholars' Program, implement STEM expectations for high school students, and secure grants promoting math and science projects.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The organizational structures and systems are not readily available and easily understood, thus causing parent/guardian confusion and apathy. **Root Cause:** Parents/Guardians receive inconsistent district and campus communication.



# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- 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

### **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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals





**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 1:** The % of 3rd-grade students who score Meets grade level or above on STAAR Reading will increase from 52% to 70% by June 2025. (STAAR 2022 - 53% Meets for District)

**HB3 Goal**

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth in reading by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Savvas's scope and sequence to vertically and horizontally align ELAR instruction district-wide. Phonics instruction will be evaluated based on the "Commissioner's List of Recommended Phonics Programs."</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, and Grade-Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD administers ELAR universal screeners (CIRCLE, Tx-KEA, TPRI, Waterford, iStation, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions. For the TCLAS after-school program, CCISD utilizes Amplify Reading mCLASS to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> ELAR screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> iStation - 282 ESSER III, MAP Testing - 282 ESSER III</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> CCISD provides ongoing professional development on acquired technology, instructional resources (Reading Academies, BookNook, iStation, Waterford, TEKS Resource System, Amplify Reading, and small group reading instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, thus enhancing students' abilities to read, comprehend, interpret, and analyze texts.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD student scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication and writing skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Department Heads and Grade Level Team Leaders, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD administers CBAs, Interim Assessments, and NWEA MAP in grade 3 ELAR. Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 2:** The % of 3rd-grade students who score Meets grade level or above on STAAR Math will increase from 43% to 60% by June 2025. (STAAR 2022 - 49% Meets for District)





**HB3 Goal**

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth in math by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System, TExGuide, and TRS Pacing Guides to vertically and horizontally align Math instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD administers Math universal screeners (Waterford, CIRCLE, iStation, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions. For the TCLAS after-school program, CCISD utilizes ZEARN Math to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Math screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> iStation - 282 ESSER III, NWEA MAP - 282 ESSER III</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> CCISD provides ongoing professional development on acquired technology, instructional resources (STEMscopes, TEKS Resource System, ST Math, Reflex/Frax Math, ZEARN, and small group math instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' problem solving and critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, enhancing students' abilities to think critically and solve problems.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD administers CBAs, Interim Assessments, and NWEA MAP in grade 3 Math. Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Through the Strong Foundations Math Framework grant, CCISD is establishing a district-wide framework aligning curriculum, instructional resources, and Research-Based Instructional Practices (RBIS) in mathematics classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</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 provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.





**Performance Objective 3:** The % of students who score Meets grade level or above on STAAR Reading 4-8 and EOC English I and II will increase by 5% each year.

STAAR Meets % for District: 4th Grade - 49% (2021) to 59% (2022), 5th Grade - 51% (2021) to 57% (2022), 6th Grade - 24% (2021) to 32% (2022), 7th Grade - 36% (2021) to 40% (2022), 8th Grade - 44% (2021) to 45% (2022), English 1 - 39% (2021) to 42% (2022), English 2 - 49% (2021) to 54% (2022)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Savvas's scope sequence to vertically and horizontally align ELAR instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD utilizes TRS and all its components along with College Board resources to align Pre-Advanced Placement and Advanced Placement ELAR content, thus ensuring academic rigor in all upper-level ELAR courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</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> CCISD administers ELAR universal screeners (iStation and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions. For the TCLAS after-school program, CCISD utilizes Amplify Reading mCLASS to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> ELAR screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichment, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Teachers, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Istation - 282 ESSER III, MAP Testing - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (BookNook, Savvas, iStation, TEKS Resource System, Amplify Reading, and small group reading instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, thus enhancing students' abilities to read, comprehend, interpret, and analyze texts.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication and writing skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Department Heads and Grade Level Team Leaders, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> CCISD administers CBAs, Interim Assessments, and NWEA MAP in grades 4-8 and EOC I and II. Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 4:** The % of students who score Meets grade level or above on STAAR Math 4-8 and EOC Algebra 1 will increase by 5% each year. STAAR Meets for District: 4th Grade - 55% (2021) to 61% (2022), 5th Grade - 66% (2021) to 55% (2022), 6th Grade - 24% (2021) to 30% (2022), 7th Grade - 8% (2021) to 11% (2022), 8th Grade - 32% (2021) to 30% (2022), Algebra I EOC - 62% (2021) to 54% (2022)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System, TExGuide, and TRS Pacing Guides to vertically and horizontally align Math instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers Math universal screeners (iStation, IXL, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions. For the TCLAS after-school program, CCISD utilizes ZEARN Math to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Math screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Teachers, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Istation - 282 ESSER III, NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (STEMscopes, TEKS Resource System, ST Math, Reflex/Frax Math, ZEARN, and small group math instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' problem solving and critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, enhancing students' abilities to think critically and solve problems.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD administers CBAs, Interim Assessments, and NWEA MAP in grades 4 - 8 Math and Algebra I. Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Through the Strong Foundations Math Framework Grant, CCISD is establishing a district-wide framework aligning curriculum, instructional resources, and Research-Based Instructional Practices (RBIS) in mathematics classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</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 provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.





**Performance Objective 5:** The % of students who score Meets grade level or above on STAAR Science 5, 8, and EOC Biology will increase by 5% each year.

STAAR Meets % for District: 5th Grade - 45% (2021) to 42% (2022), 8th Grade - 42% (2021) to 39% (2022), Biology EOC - 62% (2021) to 60% (2022)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System, TExGuide, and TRS Pacing Guides to vertically and horizontally align Science instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers a science universal screener (NWEA MAP Testing) in grades 5 and 8 to measure and establish academic baselines, which guide instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> The Science screener identifies students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (STEMscopes Science, TEKS Resource System, Kesler Science, and small group instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> In preparation for real-world application and success, CCISD extends learning opportunities in Science K- 12 to reinforce higher-level cognitive concepts through hands-on, student-centered activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous learning opportunities will enhance students' engagement and assist in gaining and retaining content knowledge. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD administers CBAs (grades 5-8 and Biology), Interim Assessments (grades 5, 8, and Biology), and NWEA MAP (grades 2 - 8 ). Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 6:** The % of students who score Meets grade level or above on STAAR Social Studies 8 and EOC U.S. History will increase by 5% each year.

STAAR Meets for the District: 8th Grade - 11% (2021) to 13%(2022), U.S. History EOC - 68% (2021) to 69% (2022)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System, TExGuide, and TRS Pacing Guides to vertically and horizontally align Social Studies instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD provides ongoing professional development on acquired technology, instructional resources (Exploros, TEKS Resource System, and small group instruction), and data analysis - targeting implementation and uses in the classroom, thus increasing students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD administers CBAs (grades 6-8 and U.S. History) and Interim Assessments (grade 8 and U.S. History). Based on campus assessment data, reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 7:** The % of Emergent Bilingual and Special Education student populations who score Meets grade level or above on STAAR reading and math will increase by 5% each year.

Emergent Bilingual - STAAR Meets for the District:

Reading: 4th Gr. - 30% (2021) to 50% (2022), 5th Gr. - 29% (2021) to 35% (2022), 6th Gr. - 11% (2021) to 16% (2022), 7th Gr. - 8% (2021) to 22% (2022), 8th Gr. - 13% (2021) to 12% (2022)

Math: 4th Gr. - 50% (2021) to 63% (2022), 5th Gr. - 60% (2021) to 42% (2022), 6th Gr.- 16% (2021) to 13% (2022), 7th Gr. - 0% (2021) to 16% (2022), 8th Gr. - 13% (2021) to 17% (2022)





Special Education - STAAR Meets for the District:

Reading: 4th Gr. - 0% (2021) to 19% (2022), 5th Gr. - 3% (2021) to 9% (2022), 6th Gr. - 4% (2021) to 0% (2022), 7th Gr. - 0% (2021) to 3% (2022), 8th Gr. - 0% (2021) to 6% (2022)

Math: 4th Gr. - 7% (2021) to 11% (2022), 5th Gr. - 27% (2021) to 11% (2022), 6th Gr. - 7% (2021) to 0% (2022), 7th Gr. - 5% (2021) to 0% (2022), 8th Gr. - 7% (2021) to 11% (2022)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessment data, Measures of Academic Progress data, STAAR-based assessment data, and the Results Driven Accountability Report.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD administers ELAR and Math universal screeners (iStation, System 44/Read 180, NWEA MAP Testing, and IXL) to measure and establish academic baselines, which guide instructional decisions. For the TCLAS after-school program, CCISD utilizes Amplify Reading mCLASS and ZEARN Math to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The universal screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> iStation - 282 ESSER III, NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD utilizes academic programs (Summit K12, System 44, Read 180, BookNook, Reading by Design, Amplify Reading mCLASS, ST Math, and ZEARN Math) to increase students' academic growth and achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will utilize and monitor these instructional programs with fidelity to ensure student academic gains and mastery of critical thinking skills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Special Education Director, Student Services Coordinator (J. Kovar), Campus Administrators, Bilingual/ESL Coordinator, Assistant Supt. for Federal, Pupil &amp; Personnel Services</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will increase the knowledge and implementation of research-based inclusion strategies within instruction, resulting in students' academic growth and achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Special Education Director, Student Services Coordinator (J. Kovar), Campus Administrators, Bilingual/ESL Coordinator, Assistant Supt. for Federal, Pupil &amp; Personnel Services</p> <p><b>Title I:</b> 2.4, 2.5 - <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Through the Strong Foundations Math Framework Grant, CCISD is establishing a district-wide framework aligning curriculum, instructional resources, and Research-Based Instructional Practices (RBIS) in mathematics classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</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 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 8:** Through the TCLAS Decision 11 Grant, CCISD established an after-school program, Camp Calhoun: xSTREAM Learning, to support students' academic needs, while providing enrichment opportunities.

**Evaluation Data Sources:** CCISD will analyze grade reporting (grades, attendance, and citizenship) and program data (Amplify Reading mCLASS and ZEARN Math) to determine student growth and program effectiveness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD provides a robust after-school program on four campuses using Amplify Reading mClass and ZEARN Math to accelerate student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will analyze student growth to determine program effectiveness and make changes accordingly.</p> <p><b>Staff Responsible for Monitoring:</b> TCLAS Grant Coordinators, Camp Calhoun Campus Site Coordinators, and Camp Calhoun Instructors/Assistants/Coaches</p> <p><b>Funding Sources:</b> - 282 TCLAS Grant</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> CCISD provides a robust after-school program on four campuses offering a variety of enrichment activities enhancing students' learning while building leadership and self-confidence.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in the after-school program will offer students varied opportunities beyond the realm of a regular academic day.</p> <p><b>Staff Responsible for Monitoring:</b> TCLAS Grant Coordinators, Camp Calhoun Campus Site Coordinators, and Camp Calhoun Instructors/Assistants/Coaches</p> <p><b>Funding Sources:</b> - 282 TCLAS Grant</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, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 1:** CCISD will increase the % of graduates who meet CCMR from 50% to 70% by August 2025. (2022 District CCMR 58%)

**HB3 Goal**

**Evaluation Data Sources:** CCISD will use the CCMR Tracker to monitor data at the end of every semester.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District and campuses will utilize a data checklist (TEA's Tracker), ensuring students achieve the criteria to meet CCMR indicators.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR student monitoring and tracking ensures CCISD graduates have the skills necessary to be successful in post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt - C &amp; I, CTE Coordinator, District and Campus Instructional Specialists, Campus Administrators, Campus Counselors</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> A College Readiness course focusing on test preparation for college entrance exams (SAT, ACT, and TSIA 2.0) is available; student enrollment is encouraged.</p> <p><b>Strategy's Expected Result/Impact:</b> Test preparatory courses will increase students' scores on college entrance exams, thus ensuring CCISD graduates are academically ready at the post-secondary level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt - C &amp; I, CTE Coordinator, District and Campus Instructional Specialists, Campus Administrators, Campus Counselors</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> CCISD continues to support teachers with advanced placement (PAP/AP), OnRamps, and Gifted &amp; Talented professional development opportunities and program implementation to ensure appropriate rigor, relevance, and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize project-based learning, College Board, and OnRamps curricula to differentiate instruction, increase student achievement on AP exams, thus potentially earning college credit.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Campus Administrators, Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, G/T Coordinators, Counselors, G/T Campus Committees</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</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> CCISD continues to recruit/retain certified CTE and content-specific teachers, while supplementing classes with online instructional resources, guest speakers, and career-oriented field trips.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing all available resources, CCISD will achieve a 5% increase in CCMR domain scores.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, Secondary Campus Administrators, Assistant Supt. for Federal, Pupil &amp; Personnel Services, Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, CTE Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD continues to offer Navy Junior Reserves Officers Training Corps (NJROTC) to high school students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience Navy ROTC expectations and protocols while attending high school, thus preparing them for post-secondary opportunities, like military enlistment.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, High School Campus Administrators, Assistant Supt. for Federal, Pupil &amp; Personnel Services, Assistant Supt. - C &amp; 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 2:** CCISD will support college, career, and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 2:** CCISD consistently monitors student attendance, ensuring increased opportunities for academic success.

**Evaluation Data Sources:** CCISD will monitor attendance every nine weeks. Student attendance and academic achievement data are analyzed to determine tutoring needs and make-up time.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will utilize campus staff, parent liaisons, and district truancy officers to make home visits for chronically absent students.</p> <p><b>Strategy's Expected Result/Impact:</b> Connecting with family regarding student absences will increase attendance and establish school-family relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officers, Parent Liaisons, and Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</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> Correctly coded attendance every nine weeks identifies students needing intervention and attendance make-up time.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased attendance rate will provide students with focused class time to address learning loss and accelerate learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PEIMS Clerks</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 3:** CCISD will maintain a safe environment through enhanced district/campus safety measures and initiatives.

**Performance Objective 1:** CCISD continues to refine all safety measures and practices, including training and upgrading facilities.

**Evaluation Data Sources:** Drills and training take place monthly and are documented through logs and electronic messages assuring compliance with safety protocols.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The CCISD District Safety Committee regularly reviews and updates safety practices. Campus safety specialists provide additional supervision.</p> <p><b>Strategy's Expected Result/Impact:</b> The committee collaborates with stakeholders, campus safety specialists, campus administrators, and executive staff to review and refine existing safety measures.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Supt. for Pupil, Personnel, &amp; Federal Services, District and Campus Safety Committees, Campus Administrators</p> <p><b>Funding Sources:</b> - TITLE V, Safety Specialists - TITLE IV</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district follows public health guidelines and incorporates health and safety provisions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Diligent adherence to the safety protocols and guidelines will result in fewer student illnesses.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent of Pupil, Personnel &amp; Federal Services, Campus Administrators, District and Campus Safety Committees</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus access control systems are consistently used throughout the district. School Messenger, social media platforms, and the CCISD website disseminate information to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> All campus visitors are identified and adhere to district/campus safety procedures. CCISD's communication is automated through various platforms disseminating current updates to parents and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, District and Campus Safety Committees, Campus Administrators, Partners in Education Coordinator</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> School Messenger - TITLE V</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All CCISD staff and students receive annual Emergency Response materials (Protocol Poster, Emergency Flipchart, Safety &amp; Security Actions, Trauma-Informed Care) and trainings. Campus principals receive bi-monthly safety updates.</p> <p><b>Strategy's Expected Result/Impact:</b> District-wide use of these materials and training ensures appropriate responses during emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, Safety Committee, Campus Administrators</p> <p><b>Funding Sources:</b> - TITLE V, - TITLE IV</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD will review various Social-Emotional Learning (SEL) resources and programs addressing character education, bullying, conflict resolution, and drug addiction and abuse for district-wide implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> District-wide education and prevention programs provide students with the necessary skills to create positive peer and adult relationships, thus reducing discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, Safety Committee, Campus Administrators, Campus Counselors, School Health Advisory Council (SHAC)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 4:** CCISD attracts and retains quality staff using salary incentives, the District of Innovation Plan, potential teacher housing, and supportive professional development.

**Performance Objective 1:** CCISD designs targeted professional development focusing on administrator, teacher, and paraprofessional effectiveness in all instructional settings.

**Evaluation Data Sources:** Professional development data is evaluated on a continuum of enrollment, attendance, closing surveys, and implementation evidence.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD coordinates relevant professional development for all teachers, instructional paraprofessionals, and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of staff participate in research-based professional development, therefore increasing instructional effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel &amp; Federal Services, Assistant Supt. - C &amp; I, Special Education Director, Campus Administrators, District and Campus Instructional Specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD assists staff in preparing and attaining necessary certifications through coursework, professional development, and required testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Ninety-five percent or more of staff who work with students are certified in their content or specialization areas.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, Assistant Supt.- C&amp;I, Campus Administrators, Special Education Director</p> <p><b>Title I:</b> 2.4, 2.6</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 4:** CCISD attracts and retains quality staff using salary incentives, the District of Innovation Plan, potential teacher housing, and supportive professional development.

**Performance Objective 2:** CCISD actively recruits teachers and mentors new hires to retain effective educators.

**Evaluation Data Sources:** New Teacher Mentor Program surveys and T-TESS documentation are regularly used to gauge the effectiveness of recruitment and retention decisions.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD seeks out effective teachers through job fairs and advertisements. Salary increases, stipends, and housing opportunities aid with teacher retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Ninety-five percent of all positions will be filled by effective teachers as per ESSA.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, Assistant Supt. - C &amp; I, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</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> CCISD utilizes the Teacher Incentive Allotment (TIA) approved plan to recruit, reward, and retain highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD's designated plan rewards the top-performing teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent of Pupil, Personnel, and Federal Services, Asst. Superintendent of C&amp;I, District NBCT Coordinator, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD New Teacher Mentor Program provides relevant, ongoing professional development, and classroom support for teachers new to the district and their mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of all teachers who are new will have a district and campus mentor. Monthly professional development will be based on areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Program Coordinator, Assistant Supt. - C&amp;I, District and Campus Instructional Specialists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> CCISD utilizes a "Grow Your Own" program and a District of Innovation Plan for greater flexibility in teacher hiring and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses are appropriately staffed to serve all students, meeting their individual needs and interests. The minimum student-to-teacher ratio increases academic success opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel &amp; Federal Services, Assistant Supt. - C &amp; I, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 monitors budget requests and utilizes federal, state, and district funds to support the instructional plan.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will utilize federal, state, and local budgets in accordance with all mandated regulations based on the yearly audit of finances and program budgets.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Assistant Superintendent for Pupil, Personnel, &amp; Federal Services, Assistant Supt. - C&amp;I, Campus Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 2:** CCISD coordinates federal, state, and district funds to enhance the safety program.

**Evaluation Data Sources:** Fiscally responsible purchases are made from vendor quotes and based on campus safety needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD maintains appropriate budget guidelines while procuring quality materials.</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>				



# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$343,874.86

**Total FTEs Funded by SCE:** 5.42

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

SCE monies are used in a variety of ways to supplement the regular educational program for our at-risk student population: 1. At-risk students receive homebound instruction and truancy intervention as needed throughout the academic year. 2. At-risk students participate in hands-on learning experiences at the Formosa-Tejano Wetlands outdoor classroom under the instruction and supervision of a certified science teacher. 3. Certified teachers at the elementary and secondary level work with identified at-risk students to accelerate learning by focusing on targeted TEKS in all subject areas. 4. A Tutoring/Mentor program coordinator assists campuses in meeting the additional needs of our at-risk students.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Boone	PIE Tutor/Mentor Program Coordinator	0.5
Kristi Greaves	Inst. Spec./New Tchr. Mentor Coordinator	0.03
Lesa Casey	Homebound Teacher	0.5
Mary Martinez	Truancy Officer	1
Ofelia Cordova	Teacher	1
Phillip Swope	Specialist	0.49
Rebecca Johnson	Inst. Tech./District Testing Coordinator	0.4
Roy Barker	Intervention Teacher	0.5
Sherrie Brown	Intervention Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Tullos	Instructional Specialist	Curriculum	.70
Brandi Smalley	FEDERAL PROGRAMS ASSISTANT	FEDERAL PROGRAMS	.80
Debra Swope	OLG Aide	Federal Programs	1.00
Kelly Taylor	FEDERAL PROGRAMS COORDINATOR	FEDERAL PROGRAMS	.30
Lisa Rambo	Instructional Specialist	Curriculum	.50
Rebecca Johnson	Instructional Technology Specialist	Curriculum	.60
Robin Kinder	Instructional Specialist	Curriculum	.70
Sherry Williams	Instructional Specialist	Curriculum	.70

# District Funding Summary

TITLE IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Safety Specialists		\$0.00
3	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
TITLE V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	3	School Messenger		\$0.00
3	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	iStation		\$0.00
1	1	2	MAP Testing		\$0.00
1	2	2	iStation		\$0.00
1	2	2	NWEA MAP		\$0.00
1	3	3	Istation		\$0.00
1	3	3	MAP Testing		\$0.00
1	4	2	NWEA MAP		\$0.00
1	4	2	Istation		\$0.00
1	5	2	NWEA MAP		\$0.00
1	7	1	iStation		\$0.00
1	7	1	NWEA MAP		\$0.00
<b>Sub-Total</b>					\$0.00
282 TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
1	8	2			\$0.00

282 TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00

# Addendums

## Calhoun County ISD: 2021-2022 STAAR Results - District & State

**\*\* Below state score**

Grade & Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
<b>3rd Gr. Reading</b>			
State	77%	52%	31%
CCISD	83%	53%	**29%
<b>3rd Gr. Math</b>			
State	70%	42%	21%
CCISD	77%	49%	24%
<b>4th Gr. Reading</b>			
State	77%	54%	29%
CCISD	84%	59%	**27%
<b>4th Gr. Math</b>			
State	69%	42%	23%
CCISD	85%	61%	34%
<b>5th Gr. Reading</b>			
State	80%	57%	37%
CCISD	86%	57%	37%
<b>5th Gr. Math</b>			
State	76%	46%	23%
CCISD	85%	55%	29%
<b>5th Gr. Science</b>			
State	65%	37%	17%
CCISD	75%	42%	17%
<b>6th Gr. Reading</b>			
State	68%	41%	22%
CCISD	**60%	**32%	**17%
<b>6th Gr. Math</b>			
State	72%	37%	15%
CCISD	**70%	**30%	**9%
<b>7th Gr. Reading</b>			
State	79%	55%	37%
CCISD	**71%	**40%	**23%
<b>7th Gr. Math</b>			
State	59%	29%	12%
CCISD	**41%	**11%	**1%
<b>8th Gr. Reading</b>			
State	82%	57%	37%
CCISD	**77%	**45%	**27%
<b>8th Gr. Math</b>			
State	70%	38%	13%
CCISD	**69%	**30%	**5%

## Calhoun County ISD: 2021-2022 STAAR Results - District & State

**\*\* Below state score**

Grade & Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
<b>8th Gr. Science</b>			
State	72%	43%	22%
CCISD	75%	**39%	**17%
<b>8th Gr. Social Studies</b>			
State	59%	29%	17%
CCISD	**43%	**13%	**7%
<b>English 1 EOC</b>			
State	63%	48%	11%
CCISD	63%	**42%	**5%
<b>English 2 EOC</b>			
State	71%	57%	9%
CCISD	71%	**54%	**6%
<b>Algebra 1</b>			
State	74%	46%	30%
CCISD	86%	54%	33%
<b>Biology</b>			
State	82%	57%	23%
CCISD	88%	60%	**21%
<b>U.S. History</b>			
State	89%	71%	44%
CCISD	90%	**69%	**39%

# Calhoun County Independent School District

## Parent Involvement Plan

Calhoun County Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school district will work with its schools to ensure that the required school-level parental involvement plans meet the Title I requirements, and include, as a component, a school-parent compact.

- The school district will incorporate this district-wide parental involvement plan into its district improvement plan.

- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports in an understandable and uniform format, including alternative formats upon request, to the extent practicable, in a language parents understand.

- The school district will involve the parents of children served in Title I schools in decisions about how the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

### **Statement of Purpose**

Calhoun County Independent School District is committed to excellence in education by engaging every student in rigorous and relevant academic experiences that inspire lifelong learning. Calhoun County ISD will develop and nurture partnerships with parents/caregivers,



students, and community stakeholders. The district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in Calhoun County ISD schools.

### **Parent Involvement in Developing the Plan**

Calhoun County Independent School District will take the following actions to involve parents in the joint development of its district parental involvement plan:

- Actively recruit parents/caregivers to participate in a parent advisory capacity.
- Offer a flexible number of meetings scheduled at convenient times and locations to allow parent participation in a comprehensive review of plans, budget, and programs for parent involvement.
- Facilitate communication between parents/caregivers and Title I campuses.

### **Parent Involvement Annual Meetings**

Calhoun County Independent School District uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. District Parent Involvement meetings will include but are not limited to:

- Parent Liaison and Administration will hold a meeting at the beginning of each school year to review Title I guidelines and services offered at the campus level. Notice of the meeting will be provided through the district Federal Programs website and public announcements. Copies of the district's current Parent Involvement Plan and campus designed Parent Compact will be distributed at the meeting.
- Region 3 Parental Involvement Conference at the Victoria Community Center. Registration cost and transportation are provided by the school district.
- A meeting at the end of each school year to discuss possible changes in the parent involvement programs, activities, and budget for the upcoming year. The district Parental Involvement Plan will also be reviewed and revised if necessary.

### **Parent Involvement in Student Academic Achievement**

Calhoun County Independent School District will implement parent involvement activities to improve student academic achievement by:

- Providing a school-parent compact designed by parents and school staff that outlines how parents, campus staff, and students will share the responsibility for improvement in student academic achievement.
- Providing materials and training, such as technology use and home/school communication tools, to help parents work with their children to improve achievement.
- Providing opportunities for conferences with teachers, counselors, principals, and other school personnel to make decisions relating to student achievement.
- Providing assistance to parents in understanding the Texas Essential Knowledge and

Skills, or TEKS, and the State of Texas Assessments of Academic Readiness, or STAAR.

### **Parent Involvement Communication**

Calhoun County Independent School District will educate staff in:

- How to reach out to, communicate with, and work with parents as equal partners.
- Translating for all documents.
- The value and utility of contributions of parents.
- How to implement and coordinate with parents and build ties between parents and

schools. Calhoun County Independent School District will encourage meaningful communication with parents by:

- Using Remind, School Messenger or Google for parent notifications via phone text or email.
- Using district and campus websites and Facebook for parent notifications.
- Distributing parent newsletters at the campus and district level.
- Providing effective parenting ideas through pamphlets, brochures, and various other

media.

- Using email to ensure effective, timely communication between parents and staff.
- Conducting surveys to collect parent input about their child's school.

### **Parent Involvement Evaluation**

Calhoun County Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of the Title I schools. The school district will use the findings of the evaluation to design strategies for more effective parental involvement and, with the input of parents, revise the parental involvement plan if necessary.

<b>School District: Calhoun</b>
<b>Region: 03</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: Catherine Hernandez</b>
<b>Date: 09/19/2019</b>

**School Year: 2019 - 2020**

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<p><b>Goal(s):</b> To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.</p>	<p><b>Objective(s):</b> To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.</p>
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<b>Required Strategies</b>			
	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Monthly	ESC MEP Staff	NGS Priority for Service Report
Additional Activities			
<ul style="list-style-type: none"> <li>▪ ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need.</li> </ul>	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review
<b>Required Strategies</b>		<b>Person(s)</b>	

	Timeline	Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	Aug. 2019 – June 2020	ESC MEP Staff	LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year.</li> </ul>	Fall Regional PAC Meeting	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access</li> </ul>	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review

<p>to instructional services as well as social workers and community social services/agencies.</p> <ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	<p>Aug 2019 – Aug 2020</p>	<p>ESC MEP Staff / LEA MEP Contact</p>	<p>Individual PFS Progress Review / ESC MEP Directory</p>
<p>Additional Activities</p>			
<ul style="list-style-type: none"> <li>Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need.</li> </ul>	<p>Year-round</p>	<p>ESC MEP OSY Staff / LEA MEP Contact</p>	<p>NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form</p>

LEA Signature \_\_\_\_\_

Date Completed \_\_\_\_\_

ESC Signature \_\_\_\_\_

Date Received \_\_\_\_\_

## 2019-2020 Identification and Recruitment (ID&R) Plan For Region 3 MEP and Region 3 SSA Members

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters. Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</b> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	To be determined by TEA.
<b>B. Other- Attend follow-up trainings for ID&amp;R and NGS</b> Follow-up trainings and technical assistance will be provided by the ESC for ID&R and NGS.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	As needed throughout the year
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. Meet with all ID&amp;R Staff.</b> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. Finalize all forms, documents, logs.</b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. Make recruiter assignments.</b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. Conduct ID&amp;R.</b> <b>Potentially Eligible Migrant Children:</b> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. Complete COEs.</b> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
<b>F. Review of COEs.</b> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.</li> </ul>	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
<b>G. Conduct residency verification.</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></b> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
<b>C. <u>Other: Update Google Map</u></b> Update Google Maps of Region 5 ID&R Locations as needed to document visited locations for ID&R.	<b>Staff:</b> MEP administrators And recruiters	Update on ongoing basis throughout the year
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
<b>B. <u>Other- Network and Coordinate with Other Educational Programs</u></b> Ensure cross-program collaboration with other educational programs that provide services to all students.	<b>Staff:</b> MEP administrators And program specialists	Make initial outreach efforts By September 30 and Continue ongoing efforts throughout the year
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
<b>B. <u>Eligibility review.</u></b> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Coordinate with ESC for annual eligibility validation.</u></b> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>VI. EVALUATION</b>		
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>		
<b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>INDIVIDUALS RESPONSIBLE</b> <b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.	<b>TIMELINE</b> Quarterly and final review by June 30

## Priority for Service (PFS) Action Plan for Migrant Students

The Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority for Service (PFS) §1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

### PFS Criteria Summary

RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period):		
<b>+</b>		
FAILING OR MOST AT RISK OF FAILING		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: <ul style="list-style-type: none"> <li>- IEP/EL</li> <li>- Over age</li> <li>- Retained</li> </ul>	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> <li>- Failed</li> <li>- Absent</li> <li>- Exempt</li> <li>- Not Enrolled</li> <li>- Not Tested</li> </ul>	Must have been designated as a drop out student on NGS. The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.



The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Definitions**

**Bullying**

**"Bullying":**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school;  
or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

## DIP Addendum 2022-2023

### Title/ CTE Federal Programs and TEC Mandatory Actions

Title/ TEC Requirements	References	Responsible Person/s	Location of Implementation and Evaluation Documentation
DIP: Stakeholder Input, CNA. Developed, Evaluation and Revised Annually.	TEC. SEC. 11.252	Assistant Superintendent C&I	DIP posted on the district website Training provided for Campus and District Personnel
<b>Violence Prevention</b> <ul style="list-style-type: none"> <li>● Suicide Prevention</li> <li>● Anti-Bullying</li> <li>● Positive Behavior Supports</li> <li>● Teen Dating Violence</li> <li>● Drug and Alcohol Awareness</li> </ul>	FFI(LOCAL), Health and Safety Code, §161.325 (a-1)(5); (b); (c) TEC, §21.451 (d)(3); (d-1); (d-2), TEC, §37.0831 (b) (2)	Assistant Superintendent Federal Services Campus Principal District Counseling Team	<ul style="list-style-type: none"> <li>● <a href="#">BRD Policy</a></li> <li>● <a href="#">Bully/ Incident Report</a></li> <li>● <a href="#">I LOVE YOU Guys</a> Anti-Bullying</li> <li>● Suicide Awareness Posters and Outreach Numbers in All Rooms and Common Areas / Suicide Hotline on Secondary IDs</li> <li>● Red Ribbon Week</li> <li>● Suicide Prevention Month/Shirts</li> <li>● Anti Bullying Promotions/Unity Day, Wear Orange Day</li> <li>● Region 3 Crisis Counseling Plan for Counselors</li> <li>● Awareness Posters: E-cigarettes and Vaping including Marijuana</li> <li>● Additional staff in halls</li> <li>● Title 1, Additional Counselor/ Administrators in Training</li> <li>● Dating violence is not tolerated. Students will be directed to seek help from administrators or counselors during campus assemblies.</li> </ul>
<b>Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student Fitness Assessment Data</li> <li>● Mental Health Services</li> <li>● First Aid</li> </ul>	TEC, Sec 33.086 TEC, Sec 38.154 (b-1)(c), TEC, §22.902(c)	Superintendent C&I District RN Athletic Trainer Campus Coaches/Sponsors	<ul style="list-style-type: none"> <li>● Student Fitness Gram</li> <li>● Ripple Effects Secondary Program</li> <li>● CPR/Concussion/First Aid/Defibrillator Training</li> <li>● Increase number of RNs at secondary</li> <li>● Additional LVN, Parent Contact</li> <li>● COVID Testing Program</li> <li>● Seadrift Turkey Trot</li> <li>● POC Fun Run</li> </ul>
<b>Parent and Family Engagement</b> <ul style="list-style-type: none"> <li>● CCISD Policy</li> <li>● Campus Policy</li> <li>● Communication</li> </ul>	Section 1114(b), 1112(b)(7), & 1116(a)(B)	Assistant Superintendent Federal Services Campus Principal Parent Liaison	<ul style="list-style-type: none"> <li>● Policy Provided in the Student Handbook</li> <li>● Attached as Addendum to the District Improvement Plan</li> <li>● Campus Parent/ Student Compacts Distributed</li> <li>● Title Meetings with parents, community and campus partners</li> <li>● Parent Assistance Meetings in person and Google Meet</li> <li>● Parent Liaison, Title 1 records numerous campus activities</li> <li>● Title 3 Parent, Family and Community Night</li> </ul>
<b>Translation / Language Access Plan</b>	Student Handbook	Assistant Superintendent Federal Services	<ul style="list-style-type: none"> <li>● Found in each Campus Improvement Plan</li> </ul>

		Campus Principal	<ul style="list-style-type: none"> <li>Attached as Addendum to the District Improvement Plan</li> </ul>
<b>Transition Plan</b>	Page 6 of the DIP G1, O1, S9	Campus Principal	<ul style="list-style-type: none"> <li>Found in each Campus Improvement Plan</li> <li>Cited in the District Improvement Plan</li> </ul>
<b>Title 1, Part C Migrant</b>	P.L. 107-110, Section 1415(b) PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students, PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	Region 3 ESC	<ul style="list-style-type: none"> <li>Attached as Addendum to the District Improvement Plan</li> <li>Student seminars, conferences and field trips through ESC 3</li> </ul>
<b>Emergency Planning</b> <ul style="list-style-type: none"> <li>Trauma-Informed Care</li> <li>Crisis Counseling</li> <li>Emergency Operations Plan</li> </ul>	TEC, §38.030(b)(3)	Assistant Superintendent Federal Services District Chief of Police District RN Director of Special Education Environmental/Safety Specialist	<ul style="list-style-type: none"> <li>Stop the Bleed for 100% of employees/ substitutes</li> <li>Mental Health Training Series with a Team of Campus Personnel</li> <li>MERT: RN maintains a medical emergency team training in emergency care and response.</li> <li>Increase Emergency Team to Include ROTC instructor</li> <li>CRASE Training, PLPD</li> </ul>
<b>Safety Plan</b> <ul style="list-style-type: none"> <li>Threat Assessment Training</li> <li>TCOLE Training for CCISD Police</li> <li>School-Based Law Enforcement</li> <li>Safety Committees</li> </ul>	TEC Sec37.108 (a)(1) and (c-2)(4)	Superintendent Assistant Superintendent Federal Services LSSP, Threat Assessment Coordinator Campus Principals District Chief of Police Environmental/Safety Specialist	<ul style="list-style-type: none"> <li>Monthly Safety Meetings with Campus Representatives</li> <li>Board Chaired Safety Meetings</li> <li>Threat Assessment teams led by LSSP</li> <li>Threat Assessment Training District-Wide</li> <li>Monthly Threat Assessment Screen Meetings</li> </ul>
<b>CTE</b> <ul style="list-style-type: none"> <li>Increase Recruitment Efforts</li> <li>CTE Staff Development</li> <li>Increase CTE Completers</li> <li>Increase IBCs</li> </ul>		Assistant Superintendent Federal Services CTE Director	<ul style="list-style-type: none"> <li>Utilize outside partnerships such as Formosa, CTAT, Region 3, &amp; ACTE for recruitment</li> <li>Plan CTE PD to address procedures with special populations</li> <li>Propose additional courses that align with CTE POS; Introduction to Welding</li> <li>Add IBC that aligns with Agricultural Engineering POS; AWS SENSE</li> </ul>

# Federal Programs Addendums

## Translation Assistance:

In handbook: If you have any translation difficulty or questions regarding any document on the Calhoun County ISD website, please contact the school office for assistance or visit the District Office.

Asistencia de traducción:

Si tiene alguna dificultad de traducción o preguntas con respecto a cualquier documento en el sitio web del Distrito Escolar Independiente del Condado de Calhoun, comuníquese con la oficina de la escuela para obtener ayuda o visite la Oficina del Distrito.

翻译协助：

如果您在Calhoun County ISD网站上有翻译困难或对任何文件有疑问，请联系学校办公室以寻求帮助或访问地区办公室。

번역 지원：

Calhoun County ISD 웹 사이트의 문서와 관련하여 번역에 어려움이 있거나 궁금한 사항이 있으면 학교 사무실에 연락하여 도움을 받거나 교육구 사무실을 방문하십시오.

# Family Engagement Addendum

## Calhoun County Independent School District

### Parent Involvement Plan

Calhoun County Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement plans meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement plan into its district improvement plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports in an understandable and uniform format, including alternative formats upon request, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*
  - (A) *that parents play an integral role in assisting their child's learning;*
  - (B) *that parents are encouraged to be actively involved in their child's education at school;*
  - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

#### **Statement of Purpose**



Calhoun County Independent School District is committed to excellence in education by engaging every student in rigorous and relevant academic experiences that inspire lifelong learning. Calhoun County ISD will develop and nurture partnerships with parents/caregivers, students, and community stakeholders. The district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in Calhoun County ISD schools.

### **Parent Involvement in Developing the Plan**

Calhoun County Independent School District will take the following actions to involve parents in the joint development of its district parental involvement plan:

- Actively recruit parents/caregivers to participate in a parent advisory capacity.
- Offer a flexible number of meetings scheduled at convenient times and locations to allow parent participation in a comprehensive review of plans, budget, and programs for parent involvement.
- Facilitate communication between parents/caregivers and Title I campuses.

### **Parent Involvement Annual Meetings**

Calhoun County Independent School District uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. District Parent Involvement meetings will include but are not limited to:

- A meeting at the beginning of each school year to review Title I guidelines and services offered at the campus level. Notice of the meeting will be provided through the district Federal Programs website and public announcements. Copies of the district's current Parent Involvement Plan and campus-designed Parent Compact will be distributed at the meeting.
- Region 3 Parental Involvement Conference at the Victoria Community Center, when offered. Registration cost and transportation are provided by the school district.
- A meeting at the end of each school year to discuss possible changes in the parent involvement programs, activities, and budget for the upcoming year. The district Parental Involvement Plan will also be reviewed and revised if necessary.

### **Parent Involvement in Student Academic Achievement**

Calhoun County Independent School District will implement parent involvement activities to improve student academic achievement by:

- Providing a school-parent compact designed by parents and school staff that outlines how parents, campus staff, and students will share the responsibility for improvement in student academic achievement.

- Providing materials and training, such as technology use and home/school communication tools, to help parents work with their children to improve achievement.

Providing opportunities for conferences with teachers, counselors, principals, and other school personnel to make decisions relating to student achievement.

- Providing assistance to parents in understanding the Texas Essential Knowledge and Skills, or TEKS, and the State of Texas Assessments of Academic Readiness, or STAAR.

### **Parent Involvement Communication**

Calhoun County Independent School District will educate staff in:

- How to reach out to, communicate with, and work with parents as equal partners.
- The value and utility of contributions of parents.
- How to implement and coordinate with parents and build ties between parents and schools. Calhoun County Independent School District will encourage meaningful communication with parents by:

- Using Remind for parent notifications via phone text or email.
- Using district and campus websites and Facebook for parent notifications.
- Distributing parent newsletters at the campus and district level.
- Providing effective parenting ideas through pamphlets, brochures, and various other media.
- Using email to ensure effective, timely communication between parents and staff.
- Conducting surveys to collect parent input about their child's school.

### **Parent Involvement Evaluation**

Calhoun County Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of the Title I schools. The school district will use the findings of the evaluation to design strategies for more effective parental involvement and, with the input of parents, revise the parental involvement plan if necessary.

## **Plan de Participación de los Padres del**

acuerda implementar los siguientes requisitos legales:

- El distrito escolar pondrá en operación programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con Título I, Parte A programas. Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.
- El distrito escolar trabajará con sus escuelas para asegurar que los planes requeridos de participación de los padres a nivel escolar cumplan con los requisitos del Título I e incluyan, como componente, un pacto entre la escuela y los padres.
  - El distrito escolar incorporará este plan de participación de los padres en todo el distrito en su plan de mejora del distrito.
- Al cumplir con los requisitos de participación de los padres del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades plenas para la participación de los padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios. Esto incluye proporcionar información e informes escolares en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, en la medida de lo posible, en un idioma que los padres comprendan.
- El distrito escolar involucrará a los padres de los niños atendidos en las escuelas de Título I en las decisiones sobre cómo el uno por ciento reservado va directamente a las escuelas.
- El distrito escolar se regirá por la siguiente definición legal de participación de los padres y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos de acuerdo con esta definición: *Participación de los padres significa la participación de los padres en forma regular y bidireccional. y comunicación significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar-*

*(A) que los padres jueguen un papel integral en ayudar al aprendizaje de sus hijos;*

*(B) que se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*

*(C) que los padres sean socios de pleno derecho en la educación de sus hijos y estén incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*

### **Declaración de propósito**

El Distrito Escolar Independiente del Condado de Calhoun está comprometido con la excelencia en la educación al involucrar a cada estudiante en experiencias académicas rigurosas y relevantes que inspiren el aprendizaje de por vida. El Distrito Escolar Independiente del Condado de Calhoun desarrollará y fomentará asociaciones con padres / cuidadores,

estudiantes y partes interesadas de la comunidad. El distrito involucrará a los padres / cuidadores en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en las escuelas ISD del condado de Calhoun.

### **Participación de los padres en el desarrollo del plan**

El Distrito Escolar Independiente del Condado de Calhoun tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan de participación de los padres del distrito:

- Reclutar activamente a los padres / cuidadores para que participen en una capacidad de asesoría de padres.
- Ofrecer un número flexible de reuniones programadas en horarios y lugares convenientes para permitir la participación de los padres en una revisión integral de los planes, el presupuesto y los programas para la participación de los padres.
- Facilitar la comunicación entre padres / cuidadores y campus de Título I.

### **Reuniones Anuales de Participación de los Padres**

El Distrito Escolar Independiente del Condado de Calhoun utiliza fondos del Título I para brindar servicios en toda la escuela para todos los estudiantes inscritos en los campus del Título I. Las reuniones de participación de los padres del distrito incluirán, entre otras, las siguientes:

- Una reunión al comienzo de cada año escolar para revisar las pautas y los servicios del Título I que se ofrecen a nivel del campus. La notificación de la reunión se proporcionará a través del sitio web de Programas Federales del distrito y anuncios públicos. En la reunión se distribuirán copias del Plan de Participación de los Padres actual del distrito y del Pacto de Padres diseñado por el campus.
- Conferencia de Participación de los Padres de la Región 3 en el Centro Comunitario de Victoria. El costo de la inscripción y el transporte los proporciona el distrito escolar.
- Una reunión al final de cada año escolar para discutir posibles cambios en los programas de participación de los padres, actividades y presupuesto para el próximo año. El Plan de Participación de los Padres del distrito también será revisado y modificado si es necesario.

### **Participación de los padres en el**

rendimiento académico de los estudiantes El distrito escolar independiente del condado de Calhoun implementará actividades de participación de los padres para mejorar el rendimiento académico de los estudiantes al:

- Proporcionar un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal del campus y los estudiantes compartirán la responsabilidad para mejorar el rendimiento académico de los estudiantes.
- Proporcionar materiales y capacitación, como el uso de tecnología y herramientas de comunicación entre el hogar y la escuela, para

ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

- Brindar oportunidades para conferencias con maestros, consejeros, directores y otro personal escolar para tomar decisiones relacionadas con el rendimiento estudiantil.

- Brindar asistencia a los padres para que comprendan las Conocimientos Esenciales de Texas Habilidades, o TEKS, y las Evaluaciones de Preparación Académica del Estado de Texas, o STAAR.

### **Comunicación de participación de los padres**

El Distrito Escolar Independiente del Condado de Calhoun educará al personal sobre:

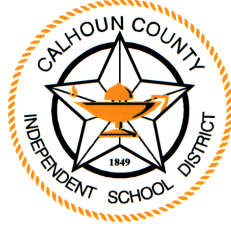
- Cómo comunicarse con los padres, comunicarse y trabajar con ellos como socios iguales.
- El valor y la utilidad de las contribuciones de los padres.

- Cómo implementar y coordinar con los padres y crear vínculos entre los padres y las escuelas. El Distrito Escolar Independiente del Condado de Calhoun fomentará la comunicación significativa con los padres al:

- Usar Remind para recibir notificaciones a los padres por teléfono o correo electrónico.
- Usar los sitios web del distrito y del campus y Facebook para notificaciones a los padres.
- Distribuir boletines informativos para padres a nivel de campus y distrito.
  - Proporcionar ideas efectivas para los padres a través de folletos, folletos y varios otros medios.
- Usar el correo electrónico para asegurar una comunicación efectiva y oportuna entre los padres y el personal.
- Realización de encuestas para recopilar opiniones de los padres sobre la escuela de sus hijos.

### **Evaluación de**

la participación de los padres El Distrito Escolar Independiente del Condado de Calhoun tomará medidas para realizar, con la participación de los padres, una evaluación anual del contenido y la eficacia de este plan de participación de los padres para mejorar la calidad de las escuelas del Título I. El distrito escolar utilizará los resultados de la evaluación para diseñar estrategias para una participación de los padres más eficaz y, con la opinión de los padres, revisará el plan de participación de los padres si es necesario.



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## Translation / Language Access Plan

### Requirement /District Plan

All CCISD offices and campuses will assist parents and families with translation to increase parent and family access to both school and educational services.

A translation / language access plan is in place at each campus front office and in the campus improvement plan. Individuals are employed by the district to serve as translators when needed. Additionally, a social media contact person is in place at every campus to ensure multi-lingual posts.

Each Campus reviews and plans with their site based committee and places their customized plan in the CIP.



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## Transition Plan

### **Requirement/District Plan**

All CCISD offices and campuses will assist parents and families with transition plans to assist students and families through grade-level transitions.

A transition plan for each grade level is in place at each campus front office and in the campus improvement plan. Individuals are employees by the district to serve as translators when needed. Each Campus reviews and plans with its site-based committee and places their customized plan in the CIP.



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## Procedures for Reporting Allegations of Bullying

Calhoun County ISD,

The district prohibits bullying on school property, at any school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Or you may report anonymously online at:

[http://www.calcoisd.org/parents\\_\\_\\_students/bully\\_reporting](http://www.calcoisd.org/parents___students/bully_reporting)

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found in the handbook at <http://www.calcoisd.org/common/pages/DisplayFile.aspx?itemId=9164538> or the campus administration office.

Refer to FFI(LOCAL).





## **Calhoun High School**

201 Sandcrab Boulevard  
Port Lavaca, Texas 77979  
361-552-3775 (phone) 361-551-2620 (fax)

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# **Career and Technical Education Methods of Administration (MOA)**

## **Public Notification of Nondiscrimination in Career and Technical Education Programs**

Calhoun County ISD offers career and technical education programs in business and industry, public services, and STEM. Admission to these programs is based on student requests and space available.

It is the policy of CCISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of CCISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

CCISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact:

Title IX Coordinator  
Kelly Taylor  
CCISD Central Office  
525 N. Commerce  
Port Lavaca, TX 77979  
361-552-9728

and/or

Section 504 Coordinator  
Jackie Kovar  
Hope/Flex Campus  
900 N. Virginia  
Port Lavaca, TX 77979  
361-552-7084



## Calhoun High School

201 Sandcrab Boulevard  
Port Lavaca, Texas 77979  
361-552-3775 (phone) 361-551-2620 (fax)

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### **Carrera y Educación Técnica Métodos de Administración (MOA)**

#### Notificación Pública de No Discriminación en Programas de Educación Profesional y Técnica

Calhoun County ISD ofrece programas de educación técnica y la carrera en negocios, industria, servicios públicos y vástago (STEM). Admisión a estos programas se basa en las peticiones de estudiantes y espacio disponible.

Es la política de CCISD no para discriminar sobre la base de raza, color, origen nacional, sexo o discapacidad en sus programas vocacionales, servicios o actividades requeridos por el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas de Educación de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

Es la política de CCISD no para discriminar sobre la base de raza, color, origen nacional, sexo, discapacidad o edad en sus prácticas de empleo según lo requerido por el Título VI de la Ley de Derechos Civiles de 1964, enmendada; Título IX de Las Enmiendas de Educación de 1972; la Ley de Discriminación de Edad de 1975, según enmendada; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

CCISD tomará las medidas necesarias para asegurar que la falta de conocimientos del idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para obtener información sobre sus derechos o procedimientos para quejas, comuníquese con:

Title IX Coordinator  
Kelly Taylor  
CCISD Central Office  
525 N. Commerce  
Port Lavaca, TX 77979  
361-552-9728














and/or

Section 504 Coordinator  
Jackie Kovar  
Hope/Flex Campus  
900 N. Virginia  
Port Lavaca, TX 77979  
361-552-7084

# DEIAC Meeting

Date: November 7, 2022

TMS Science Building 4:15 pm.

Name	Position	Signature
Abraham, Ryan	Secondary Administrator TMS Principal	
Anderson, Katie	Teacher CHS	
Bethany, Jeana	Administrator Director of Special Programs	
Boone, Amy	PIE Coordinator, CCISD Communications	
Callaway, Jacqueline	Teacher Seadrift	
Canales, Margaret	Elementary Administrator JR Assistant Principal	
Canales, Melissa	Teacher Seadrift	
Cardwell, Evan	Superintendent	
Carey, Breanna	Secondary Administrator CHS Assistant Principal	
Coleman, Cynthia	Teacher JR	
Crow, Shelly	Teacher CHS	
DeLaGarza, Laura	Paraprofessional Personnel Secretary	
Gibson, Jill	Teacher HJM	

Gipson, Claire	Teacher JR	Clair Gibson
Gonzalez, Melissa	CCISD Parent	Kristi Greaver
Greaves, Kristi	District Curriculum Specialist	Maggie Hernandez
Hernandez, Maggie	Assistant Superintendent of Curriculum & Instruction	Kelly Hataway
Hataway, Kelly	Non-Teaching Professional JR Instructional Specialist	Robyn Martinez
Martinez, Robin	Chief Financial Officer	Macey Mathes
Matula, Macey	Teacher CHS	Shelly McCauley
McCauley, Shelly	Teacher POC	Stephanie McCauley
McCauley, Stephanie	Teacher Travis	Stacy Metting
Metting, Priscilla	Teacher Travis	Tiffany O'Donnell
O'Donnell, Tiffany	Elementary Administrator HJM Principal	Joan Sassman
Sassman, Joan	Teacher Travis	Lance Schultz
Schultz, Lance	Non-Teaching Professional CHS Instructional Specialist	Sara Sharp
Sharp, Sara	Teacher HJM	Kaitlin Staloch
Staloch, Kaitlin	Teacher Hope	Kelly Taylor
Taylor, Kelly	Assistant Superintendent of Pupil, Personnel, & Federal Programs	Angela Tullos
Tullos, Angela	TIA Representative	Shawn Wehmeyer
Wehmeyer, Shawn	Community Member	



# TEAM

*Together Everyone Achieves More*

2022 State Accountability: **B - 85**

## CCISD Student Demographics

Male	Female	White	Hispanic	Asian	African American	Two or More	Economically Disadvantaged	Emergent Bilingual	Special Education
1,834	1,702	887	2,395	177	48	23	2,310	492	494
<b>52%</b>	<b>48%</b>	<b>25%</b>	<b>68%</b>	<b>5%</b>	<b>1.4%</b>	<b>1%</b>	<b>65%</b>	<b>14%</b>	<b>14%</b>

## 2022 STAAR Results for Math & Reading: CCISD/Region/State

Performance Standards	CCISD Reading	Region 3 Reading	State Reading	CCISD Math	Region 3 Math	State Math
<b>Masters GL</b>	20%	21%	25%	20%	18%	20%
<b>Meets GL or above</b>	48%	47%	27%	44%	39%	20%
<b>Approaches GL or above</b>	76%	72%	74%	77%	70%	70%
<b>Did Not Meet</b>	24%	28%	26%	23%	30%	30%

## Celebrations and Initiatives ~

- New Teacher Academy - currently working with 39 teachers
- Reading Academies - 32 teachers and 4 administrators
- CCISD National Board Teacher Certification Cohort - 6 teachers completed process and awaiting certification results
- In-district professional development - Student Engagement with Differentiation, Using MAP Data to Differentiate Instruction, Lead4ward: Using Data to Find Your Focus, STEMScopes Math, Paraprofessional Academy for Highly-Qualified Certification
- Building the capacity of campus instructional leaders
- Face-to-face and virtual planning meetings with middle school campuses
- Grants - Coastal Explorers, TCLAS After-School Program, Strong Foundations Math Instructional Framework
- Teacher Incentive Allotment - 36 teachers submitted for designations, potentially generating \$6,000 - \$26,000 per teacher every year for 5 years

## Opportunities for Growth ~

- Continuous professional development based on students' and teachers' needs
- District-wide vertical and horizontal alignment of instruction and resources
- Intervention and acceleration to address student learning loss
- Engaging learning environments for all students
- Parental involvement and communication to improve student performance and attendance

	22-23 BOY NWEA Projected Proficiency			STAAR 2022			EOY NWEA Projected Proficiency			MOY NWEA Projected Proficiency			2022 Interim			2021 Interim			STAAR 2021			STAAR 2019			
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	
2nd Reading	66%	28%	9%																						
HJM	71%	38%	13%																						
JR	68%	24%	7%																						
POC	100%	75%	25%																						
Seadrift	35%	9%	0%																						
2nd Math	67%	23%	5%																						
HJM	71%	23%	6%																						
JR	68%	24%	4%																						
POC	100%	25%	0%																						
Seadrift	35%	13%	4%																						
3rd Reading	75%	38%	8%																						
HJM	69%	32%	14%																						
JR	84%	47%	23%																						
POC	72%	57%	28%																						
Seadrift	67%	17%	8%																						
3rd Math	87%	32%	24%																						
HJM	71%	23%	6%																						
JR	68%	24%	4%																						
POC	100%	25%	0%																						
Seadrift	35%	13%	4%																						
4th Reading	66%	28%	9%																						
HJM	71%	38%	13%																						
JR	68%	24%	7%																						
POC	100%	75%	25%																						
Seadrift	35%	9%	0%																						
4th Math	76%	35%	14%																						
HJM	63%	34%	14%																						
JR	73%	32%	11%																						
POC	100%	55%	27%																						
Seadrift	81%	42%	15%																						
4th Math	72%	39%	15%																						
HJM	72%	45%	19%																						
JR	68%	34%	13%																						
POC	100%	84%	27%																						
Seadrift	77%	27%	4%																						
5th Reading	78%	48%	20%																						
HJM	80%	53%	23%																						
JR	78%	42%	15%																						
POC	100%	80%	60%																						
Seadrift	77%	52%	23%																						
8th Math	85%	52%	21%																						
HJM	83%	58%	27%																						
JR	82%	46%	15%																						
POC	100%	80%	60%																						
Seadrift	69%	50%	19%																						
5th Science	78%	28%	9%																						
HJM	81%	27%	13%																						
JR	76%	26%	5%																						
POC	80%	80%	40%																						
Seadrift	73%	46%	12%																						

Choose next to last

	BOY NWEA Projected Proficiency			STAAAR 2022			EOY NWEA Projected Proficiency			MOY NWEA Projected Proficiency			2022 Interim			2021 Interim			STAAAR 2021			STAAAR 2019			
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	
6th Reading	77%	35%	10%	80%	32%	17%	51%	21%	6%	52%	22%	9%	59%	24%	11%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	14%
POC	100%	72%	29%	9%	85%	0%	86%	43%	0%	85%	71%	0%	73%	39%	12%	N/A	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	61%	22%	13%	69%	47%	19%	68%	30%	9%	73%	35%	19%	62%	29%	10%	53%	24%	10%	57%	21%	8%	65%	33%	15%	
TMS	78%	34%	9%	58%	28%	15%	47%	18%	5%	49%	19%	8%	48%	25%	11%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
8th Math	79%	32%	6%	70%	30%	9%	60%	25%	7%	65%	23%	8%	63%	34%	13%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
POC	88%	38%	25%	96%	85%	14%	85%	85%	14%	86%	43%	14%	92%	40%	6%	N/A	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	74%	44%	0%	83%	55%	24%	75%	42%	12%	76%	34%	8%	77%	49%	17%	69%	41%	21%	83%	45%	34%	86%	54%	14%	
TMS	79%	30%	6%	67%	25%	7%	57%	21%	6%	63%	21%	5%	60%	32%	13%	72%	33%	10%	68%	21%	6%	79%	37%	11%	
7th Reading	89%	35%	10%	70%	40%	23%	48%	19%	8%	55%	22%	5%	73%	41%	18%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	76%	51%	9%	74%	48%	35%	78%	44%	4%	76%	43%	13%	77%	54%	32%	88%	51%	24%	81%	45%	26%	73%	36%	20%	
TMS	69%	33%	11%	68%	38%	21%	45%	16%	4%	52%	19%	4%	72%	38%	16%	70%	43%	24%	82%	35%	17%	73%	36%	20%	
7th Math	70%	28%	10%	41%	12%	1%	62%	16%	5%	68%	19%	5%	37%	8%	1%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	82%	49%	15%	78%	21%	7%	84%	39%	16%	82%	44%	19%	87%	16%	2%	37%	5%	1%	68%	11%	0%	80%	30%	0%	
TMS	69%	26%	9%	37%	10%	0%	59%	13%	4%	68%	15%	3%	32%	6%	1%	38%	10%	2%	41%	7%	0%	51%	8%	1%	
8th Reading	82%	42%	13%	77%	47%	28%	72%	38%	15%	69%	33%	10%	64%	37%	18%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	93%	56%	31%	86%	50%	19%	84%	45%	18%	79%	50%	21%	80%	38%	19%	78%	53%	25%	83%	53%	27%	82%	38%	26%	
TMS	82%	39%	11%	76%	47%	29%	73%	38%	15%	67%	30%	8%	65%	36%	19%	64%	38%	19%	72%	43%	19%	72%	36%	18%	
8th Math	74%	20%	2%	69%	30%	5%	64%	10%	1%	58%	6%	0%	50%	16%	2%	No district data	70%	38%	20%	66%	41%	17%	66%	31%	11%
Seedrift	82%	35%	6%	83%	73%	20%	78%	5%	0%	77%	9%	0%	76%	37%	3%	79%	44%	8%	97%	69%	17%	94%	69%	25%	
TMS	74%	18%	2%	67%	24%	3%	62%	11%	1%	56%	6%	0%	46%	15%	2%	31%	6%	1%	54%	27%	8%	74%	37%	3%	
8th Science	81%	35%	8%	79%	39%	17%	80%	44%	15%	80%	38%	14%	51%	25%	11%	44%	20%	8%	68%	42%	21%	72%	42%	17%	
Seedrift	90%	62%	31%	85%	36%	13%	91%	47%	22%	88%	53%	21%	89%	15%	3%	56%	33%	21%	83%	57%	33%	79%	44%	24%	
TMS	80%	31%	5%	77%	40%	18%	79%	44%	14%	78%	37%	13%	52%	27%	12%	43%	18%	7%	67%	40%	20%	71%	42%	16%	
8th SS													35%	13%	8%	25%	7%	4%	39%	11%	6%	52%	24%	13%	
Seedrift													41%	12%	3%	44%	20%	14%	63%	30%	17%	39%	18%	9%	
TMS													36%	14%	7%	22%	5%	3%	35%	8%	4%	55%	25%	14%	

No Test Results

	BOY NWEA Projected Proficiency			STAAR 2022			NWEA Projected Proficiency			2022 Interim			2021 Interim			STAAR 2021			STAAR 2019		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Alg I - District	81%	41%	18%	87%	54%	34%	75%	53%	33%	8%	13%	42%	37%	12%	48%	34%	74%	83%	74%	48%	
CHS	76%	27%	6%	82%	44%	22%	69%	23%	4%	7%	33%	26%	20%	7%	66%	20%	70%	91%	70%	40%	
Timola	100%	78%	38%	100%	66%	73%	94%	57%	17%	13%	42%	57%	25%	13%	96%	74%	100%	100%	100%	78%	
Seaside	100%	100%	67%	100%	100%	82%	100%	83%	25%	25%	75%	76%	76%	26%	100%	77%	100%	100%	100%	88%	
Bto				88%	66%	21%					11%	42%	38%	9%	88%	21%	67%	99%	67%	24%	
ENG I				83%	42%	5%					3%	29%	33%	6%	61%	5%	48%	61%	48%	8%	
Eng II				71%	54%	6%					2%	42%	30%	6%	84%	7%	48%	61%	48%	5%	
URH				90%	89%	38%					26%	57%	51%	23%	88%	39%	68%	92%	68%	37%	
	Choose not to test																				
	No data available																				



	Total SPED Students	STAAR 2022			STAAR 2021			STAAR 2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>Reading</b>										
Grade 3	33	48%	21%	3%						
Grade 4	27	30%	19%	4%	20%	0%	0%	20%	0%	0%
Grade 5	35	37%	9%	6%	23%	3%	3%	45%	20%	5%
Grade 6	28	11%	0%	0%	12%	4%	0%	11%	6%	0%
Grade 7	29	28%	3%	3%	16%	0%	0%	9%	0%	0%
Grade 8	18	22%	6%	0%	0%	0%	0%	20%	4%	0%
<b>Math</b>										
Grade 3	33	39%	18%	9%						
Grade 4	27	44%	11%	7%	20%	7%	0%	32%	16%	4%
Grade 5	35	34%	11%	0%	53%	27%	3%	74%	26%	16%
Grade 6	28	19%	0%	0%	37%	7%	0%	22%	6%	0%
Grade 7	29	21%	0%	0%	21%	5%	0%	13%	0%	0%
Grade 8	18	28%	11%	6%	36%	7%	0%	32%	8%	0%
<b>Alg I</b>	21	50%	5%	0%	58%	8%	0%	71%	19%	10%
<b>Bio</b>	27	59%	19%	7%	64%	9%	0%	71%	19%	0%
<b>ENG I</b>	22	10%	5%	0%	16%	4%	0%	14%	9%	0%
<b>Eng II</b>	30	20%	10%	0%	14%	10%	0%	14%	0%	0%
<b>USH</b>	21	62%	24%	14%	41%	6%	6%	74%	26%	7%



Grades K through 2

Texas English Language Proficiency Assessment System  
Summary Report  
All Students

District: 029-901 CALHOUN COUNTY

Report Date: MAY 2022  
Date of Testing: SPRING 2022

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	Listening					Speaking					Reading					Writing					
	Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		Number of Students Rated		
	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	
All Students	153	15	26	35	24	153	18	45	33	3	153	27	27	31	14	153	28	31	20	21	
Male	76	17	25	33	25	76	18	45	33	4	76	33	20	33	14	76	32	26	17	25	
Female	77	13	27	38	22	77	18	45	34	3	77	23	34	30	13	77	25	36	22	17	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	115	18	29	35	18	115	21	50	27	2	115	35	30	29	7	115	34	34	15	17	
Am. Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	36	6	14	39	42	36	8	28	56	8	36	6	17	42	36	36	6	25	36	33	
Black or African American	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
No Information Provided	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Economically Disadvantaged	122	10	29	35	26	122	14	51	32	3	122	25	28	34	12	122	24	33	20	23	
Title I, Part A	151	14	26	36	24	151	17	46	34	3	151	27	27	32	14	151	27	32	20	21	
Migrant	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Identified as Emergent Bilingual/English Learner	143	13	27	35	25	143	15	48	33	3	143	26	28	32	14	143	26	33	20	22	
Monitored 1st Year, reclassified from EB/EL	8	63	13	25	0	8	75	0	25	0	8	75	0	13	13	8	75	13	13	0	
Monitored 2nd Year, reclassified from EB/EL	153	15	26	35	24	153	18	45	33	3	153	28	27	31	14	153	28	31	20	21	
Monitored 3rd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Monitored 4th Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Former EB/EL (Post Monitoring)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Non-Emergent Bilingual/Non-English Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
No Information Provided	59	31	32	25	12	59	36	37	27	0	59	49	24	24	3	59	53	25	10	12	
Bilingual	92	5	23	40	32	92	8	51	36	5	92	15	29	36	20	92	13	35	25	27	
ESL	91	5	22	42	31	91	7	49	38	5	91	14	27	37	21	91	13	35	25	26	
Special Education	12	25	25	42	8	12	33	42	25	0	12	42	33	25	0	12	42	33	17	8	
Gifted/Talented	136	12	27	35	26	136	15	47	35	4	136	25	27	33	15	136	25	32	20	23	
At-Risk	5	90	0	20	0	5	80	0	20	0	5	80	0	0	20	5	80	0	20	0	
Years in U.S. Schools*	49	8	31	45	16	49	10	31	53	6	49	12	33	35	20	49	18	43	29	10	
	51	2	18	37	43	51	10	63	27	0	51	18	27	43	12	51	12	24	16	49	
	6	0	0	83	17	6	0	100	0	0	6	50	33	17	0	6	0	67	17	17	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

\* = Years in U.S. Schools calculations include students in grade 1 and 2 only  
-- = No Data Reported For Fewer Than Five Students



Grades K through 2

Texas English Language Proficiency Assessment System

Summary Report  
All Students

District: 029-901 CALHOUN COUNTY

Report Date: MAY 2022  
Date of Testing: SPRING 2022

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	TELPAS Composite Rating				Yearly Progress in TELPAS Composite Rating +														
	Number of Students Receiving a Composite Rating	Number of Students Not Receiving a Composite Rating	Number		Percent	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level			Students Who Progressed Two Proficiency Levels			Students Who Progressed Three Proficiency Levels			Students Who Progressed At Least One Proficiency Level		
			BEG	INT				ADV	AH	#	%	#	%	#	%	#	%	#	%
All Students	153	0	153	100	100	103	52	50	4	4	0	0	0	0	56	54			
Male	76	17	34	41	10	2.4	102	26	50	4	8	0	0	30	58				
Female	77	14	34	40	12	2.4	51	26	51	0	0	0	0	26	51				
No Information Provided	115	19	37	41	3	2.2	76	36	47	4	5	0	0	40	53				
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Am. Indian or Alaska Native	36	3	22	42	33	3.0	25	15	60	0	0	0	0	15	60				
Asian	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Two or More Races	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0				
No Information Provided	122	11	38	42	10	2.5	89	47	53	3	3	0	0	50	56				
Economically Disadvantaged	28	29	21	39	11	2.3	14	5	36	1	7	0	0	6	43				
Title I, Part A	151	15	34	41	10	2.4	103	52	50	4	4	0	0	56	54				
Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Nonparticipants	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
No Information Provided	143	13	36	41	10	2.4	98	51	52	4	4	0	0	55	56				
Migrant	8	75	0	25	0	1.6	2	0	0	0	0	0	0	0	0				
No Information Provided	153	16	34	41	10	2.4	103	52	50	4	4	0	0	56	54				
Identified as Emergent Bilingual/English Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Monitored 1st Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Monitored 2nd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Monitored 3rd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Monitored 4th Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Former EB/EL (Post Monitoring)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Non-Emergent Bilingual/Non-English Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
No Information Provided	59	34	36	29	2	1.9	37	22	59	4	11	0	0	26	70				
Bilingual	92	4	34	47	15	2.7	65	30	46	0	0	0	0	30	46				
Participants	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0				
Nonparticipants	91	4	32	48	15	2.7	63	30	48	0	0	0	0	30	48				
No Information Provided	60	30	38	30	2	2.0	39	22	56	4	10	0	0	26	67				
ESL	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0				
Participants	12	17	58	25	0	2.0	11	5	45	0	0	0	0	5	45				
Nonparticipants	136	13	33	43	11	2.5	91	47	52	4	4	0	0	51	56				
No Information Provided	5	80	0	20	0	1.5	1	0	0	0	0	0	0	0	0				
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Participants	146	13	36	41	10	2.4	102	52	51	4	4	0	0	56	55				
Nonparticipants	7	71	0	29	0	1.6	1	0	0	0	0	0	0	0	0				
No Information Provided	153	16	34	41	10	2.4	103	52	50	4	4	0	0	56	54				
At-Risk	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Participants	49	8	31	47	14	2.6	45	32	71	3	7	0	0	35	78				
Nonparticipants	51	2	33	57	8	2.8	50	20	40	1	2	0	0	21	42				
No Information Provided	6	0	83	17	0	2.4	5	0	0	0	0	0	0	0	0				
Years in U.S. Schools*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
One	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Two	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Three	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Four	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Five	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Six or More	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
No Information Provided	3	0	0	0	0	0	3	0	0	0	0	0	0	0	0				

+ = Yearly progress calculations include students in grades 1 and 2 only  
 \* = Years in U.S. Schools calculations include students in grade 1 and 2 only  
 -- = No Data Reported For Fewer Than Five Students



Grades 3 through 12

# Texas English Language Proficiency Assessment System

## Summary Report All Students

District: 029-901 CALHOUN COUNTY

Report Date: MAY 2022  
Date of Testing: SPRING 2022

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	Listening				Speaking				Reading				Writing			
	Number of Students Rated		Percent		Number of Students Rated		Percent		Number of Students Rated		Percent		Number of Students Rated		Percent	
	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
All Students	184	10	17	37	317	13	26	11	317	12	28	100	317	4	14	100
Male	133	5	14	38	317	17	28	10	317	12	28	100	317	6	17	100
Female	51	5	3	39	86	13	18	11	86	0	0	0	86	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	260	10	17	37	260	14	27	10	260	13	30	26	260	5	15	47
Am. Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	55	2	16	33	55	9	22	15	55	9	20	44	55	0	11	64
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	259	5	14	41	259	11	26	10	259	10	25	29	259	3	13	51
Title I, Part A	95	11	17	42	95	27	24	12	95	12	33	22	95	5	6	64
Migrant	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0
Identified as Emergent Bilingual/English Learner	305	7	16	37	305	12	26	11	305	11	28	30	305	4	14	50
Monitored 1st Year, reclassified from EB/EL	9	56	22	11	9	44	22	0	9	56	33	11	9	60	20	20
Monitored 2nd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Monitored 3rd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Monitored 4th Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Former EB/EL (Post Monitoring)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Emergent Bilingual/Non-English Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bilingual	50	4	8	48	50	4	38	4	50	14	20	28	50	2	24	38
ESL	263	9	18	37	263	15	24	12	263	11	30	29	263	5	13	53
Special Education	249	10	19	37	249	16	24	12	249	12	31	28	249	5	13	53
Gifted/Talented	67	3	6	55	67	3	33	6	67	10	21	34	67	1	21	40
At-Risk	27	15	41	4	27	22	33	4	27	22	52	11	27	8	23	23
Years in U.S. Schools	284	6	14	37	284	12	26	12	284	10	26	31	284	4	14	53
	6	67	0	17	6	50	17	0	6	67	17	17	6	2	17	17
	2	7	17	37	2	12	27	11	2	11	28	29	2	4	15	50
	6	50	17	17	6	50	17	0	6	50	33	17	6	2	15	51
	313	8	17	37	313	13	26	11	313	11	28	29	313	4	14	51
	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0
	14	86	7	7	14	79	21	0	14	79	21	0	14	83	17	0
	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0
	63	8	10	16	63	8	37	14	63	14	30	40	63	5	29	33
	50	2	22	44	50	6	16	6	50	4	18	32	50	2	16	52
	36	3	19	47	36	8	22	6	36	3	25	44	36	0	17	64
	151	5	18	44	151	13	26	13	151	10	32	23	151	0	7	58
	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0



Grades 3 through 12

# Texas English Language Proficiency Assessment System Summary Report All Students

District: 029-901 CALHOUN COUNTY

Report Date: MAY 2022  
Date of Testing: SPRING 2022

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	TELPAS Composite Rating					Yearly Progress in TELPAS Composite Rating												
	Number of Students Receiving a Composite Rating	Number		Percent		# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level					
		BEG	INT	ADV	AH		#	%	#	%	#	%	#	%				
		Total Documents Submitted					Average Score											
# Staff	BEG	INT	ADV	AH														
All Students	313	5	21	49	25	3.0	117	40	3	1	0	0	120	41				
Male	181	7	25	45	23	2.9	65	39	1	1	0	0	66	40				
Female	132	2	17	54	27	3.1	52	42	2	2	0	0	54	44				
No Information Provided	0																	
Hispanic/Latino	256	6	21	51	21	2.9	85	36	3	1	0	0	88	38				
Am. Indian or Alaska Native	0																	
Asian	55	0	22	36	42	3.2	31	56	0	0	0	0	31	56				
Black or African American	0																	
Native Hawaiian/Pacific Islander	0																	
White	2																	
Two or More Races	0																	
No Information Provided	0																	
Economically Disadvantaged	258	3	20	51	26	3.0	97	40	3	1	0	0	100	41				
	53	9	30	38	23	2.7	20	43	0	0	0	0	20	43				
	2																	
Title I, Part A	217	4	18	51	27	3.0	89	44	2	1	0	0	91	45				
	95	7	28	43	21	2.9	28	32	1	1	0	0	29	33				
	1																	
Migrant	3																	
	305	4	22	49	25	3.0	114	40	3	1	0	0	117	41				
	5	60	20	0	20	1.9												
Identified as Emergent Bilingual/English Learner	313	5	21	49	25	3.0	117	40	3	1	0	0	120	41				
Monitored 1st Year, reclassified from EB/EL	0																	
Monitored 2nd Year, reclassified from EB/EL	0																	
Monitored 3rd Year, reclassified from EB/EL	0																	
Monitored 4th Year, reclassified from EB/EL	0																	
Former EB/EL (Post Monitoring)	0																	
Non-Emergent Bilingual/Non-English Learner	0																	
No Information Provided	0																	
Bilingual	50	2	22	54	22	3.0	27	57	2	4	0	0	29	62				
	260	5	22	48	25	3.0	89	37	1	0	0	0	90	37				
	3																	
ESL	245	6	22	47	24	2.9	80	35	1	0	0	0	81	36				
	67	1	18	52	28	3.1	37	60	2	3	0	0	39	63				
	1																	
Special Education	26	12	42	38	8	2.4	6	24	0	0	0	0	6	24				
	284	4	20	50	26	3.0	110	42	3	1	0	0	113	43				
	3																	
Gifted/Talented	2																	
	309	5	21	49	25	3.0	115	40	3	1	0	0	118	41				
	2																	
At-Risk	310	5	21	49	25	3.0	117	40	3	1	0	0	120	41				
	2																	
	1																	
Years in U.S. Schools	12	75	25	0	0	1.2												
	1																	
	63	5	25	41	29	3.0	32	53	2	3	0	0	34	57				
	50	2	14	56	28	3.1	20	41	0	0	0	0	20	41				
	36	0	17	50	33	3.1	18	51	0	0	0	0	18	51				
	149	2	23	52	23	3.0	46	32	1	1	0	0	47	33				
	2																	

## Plan for Learning

### **Staff Engagement:**

What is the staff turnover rate and how it compares with previous years? Discuss mentoring results, staff perceptions or academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

20-21 Turnover 15.7% district, 14.3% state

19-20 Turnover 14.6% district, 16.8% state

18-19 Turnover 15.7% district, 16.5% state

Districtwide new teacher academy for all new to the district teachers. We meet monthly to discuss best practices and challenges as they arise. Each new teacher is provided a campus mentor. Additional targeted support is available on an as-needed basis.

## Student Learning:

- Student Performance
  - 22-23 NWEA MAP BOY Language Arts: Reading

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## Language Arts: Reading

Projected to: **State of Texas Assessments of Academic Readiness taken in spring.**

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	238	80	33.6%	92	38.7%	45	18.9%	21	8.8%
3	242	62	25.6%	87	36.0%	50	20.7%	43	17.8%
4	251	59	23.5%	105	41.8%	53	21.1%	34	13.5%
5	250	52	20.8%	76	30.4%	72	28.8%	50	20.0%
6	269	61	22.7%	118	43.9%	63	23.4%	27	10.0%
7	268	82	30.6%	92	34.3%	66	24.6%	28	10.4%
8	246	45	18.3%	99	40.2%	70	28.5%	32	13.0%
<b>Total</b>	<b>1764</b>	<b>441</b>	<b>25.0%</b>	<b>669</b>	<b>37.9%</b>	<b>419</b>	<b>23.8%</b>	<b>235</b>	<b>13.3%</b>

- 21-22 Language Arts: Reading

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## Language Arts: Reading

Projected to: **State of Texas Assessments of Academic Readiness taken in spring.**

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	255	78	30.6%	100	39.2%	42	16.5%	35	13.7%
3	238	73	30.7%	80	33.6%	42	17.6%	43	18.1%
4	244	67	27.5%	83	34.0%	51	20.9%	43	17.6%
5	244	50	20.5%	87	35.7%	69	28.3%	38	15.6%
6	261	76	29.1%	108	41.4%	52	19.9%	25	9.6%
7	233	78	33.5%	90	38.6%	39	16.7%	26	11.2%
8	258	94	36.4%	81	31.4%	56	21.7%	27	10.5%
<b>Total</b>	<b>1733</b>	<b>516</b>	<b>29.8%</b>	<b>629</b>	<b>36.3%</b>	<b>351</b>	<b>20.3%</b>	<b>237</b>	<b>13.7%</b>

- Math 22-23

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## Math: Math K-12

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	238	79	33.2%	105	44.1%	43	18.1%	11	4.6%
3	240	79	32.9%	84	35.0%	50	20.8%	27	11.2%
4	251	70	27.9%	83	33.1%	61	24.3%	37	14.7%
5	252	37	14.7%	85	33.7%	77	30.6%	53	21.0%
6	269	57	21.2%	127	47.2%	68	25.3%	17	6.3%
7	268	80	29.9%	112	41.8%	50	18.7%	26	9.7%
8	180	46	25.6%	98	54.4%	32	17.8%	4	2.2%
<b>Total</b>	<b>1698</b>	<b>448</b>	<b>26.4%</b>	<b>694</b>	<b>40.9%</b>	<b>381</b>	<b>22.4%</b>	<b>175</b>	<b>10.3%</b>

- Math 21-22

- Algebra 22-23



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## Math: Algebra 1

Projected to: STAAR Algebra 1 taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study-eoc/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	68	0	0.0%	12	17.6%	27	39.7%	29	42.6%
9	209	50	23.9%	101	48.3%	45	21.5%	13	6.2%
10	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>281</b>	<b>52</b>	<b>18.5%</b>	<b>115</b>	<b>40.9%</b>	<b>72</b>	<b>25.6%</b>	<b>42</b>	<b>14.9%</b>

- Algebra 21-22

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## Math: Algebra 1

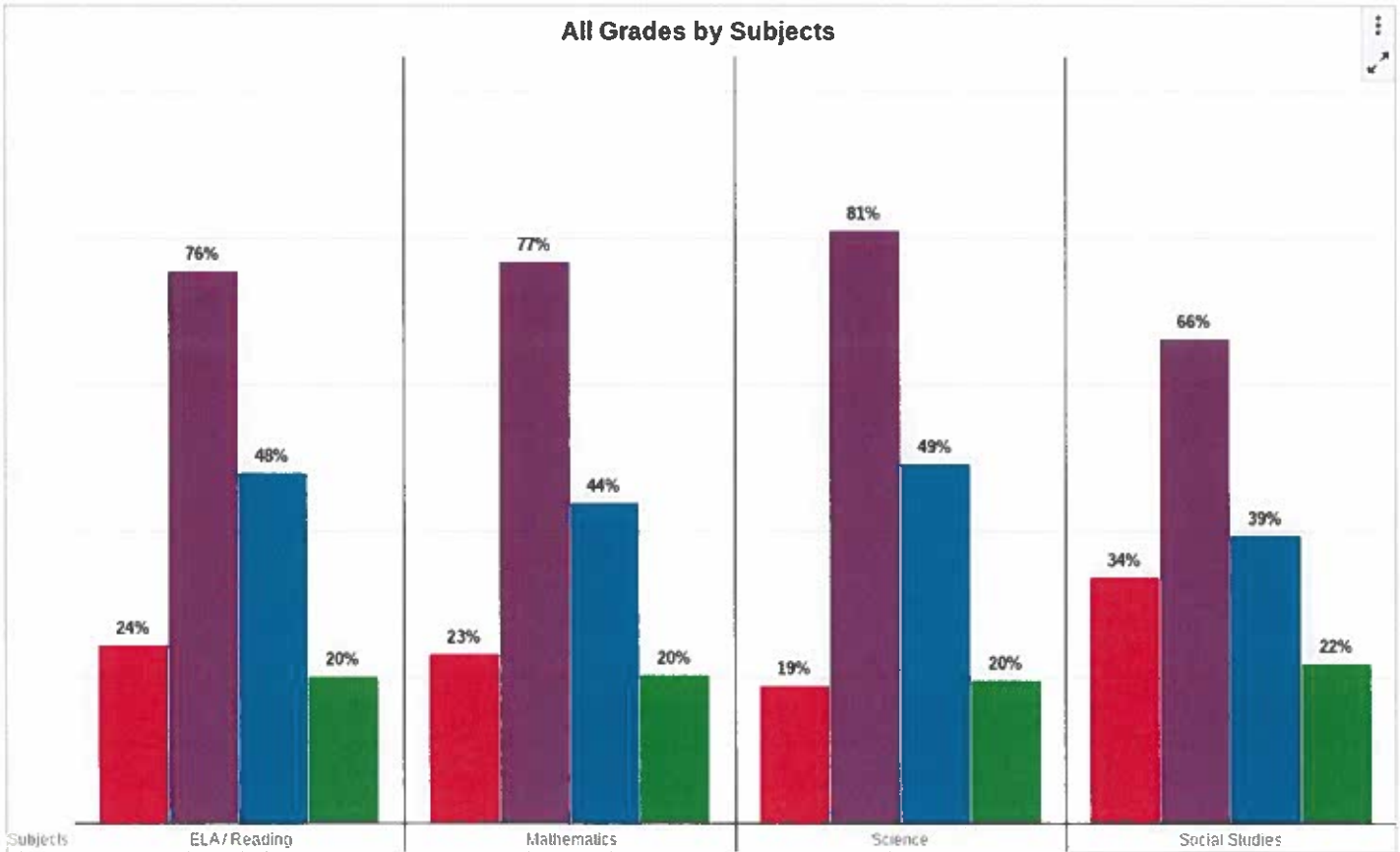
Projected to: STAAR Algebra 1 taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study-eoc/>

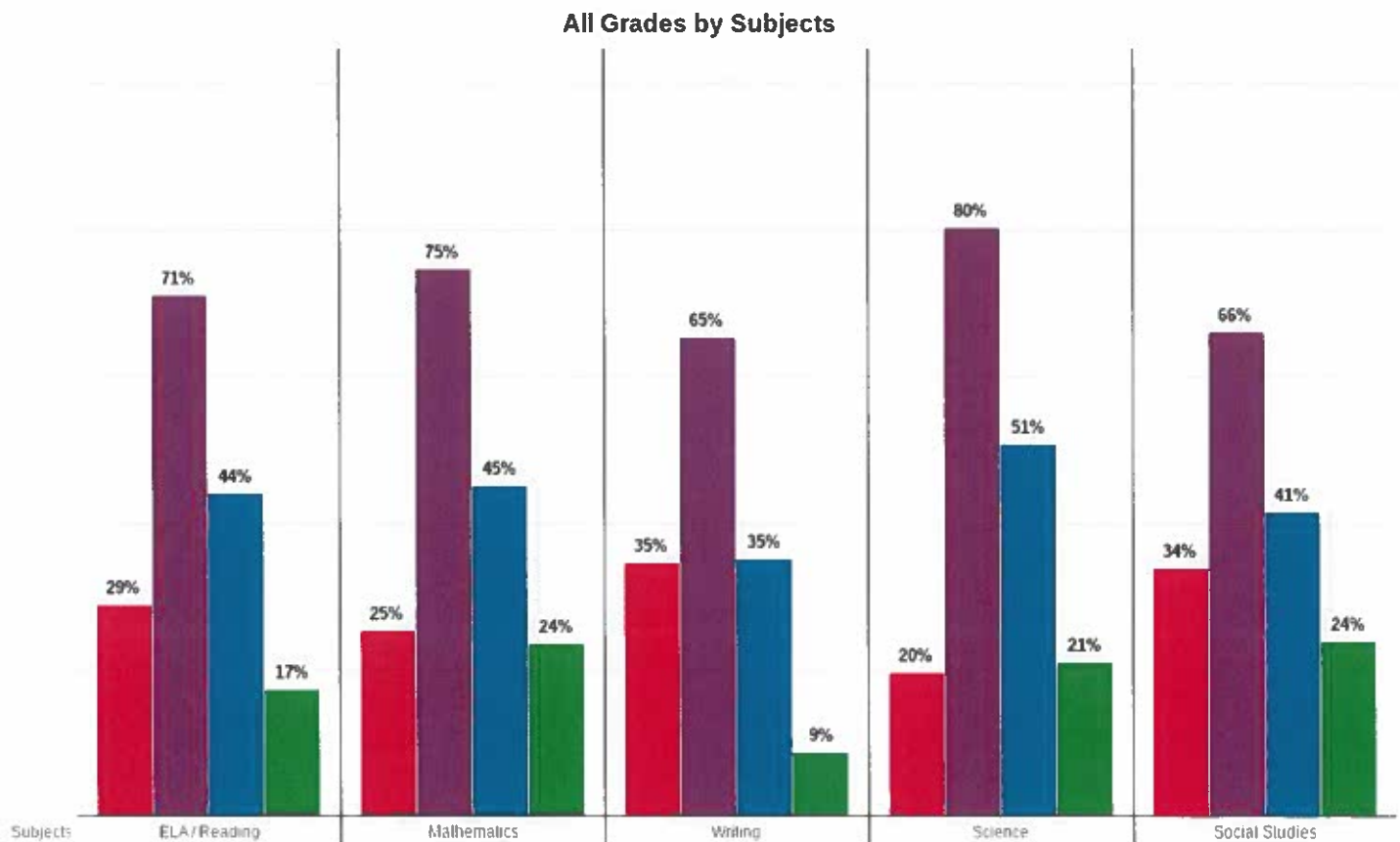
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	64	3	4.7%	21	32.8%	28	43.8%	12	18.8%
9	204	64	31.4%	93	45.6%	38	18.6%	9	4.4%
10	4	1	25.0%	2	50.0%	1	25.0%	0	0.0%
<b>Total</b>	<b>272</b>	<b>68</b>	<b>25.0%</b>	<b>116</b>	<b>42.6%</b>	<b>67</b>	<b>24.6%</b>	<b>21</b>	<b>7.7%</b>

- STAAR Performance

- 2021-2022



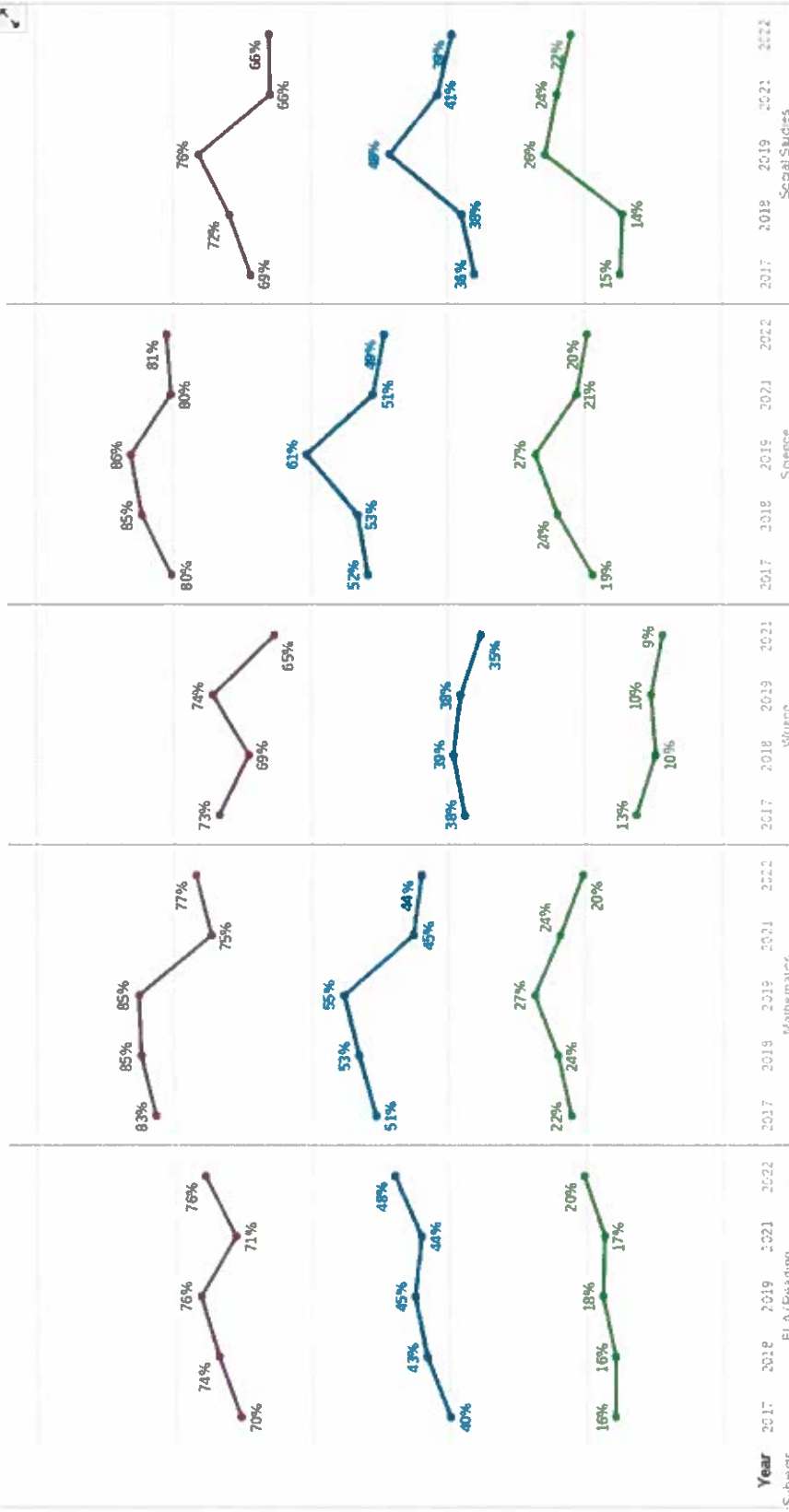
- 2020-2021



**STAAR Performance Trends**  
**CALHOUN COUNTY ISD | CALHOUN COUNTY (029901)**

■ Approaches or Above ■ Meets or Above ■ Masters

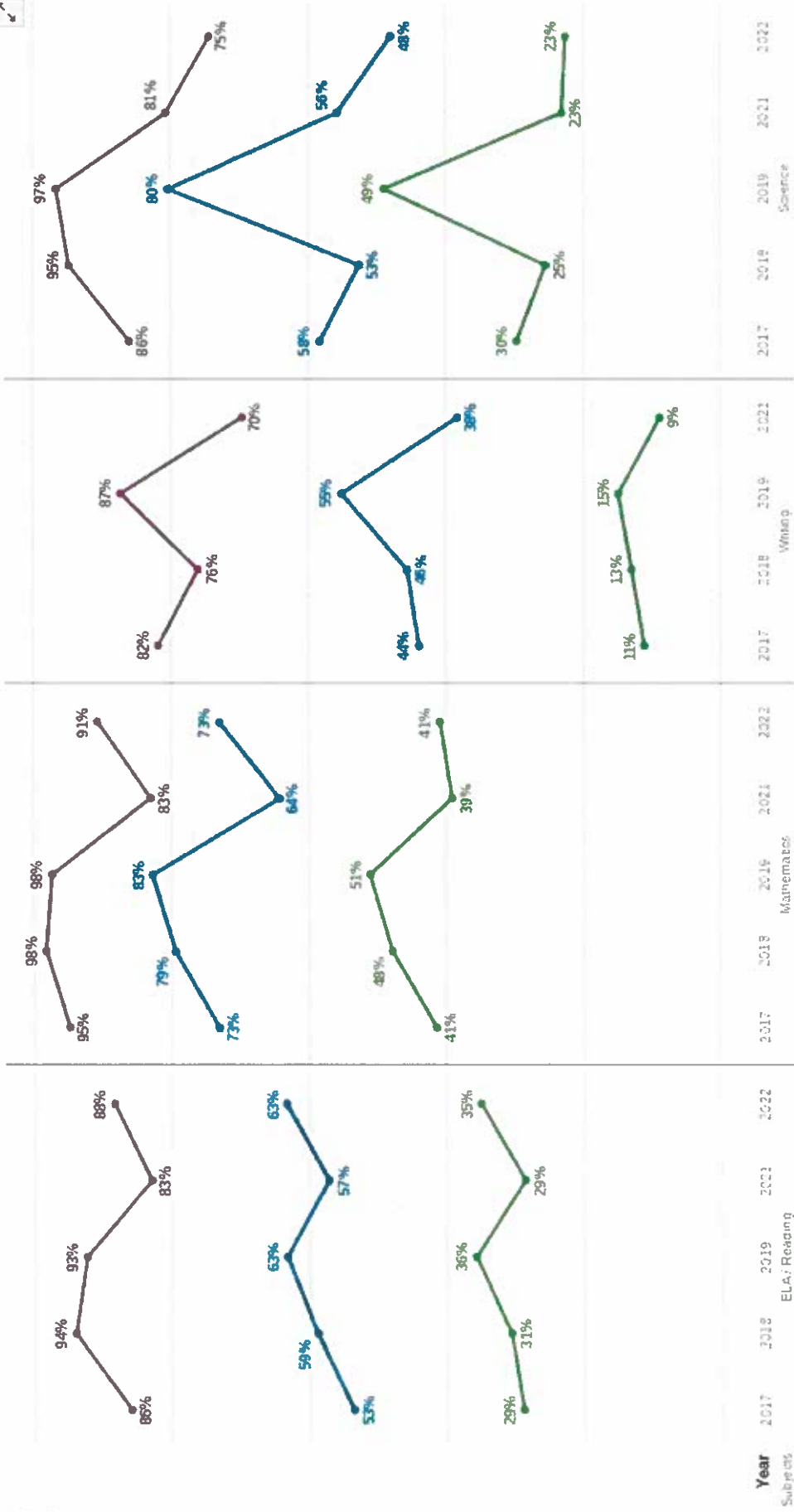
**All Grades by Subjects**



**STAAR Performance Trends**  
**HARRISON/JEFFERSON/MADISON EL II CALHOUN COUNTY ISD (029901101)**

■ Approaches or Above ■ Meets or Above ■ Masters

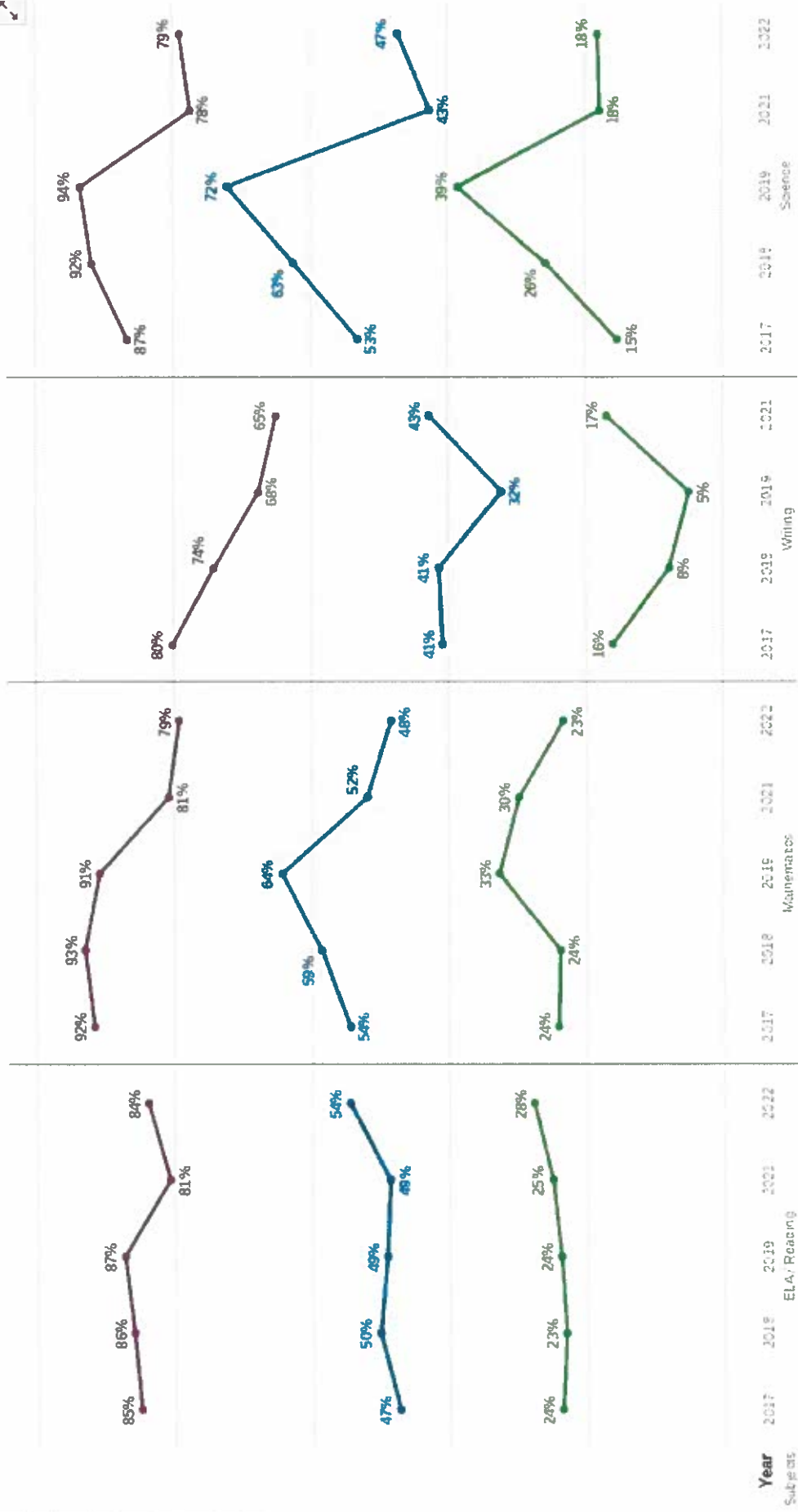
**All Grades by Subjects**



**STAAR Performance Trends**  
**JACKSON/ROOSEVELT EL || CALHOUN COUNTY ISD (029901102)**

■ Approaches or Above ■ Meets or Above ■ Masters

**All Grades by Subjects**

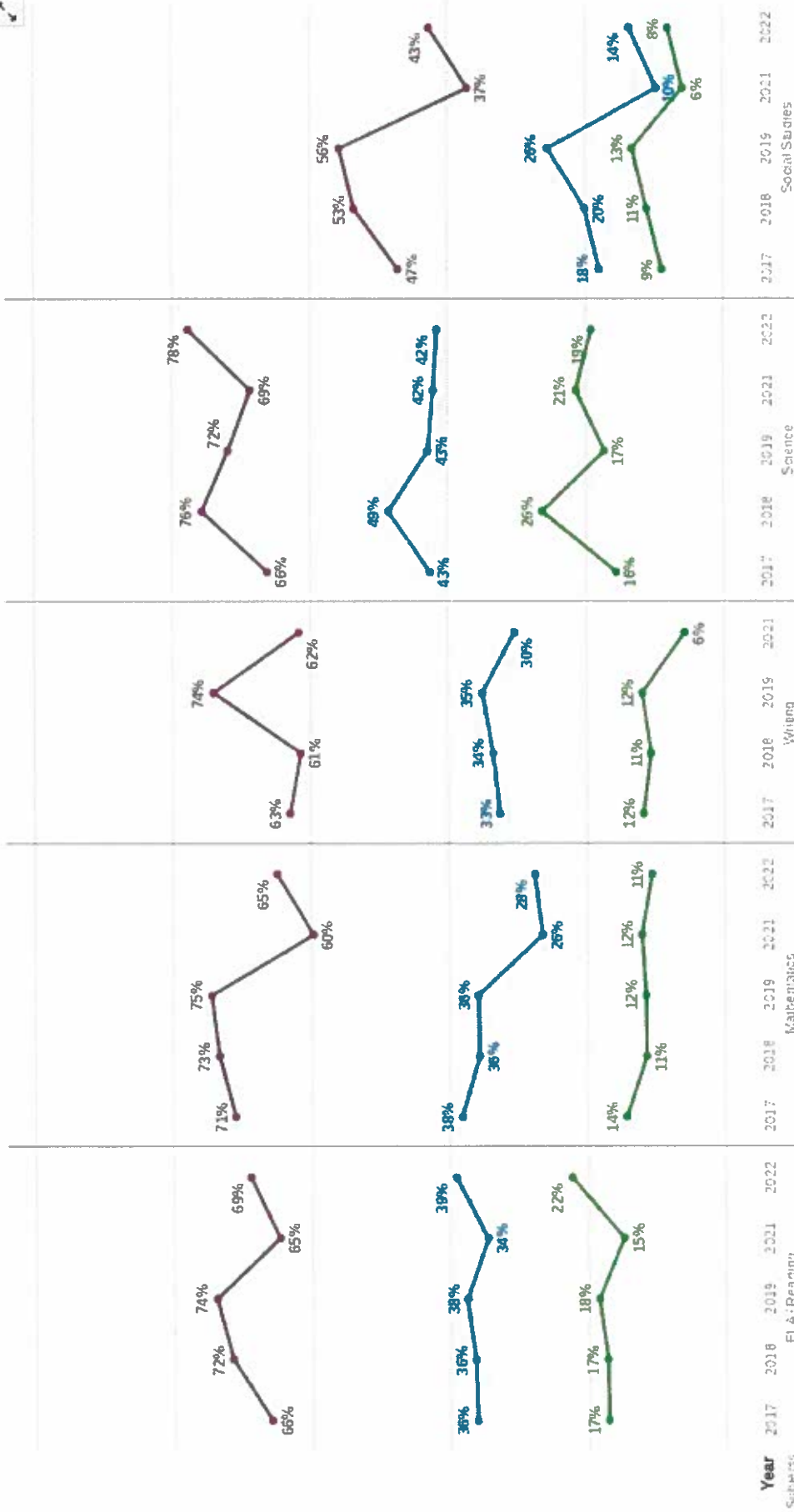


**Year**  
**Subjects**

**STAAR Performance Trends**  
**TRAVIS MIDDLE || CALHOUN COUNTY ISD (029901043)**

■ Approaches or Above ■ Meets or Above ■ Masters

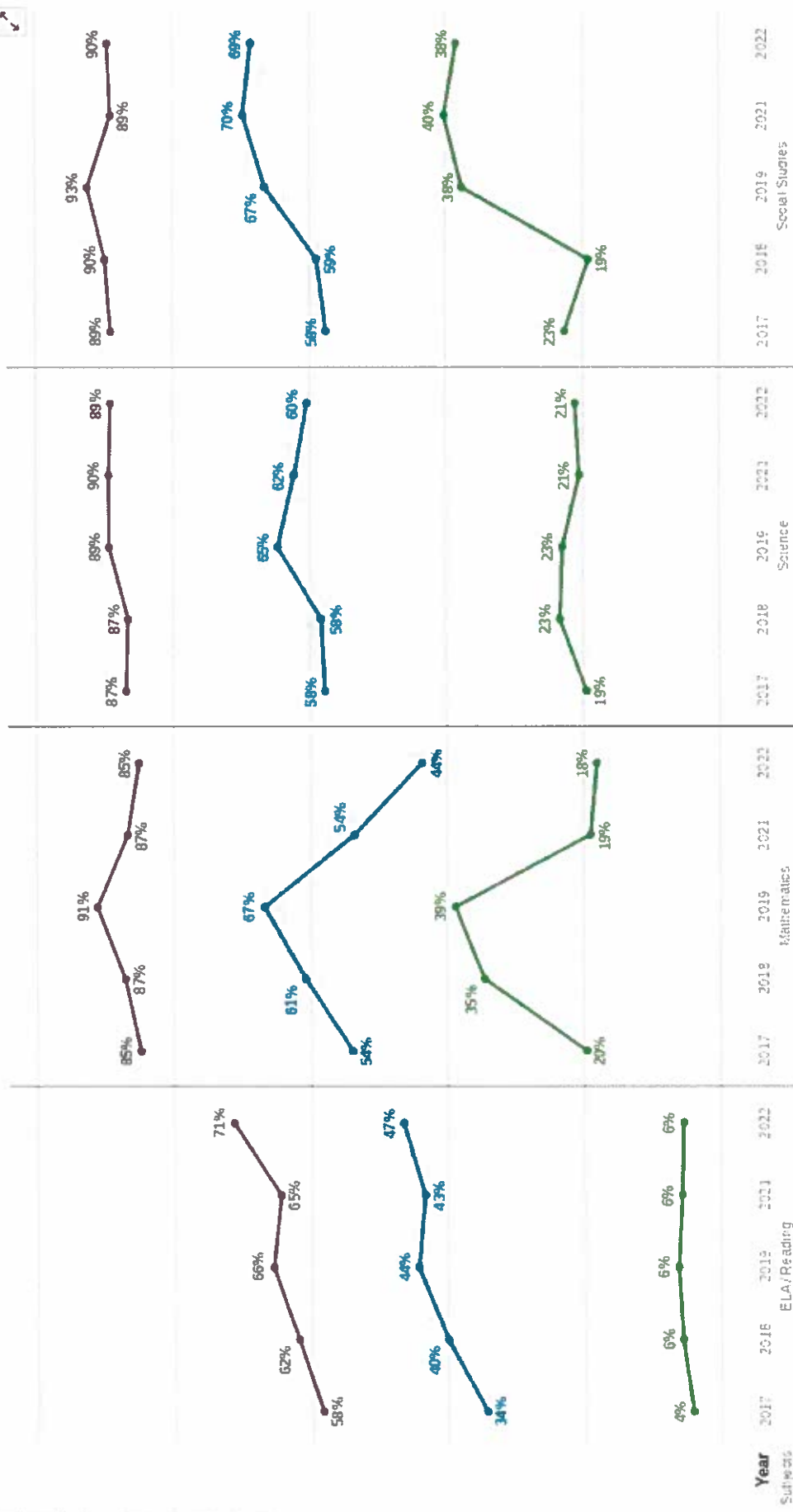
**All Grades by Subjects**



STAAR Performance Trends  
 CALHOUN H S || CALHOUN COUNTY ISD (029901001)

■ Approaches or Above ■ Meets or Above ■ Masters

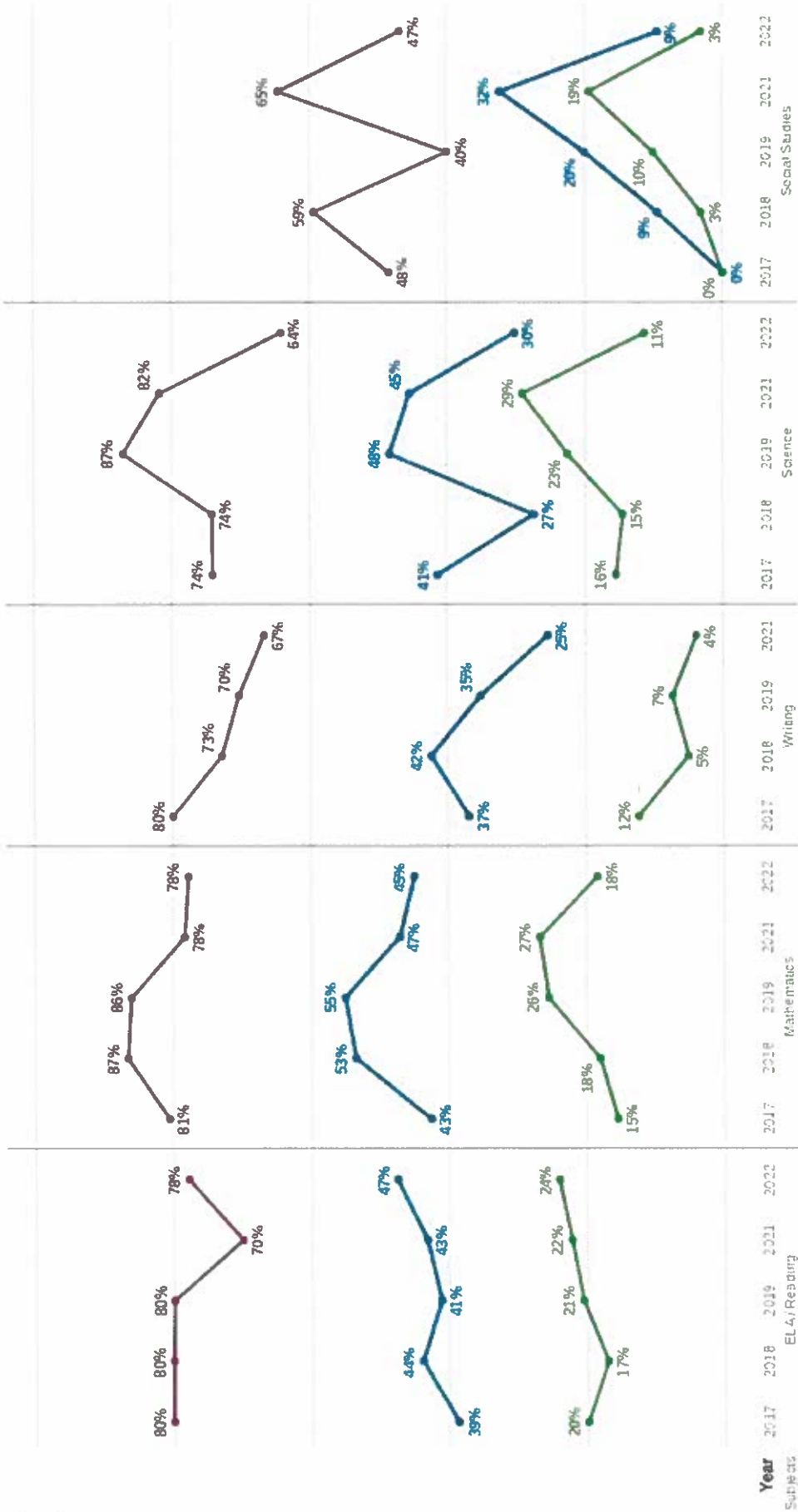
All Grades by Subjects



**STAAR Performance Trends**  
**SEADRIFT SCHOOL || CALHOUN COUNTY ISD (029901107)**

■ Approaches or Above ■ Meets or Above ■ Masters

**All Grades by Subjects**

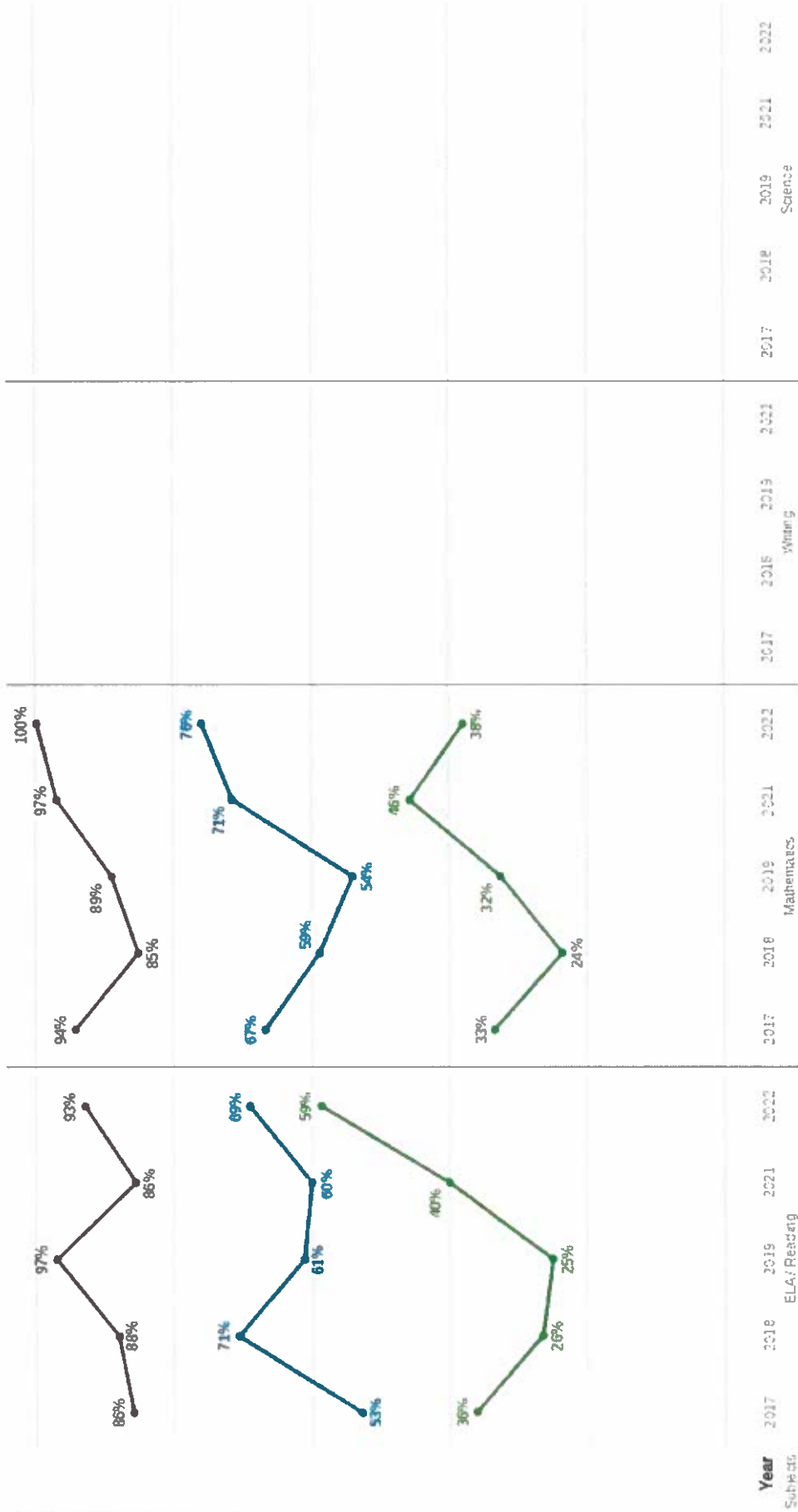




**STAAR Performance Trends**  
**PORT O CONNOR SCHOOL || CALHOUN COUNTY ISD (029901105)**

■ Approaches or Above ■ Meets or Above ■ Masters

All Grades by Subjects



Year  
Subjects

## STAAR Performance

While most STAAR scores have not returned to pre-COVID levels, the following areas have trended upward from 2021 to 2022:

- All grades - District - Reading - Approaches, Meets and Masters
- All grades - District - Math - Approaches
- All grades - District - Science - Approaches
- All grades - HJM Elem - Reading - Approaches, Meets and Masters
- All grades - HJM Elem - Math - Approaches, Meets and Masters
- All grades - JR Elem - Reading - Approaches, Meets and Masters
- All grades - JR Elem - Science - Approaches and Meets
- All grades - TMS - Reading - Approaches, Meets and Masters
- All grades - TMS - Math - Approaches and Meets
- All grades - TMS - Science - Approaches
- All grades - TMS - Social Studies - Approaches, Meets and Masters
- All grades - CHS - Reading - Approaches and Meets
- All grades - CHS - Science - Masters
- All grades - CHS - Social Studies - Approaches
- All grades - SEA - Reading - Approaches, Meets and Masters
- All grades - POC - Reading - Approaches, Meets and Masters
- All grades - POC - Math - Approaches and Meets

Between 2021 and 2022, the following areas were unchanged:

- All grades - District - Social Studies - Approaches
- All grades - JR Elem - Science - Masters
- All grades - CHS - Reading - Masters
- All grades - CHS - Science - Approaches

Post-COVID, the following areas have trended downward from 2021 to 2022:

- All grades - District - Math - Meets and Masters
- All grades - District - Science - Meets and Masters
- All grades - District - Social Studies - Meets and Masters
- All grades - HJM Elem - Science - Approaches, Meets and Masters
- All grades - JR Elem - Math - Approaches, Meets and Masters
- All grades - TMS - Math - Masters
- All grades - TMS - Science - Meets and Masters
- All grades - CHS - Math - Approaches, Meets and Masters
- All grades - CHS - Science - Meets
- All grades - CHS - Social Studies - Meets and Masters
- All grades - SEA - Math - Approaches, Meets and Masters
- All grades - SEA - Science - Approaches, Meets and Masters
- All grades - SEA - Social Studies - Approaches, Meets and Masters
- All grades - POC - Math - Masters

## STAAR Reading Data:

District-wide - all students

%s for 2022 compared to Region and State at Approaches/Meets/Masters performance levels - all students

- 3rd reading exceeded the region and state at Approaches and Meets
  - HJM - exceeded the region and state at all performance levels
  - JR - exceeded the region and state at Approaches and Meets
  - POC - exceeded the region and state at Approaches and Masters, and exceeded the region and state by greater than 10 pts at Approaches
  - SEA - exceeded the region and state at Approaches, exceeded the region and state by greater than 10 pts at Approaches, and fell behind the state by > 10 pts
- 4th reading exceeded the region and state at Approaches and Meets
  - HJM - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at Approaches and Meets
  - JR - exceeded the region and state at Approaches and Meets
  - POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - SEA - did not exceed the region or the state at any performance level
- 5th reading exceeded the region and state at Approaches
  - HJM - exceeded the region and state at all performance levels
  - JR - exceeded the region and state at Approaches

- POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
- SEA - did not exceed the region or the state at any performance level, fell behind the state and region in Approaches by 10 pts or more, and fell behind the state by 10 pts in Meets
- 6th reading did not exceed the region or the state at any performance level
  - POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - SEA - exceeded the region and state at Approaches and Meets
  - TMS - did not exceed the region or the state at any performance level, and fell behind the state by greater than 10 pts in Meets
- 7th reading did not exceed the region or the state at any performance level
  - SEA - did not exceed the region or the state at any performance level
  - TMS - did not exceed the region or the state at any performance level, fell behind the state by 10 pts in Approaches, and fell behind both the state and the region by more than 10 pts in both Meets and Masters
- 8th reading did not exceed the region or the state at any performance level and fell behind the state by 10 pts in Masters
  - SEA - exceeded the region and state at Approaches, but fell behind both the state and the region by more than 10 pts in Masters
  - TMS - did not exceed the region or the state at any performance level
- Eng I EOC did not exceed the region or the state at any performance level
  - CHS - did not exceed the region or the state at any performance level
  - HHS - did not exceed the region or the state at any performance level, fell behind the state and region by 10 pts or more in Approaches and Meets, and fell behind the state by more than 10 pts in Masters
- Eng II EOC did not exceed the region or the state at any performance level
  - CHS - exceeded the region and state at Approaches
  - HHS - did not exceed the region or the state at any performance level, and fell behind the state and region by 10 pts or more in both Approaches and Meets

#### %s for 2022 vs 2021 in Approaches/Meets/Masters - all students

- 3rd reading improved in all performance levels
  - HJM - improved/maintained in Meets and Masters
  - JR - improved/maintained in Meets and Masters
  - POC - improved in Approaches, but declined > 10 pts in Masters
  - SEA - improved in Approaches, Meets and Masters, with a > 10 pt improvement in all 3 performance levels
- 4th reading improved in all performance levels with a 10 pt improvement in Meets
  - HJM - improved in Approaches, Meets and Masters, with a > 10 pt improvement in all 3 performance levels
  - JR - improved in Approaches, Meets and Master
  - POC - improved in Approaches, Meets and Masters, with a > 10 pt improvement in Masters; 100% at Approaches
  - SEA - improved in Approaches, Meets and Masters, with a > 10 pt improvement in Approaches and Meets
- 5th reading improved in all performance levels
  - HJM - declined in Approaches, Meets and Masters
  - JR - improved in Approaches, Meets and Masters, with a > 10 pt improvement in Meets
  - POC - improved in Approaches, Meets and Masters, with a > 10 pt improvement in all 3 performance levels; 100% at Approaches
  - SEA - improved in Meets and Masters
- 6th reading improved in all performance levels
  - TMS - improved in Approaches, Meets and Masters
  - SEA - improved in Approaches, Meets and Masters
  - POC - initial year for STAAR at 6th grade
- 7th reading improved in all performance levels
  - TMS - improved in Approaches, Meets and Masters
  - SEA - improved in Meets and Masters
- 8th reading improved in all performance levels
  - TMS - improved in Approaches, Meets and Masters, with a 10 pt improvement in Masters
  - SEA - improved in Approaches
- Eng I EOC improved in all performance levels
- Eng II EOC improved in Approaches and Masters

#### SpecEd 2022 vs. 2021

- Grade 3 improved in all performance levels, with a > 10 pt increase in Approaches, and a 10 pt decline in Masters
- Grade 4 improved in all performance levels, with a 10 pt or greater increase in Approaches and Meets
- Grade 5 improved in all performance levels, with a > 10 pt increase in Approaches
- Grade 6 declined in Approaches and Masters; 0% of students scored Masters in either year
- Grade 7 improved in all performance levels, with a > 10 pt increase in Approaches
- Grade 8 improved in Approaches and Meets, with a > 10 pt increase in Approaches; 0% of students scored Masters in either year
- Eng I declined in Approaches and Meets, with a > 10 pt decline in Approaches; 0% of students scored Masters in either year
- Eng II maintained in Approaches; 0% of students scored Masters in either year

## EB 2022 vs. 2021

- Grade 3 improved in Approaches and Masters, with a > 10 pt increase in Approaches
- Grade 4 improved in Meets and Masters, with a > 10 pt increase in Meets
- Grade 5 improved in Meets and Masters, with a > 10 pt increase in Masters
- Grade 6 improved in all performance levels, with a > 10 pt increase in Approaches
- Grade 7 improved in all performance levels, with a > 10 pt increase in Approaches and Meets
- Grade 8 improved in Approaches
- Eng I improved in Meets; 0% of students scored Masters in either year
- Eng II declined in all performance levels, with a 10 pt or greater decrease in all 3 levels; 0% of students scored Masters in 2022

## STAAR Math Data:

### District-wide - all students

#### %s for 2022 compared to Region and State at Approaches/Meets/Masters performance levels - all students

- 3rd math exceeded the region and state at all performance levels
  - HJM - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - JR - did not exceed the region or the state at any performance level
  - POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - SEA - did not exceed the region or the state at any performance level
- 4th math exceeded the region and state at all performance levels
  - HJM - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - JR - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at Approaches
  - POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - SEA - exceeded the region and the state at Meets
- 5th math exceeded the region and state at all performance levels
  - HJM - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at Meets
  - JR - exceeded the region and state at all performance levels
  - POC - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - SEA - exceeded the region and the state at Approaches
- 6th math did not exceed the region or the state at any performance levels
  - POC - exceeded the region and state at Approaches and Meets, and exceeded the region and state by greater than 10 pts in both
  - SEA - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at Meets
  - TMS - did not exceed the region or the state at any performance level
- 7th math did not exceed the region or the state at any performance levels
  - SEA - exceeded the region and state at Approaches, and did so by greater than 10 pts
  - TMS - did not exceed the region or the state at any performance level
- 8th math did not exceed the region or the state at any performance levels
  - SEA - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at Meets
  - TMS - did not exceed the region or the state at any performance level
- Alg I EOC exceeded the region and state at all performance levels
  - CHS - exceeded the region and state at Approaches
  - HHS - did not exceed the region or the state at any performance level
  - SEA - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level
  - TMS - exceeded the region and state at all performance levels, and exceeded the region and state by greater than 10 pts at each level

#### %s for 2022 vs 2021 in Approaches/Meets/Masters - all students

- 3rd math improved at all performance levels
  - HJM - improved at all performance levels, with a > 10 pt improvement in Meets
  - JR - improved in Meets
  - POC - improved/maintained in Approaches and Meets but declined > 10 pts in Masters; 100% at Approaches in both years
  - SEA - improved in Approaches and Masters, with a > 10 pt improvement in Approaches
- 4th math improved in Approaches and Meets
  - HJM - improved at all performance levels, with a > 10 pt improvement in all 3 levels
  - JR - improved in Approaches and declined > 10 pts in Masters
  - POC - improved at all performance levels, with a > 10 pt improvement in Meets and Masters; 100% at Meets in 2022, and 100% at Approaches in both years
  - SEA - improved in Approaches and Meets, with a > 10 pt improvement in Meets

- 5th math declined at all performance levels, with a > 10 pt decline in Meets and Masters
  - HJM - declined at all performance levels, with a > 10 pt decline in Masters
  - JR - declined at all performance levels, with a > 10 pt decline in Meets
  - POC - improved in Approaches and Masters, improved > 10 pts in Masters, but declined > 10 pts in Meets; 100% Approaches in 2022
  - SEA - declined at all performance levels, with a > 10 pt decline in Meets and Masters (large declines)
- 6th math improved/maintained in Approaches and Meets
  - TMS - improved in Meets and Masters
  - SEA - improved/maintained in Approaches and Meets, with a 10 pt increase in Meets, but a 10 pt decline in Masters
  - POC - initial year for STAAR at 6th grade
- 7th math improved in Meets and Masters
  - TMS - improved in Meets; 0% Masters in both years
  - SEA - improved in all performance levels, with > 10 pt increases in Approaches and Meets
- 8th math improved in Approaches with a 10 pt increase
  - TMS - improved in Approaches with a > 10 pt increase
  - SEA - improved in Meets Masters, but declined > 10 pts in Approaches
- Alg I EOC maintained in Masters
  - CHS - improved in Masters
  - TMS - improved in Approaches and Meets; 100% Approaches in 2022
  - SEA - improved/maintained in all performance levels; 100% Approaches and Meets in both years

SpecEd 2022 vs. 2021

- Grade 4 improved in all performance levels, with a > 10 pt increase in Approaches
- Grade 5 declined in all performance levels, with a > 10 pt decline in Approaches; 0% Masters in 2022
- Grade 6 declined in all performance levels, with a > 10 pt decline in Approaches; 0% Masters in both years and 0% Meets in 2022
- Grade 7 maintained in Approaches; 0% Masters in both years and 0% Meets in 2022
- Grade 8 improved in Meets and Masters
- Alg I EOC declined in all performance levels; 0% Masters in both years

EB 2022 vs. 2021

- Grade 4 improved/maintained in all performance levels, with a > 10 pt increase in Approaches and Meets
- Grade 5 improved in Masters, but had a > 10 pt decline in Meets
- Grade 6 declined in all performance levels
- Grade 7 improved in Approaches and Meets, with a > 10 pt increase in both; 0% Masters in both years
- Grade 8 improved in all performance levels
- Alg I EOC improved in Masters with a > 10 pt increase

- Science 22-23

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**Science: Science K-12**

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	252	56	22.2%	123	48.8%	50	19.8%	23	9.1%
8	246	47	19.1%	113	45.9%	67	27.2%	19	7.7%
<b>Total</b>	<b>498</b>	<b>103</b>	<b>20.7%</b>	<b>236</b>	<b>47.4%</b>	<b>117</b>	<b>23.5%</b>	<b>42</b>	<b>8.4%</b>

- Science 21-22

## Science: Science K-12

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	245	62	25.3%	133	54.3%	42	17.1%	8	3.3%
8	261	38	14.6%	123	47.1%	77	29.5%	23	8.8%
<b>Total</b>	<b>506</b>	<b>100</b>	<b>19.8%</b>	<b>256</b>	<b>50.6%</b>	<b>119</b>	<b>23.5%</b>	<b>31</b>	<b>6.1%</b>

According to NWEA MAP Projected Proficiency, The number of students who achieve Masters in 5th and 8th grade will increase by 2%, while meets remained the same at 23.5% and approaches went down 3%.

	May 2021 STAAR Science, Grade 5							May 2022 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	278	26	3954	71.92%	79.5%	44.6%	19.78%	253	25	3917	70.51%	75.1%	41.9%	17%
Economic Disadvantage	27	25	3857	69.52%	77.78%	29.63%	11.11%	5	24	3801	67.80%	80%	20%	20%
American Indian/Alaskan Native	79	28	4181	78.70%	88.61%	63.29%	36.71%	81	27	4039	73.94%	81.48%	55.56%	29.63%
Asian	1	30	4180	83%	100%	100%	0%	-	-	-	-	-	-	-
Hispanic	181	25	3859	69.09%	75.69%	36.46%	12.71%	168	25	3856	68.76%	72.02%	35.12%	10.71%
Two or More Races	2	27	3947	73.50%	100%	50%	0%	2	23	3687	64%	50%	0%	0%
White	15	25	3880	69.33%	73.33%	40%	20%	2	31	4283	86%	100%	100%	50%
Currently Emergent Bilingual	34	23	3701	63.71%	76.47%	23.53%	5.88%	2	24	3735	67%	100%	0%	0%
Fourth Year of Monitoring	15	31	4424	86.67%	100%	86.67%	46.67%	1	19	3461	53%	0%	0%	0%
Second Year of Monitoring	1	31	4282	86%	100%	100%	0%	-	-	-	-	-	-	-
Third Year of Monitoring	3	30	4150	82.33%	100%	100%	0%	-	-	-	-	-	-	-
Special Ed Indicator	29	19	3449	52.21%	31.03%	6.9%	3.45%	31	18	3395	49.13%	32.26%	3.23%	0%

### 5th Grade Science STAAR:

	May 2021 STAAR Science, Grade 8							May 2022 STAAR Science, Grade 8						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	245	26	3888	61.89%	69.39%	42.45%	21.22%	269	27	3875	63.18%	74.35%	39.41%	17.1%
Economic Disadvantage	34	21	3553	50.50%	47.06%	17.65%	8.82%	21	26	3792	60.95%	80.95%	33.33%	19.05%
American Indian/Alaskan Native	70	28	4110	67.80%	77.14%	55.71%	31.43%	85	28	4003	66.21%	75.29%	44.71%	23.53%
Asian	1	11	2917	26%	0%	0%	0%	-	-	-	-	-	-	-
Black/African American	1	32	4197	76%	100%	100%	0%	-	-	-	-	-	-	-
Hispanic	167	25	3797	59.41%	65.87%	36.53%	17.37%	178	26	3813	61.63%	73.6%	35.96%	14.61%
Two or More Races	1	37	4673	88%	100%	100%	100%	-	-	-	-	-	-	-
White	5	26	3815	61.40%	80%	40%	0%	6	28	3908	66.17%	83.33%	66.67%	0%
Currently Emergent Bilingual	24	21	3547	49.63%	45.83%	16.67%	12.5%	25	20	3452	47.80%	44%	12%	4%
First Year of Monitoring	2	33	4286	77.50%	100%	100%	50%	-	-	-	-	-	-	-
Fourth Year of Monitoring	21	28	3990	66.62%	80.95%	57.14%	19.05%	25	33	4415	77.92%	88%	76%	56%
Second Year of Monitoring	1	21	3520	50%	0%	0%	0%	-	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-	-	8	26	3787	61.13%	75%	37.5%	0%
Special Ed Indicator	14	14	3099	33.79%	14.29%	0%	0%	20	19	3399	45.15%	15%	15%	5%

In 8th grade Science STAAR, from last year the number of students with Approaches went up 5% while the Meets and Masters went down 3-4%. Eco Dis did much better, doubling all the %s; while Hispanic all went down 1-7%. Sped also did better overall going up 1-15%.

8th grade Science used the MOY MAP data to target instruction based on the needs of students using small groups and stations for the 10 day STAAR review, this is evident in the % of Ecodis all doubling in achievement.

	Spring 2021 STAAR EOC, Biology							Spring 2022 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	273	33	4163	65.46%	89.38%	62.27%	20.51%	301	32	4184	63.89%	88.37%	60.8%	21.26%
Economic Disadvantage	44	27	3889	54.14%	72.73%	36.36%	9.09%	37	28	3938	55.51%	81.08%	40.54%	10.81%
American Indian/Alaskan Native	76	37	4407	73.55%	94.74%	76.32%	39.47%	80	36	4410	72.40%	97.5%	76.25%	36.25%
Asian	2	20	3533	39%	50%	0%	0%	1	22	3658	44%	100%	0%	0%
Black/African American	2	32	4039	63%	100%	50%	0%	1	32	4087	64%	100%	100%	0%
Hispanic	181	31	4066	62.20%	86.74%	56.91%	13.26%	212	30	4070	60.55%	84.43%	54.25%	16.04%
Two or More Races	2	42	4610	84%	100%	100%	50%	2	27	3870	54%	100%	50%	0%
White	10	33	4122	65%	100%	60%	10%	5	39	4440	77.20%	100%	100%	20%
Currently Emergent Bilingual	30	23	3684	46.07%	60%	26.67%	0%	32	25	3822	50.88%	71.88%	34.38%	3.12%
First Year of Monitoring	1	45	4874	90%	100%	100%	100%	2	39	4431	77%	100%	100%	50%
Fourth Year of Monitoring	25	35	4266	69.92%	96%	72%	24%	21	36	4351	71.33%	95.24%	71.43%	23.81%
Second Year of Monitoring	3	38	4361	75.33%	100%	100%	33.33%	1	33	4134	66%	100%	100%	0%
Third Year of Monitoring	1	26	3807	52%	100%	0%	0%	-	-	-	-	-	-	-
Special Ed Indicator	19	23	3690	46.11%	57.89%	26.32%	5.26%	27	23	3690	45.11%	59.26%	18.52%	7.41%

Biology EOC Scores were within 5-10% of what they were last year. Students performed similar to last year. The curriculum and review strategies were used from the year before. Emergent bilingual students performed 3-11% better in all achievement levels.

	May 2021 STAAR Social Studies, Grade 8							May 2022 STAAR Social Studies, Grade 8						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	236	21	3478	47.06%	38.98%	10.59%	5.93%	270	21	3509	47.26%	42.22%	12.22%	6.67%
Economic Disadvantage	31	17	3285	38.77%	25.81%	3.23%	0%	21	20	3463	45.43%	42.85%	14.29%	4.76%
American Indian/Alaskan Native	69	23	3602	52.14%	49.28%	18.84%	14.49%	86	23	3636	52.05%	53.49%	17.44%	11.63%
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	1	24	3630	55%	100%	0%	0%	-	-	-	-	-	-	-
Hispanic	160	20	3424	44.83%	33.75%	7.5%	2.5%	178	20	3447	44.85%	36.52%	9.55%	4.49%
Two or More Races	1	26	3725	59%	100%	0%	0%	-	-	-	-	-	-	-
White	5	19	3404	44%	40%	0%	0%	6	22	3581	50%	50%	16.67%	0%
Currently Emergent Bilingual	22	18	3329	40.09%	18.18%	4.55%	4.55%	25	17	3309	38.68%	16%	4%	0%
First Year of Monitoring	2	25	3658	55.50%	50%	0%	0%	-	-	-	-	-	-	-
Fourth Year of Monitoring	19	23	3622	53.11%	57.89%	5.26%	5.26%	25	26	3851	59.96%	64%	40%	20%
Second Year of Monitoring	1	19	3393	43%	0%	0%	0%	-	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-	-	8	18	3367	40.88%	12.5%	0%	0%
Special Ed Indicator	14	13	3058	29.29%	0%	0%	0%	20	16	3239	35.80%	10%	5%	0%

For 8th grade Social Studies from last year, all students went up marginally 1-3%.

Ecodis went up 4-16% in all achievement levels and Sped scores went up 5-10% in Approaches and Meets, we need to work on Masters. The number of students taking honors classes do not correlate with the number of students who perform at the Masters level on STAAR.

	Spring 2021 STAAR EOC, US History							Spring 2022 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	243	47	4249	68.74%	88.07%	68.31%	38.68%	218	46	4225	67.85%	89.91%	69.27%	38.99%
Economic Disadvantage	124	45	4172	65.83%	85.48%	59.68%	34.68%	31	47	4250	68.71%	93.55%	64.52%	38.71%
American Indian/Alaskan Native	4	40	3949	59%	75%	25%	25%	64	48	4360	71.16%	90.62%	75%	48.44%
Asian	23	49	4430	72.48%	86.96%	73.91%	43.48%	1	29	3577	43%	100%	0%	0%
Black/African American	3	38	3865	56.33%	100%	33.33%	0%	-	-	-	-	-	-	-
Hispanic	159	45	4193	66.87%	85.53%	64.15%	36.48%	144	45	4161	66.22%	88.89%	67.36%	34.03%
Two or More Races	-	-	-	-	-	-	-	1	37	3834	54%	100%	0%	0%
White	54	50	4379	74.06%	96.3%	83.33%	46.3%	8	52	4426	75.63%	100%	75%	62.5%
Currently Emergent Bilingual	20	36	3815	52.65%	55%	30%	20%	23	34	3743	49.39%	52.17%	30.43%	17.39%
First Year of Monitoring	-	-	-	-	-	-	-	1	55	4518	81%	100%	100%	100%
Fourth Year of Monitoring	-	-	-	-	-	-	-	14	54	4613	79.21%	92.86%	85.71%	71.43%
Second Year of Monitoring	2	28	3490	40.50%	50%	0%	0%	-	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-	-	3	37	3826	54%	100%	33.33%	0%
Special Ed Indicator	17	28	3550	42.59%	41.18%	5.88%	5.88%	21	32	3677	47.19%	61.9%	23.81%	14.29%

Most US History EOC Scores went up this year. The SpEd students performed 9-20% better across all levels. However their raw score is still 14 questions less than all students. Emergent Bilingual students performed worse by 3% and their raw score is 12 questions less than all students.

Are our students on track to graduate? What is our longitudinal graduation and dropout rate?



**2022 Graduation Rate  
CALHOUN COUNTY ISD (029901) - CALHOUN COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	96.7%	100.0%	97.6%	94.1%	*	95.7%	-	*	93.1%	100.0%	100.0%
# Graduated	263	6	166	64	*	22	-	*	94	15	18
Total in Class	272	6	170	68	*	23	-	*	101	15	18
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	97.1%	*	97.4%	95.7%	-	100.0%	-	*	94.9%	100.0%	96.4%
# Graduated	301	*	187	89	-	18	-	*	131	18	27
Total in Class	310	*	192	93	-	18	-	*	138	18	28
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	96.9%	*	97.6%	94.7%	*	100.0%	-	100.0%	96.9%	100.0%	100.0%
# Graduated	252	*	165	71	*	6	-	6	155	13	27
Total in Class	260	*	169	75	*	6	-	6	160	13	27
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	0.4%	0.0%	0.3%	0.4%	0.0%	1.2%	-	0.0%	0.6%	0.0%	0.0%
% Dropped Out - Conversion	96.0%										
# Dropped Out	4	0	2	1	0	1	-	0	3	0	0
# of Students	1,113	13	721	284	5	81	-	9	498	100	112

Based on the data 96% of students are on track to graduate.

What percentage of students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?

<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	18	7%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	29	11%

This class had 265 students. Many of these students take the class at the high school; however, do not take and or pass the exam indicating that they are not doing good or do not feel that they are prepared for the test adequately.

What is the performance status of our students for CCMR?

	<b>Annual Graduates</b>	
	<b>Count</b>	<b>Percentage</b>
<b>Total</b>		
Total graduates	265	
Total credit for CCMR criteria	153	58%

How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

The student performance on report cards indicates that all students are performing well. At the honors level classes report cards do not indicate that students will struggle on state assessments; however, this year we had many students who did not meet grade level expectations on STAAR.