CALHOUN COUNTY ISD

TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

INCLUDES:

- **2015-2016 DISTRICT ACCREDITATION STATUS AND 2015-2016 TEXAS ACADEMIC PERFORMANCE REPORT**
- **2014-2015 PEIMS FINANCIAL REPORT**
- **2016-2017 DISTRICT & CAMPUS IMPROVEMENT PLANS**
- **2015-2016 REPORT ON VIOLENT/CRIMINAL INCIDENTS**
- **2015-2016 ACADEMIC PERFORMANCE HIGHER ED. REPORT**

Calhoun County ISD

GLOSSARY

Glossary

November 2016

2015–16 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual,* available at http://tea.texas.gov/2016accountabilitymanual.aspx.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

$$\frac{\textbf{number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for least one course in 2014–15}}$$

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.* (*Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3*).

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2014–15 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9 through 12 during the 2014–15 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2014–15 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual.* See also *Dropout* and *Leaver Record. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

$$\frac{\textbf{number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years}}{\textbf{Number of 2014–15 annual graduates}}$$

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2014–15 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB examination}}$$

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Sources of data: The College Board, Aug. 2015,*

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2014–15 school year considered as at risk}}{\textbf{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2014–15}}{\textbf{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.*
(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Auxiliary Staff *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration*. Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support*. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards,* available at http://tea.texas.gov/index4.aspx?id=25769817517.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for ELA in 2014–15}}{\textbf{number of 2014–15 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

Both Subjects.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{both}} \textbf{ ELA \& mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{either}} \textbf{ ELA or mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\textbf{number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year}}{\textbf{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

$$\frac{\textbf{number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years}}{\textbf{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates.*

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\textbf{number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\textbf{number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality *(not on campus profile)***:** The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

(1) **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**

(2) *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division*)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Foundation High School Program (FHSP): Please see *Graduation Plan.*

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

Graduation Plan: The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans)}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-E}}{\textbf{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- FHSP-E Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-E}}{\textbf{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\textbf{number of graduates during the 2013–14 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2016)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

International Baccalaureate (IB) Results: See *AP/IB Results.*

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate).*

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2014 cohort*}}$$

Six-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(2) *Received GED:* For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(3) *Continued High School:* The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(4) *Dropped Out:* The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2013 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. *(Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Mobility *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2014–15}}{\textbf{number of students who were in membership at any time during the 2014–15 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Progress of Prior-Year Non-Proficient Students *(Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\textbf{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan.*

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual.*

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

Special Education Determination Status *(district TAPR only)*: The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education. STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.*
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html

See *STAAR Participation* and *Student Success Initiative. (Source of data: TEA Student Assessment Division)*

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Source of data: TEA Student Assessment Division)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration*: The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\textbf{number of students who met Level II Satisfactory Standard in the first administration}}{\textbf{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students in the first administration}}$$

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\textbf{number of students who passed the test in either of the first two administrations}}{\textbf{cumulative number of students who took the test in either of the first two administrations}}$$

(4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC):* The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\textbf{number of students promoted by their GPC}}{\textbf{cumulative number of students who did not pass all administrations}}$$

(5)* *STAAR Met Standard (Non-Proficient in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\textbf{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students retained who passed grade 5 STAAR reading in 2016}}{\textbf{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Program *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\textbf{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Turnover Rate for Teachers *(not on campus profile)***:** The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TELPAS	Student Assessment	(512) 463-9536
TAIS	Texas Accountability Intervention System	(512) 463-9414

Information on the Internet: http://tea.texas.gov/accountability/

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 ..... Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 ..... Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 ..... Assistant/Associate/Deputy Superintendent
012 ..... Instructional Officer
020 ..... Principal
028 ..... Teacher Supervisor
040 ..... Athletic Director
043 ..... Business Manager
044 ..... Tax Assessor and/or Collector
045 ..... Director - Personnel/Human Resources
055 ..... Registrar
060 ..... Executive Director
061 ..... Asst/Assoc/Deputy Exec Director
062 ..... Component/Department Director
063 ..... Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 ..... Art Therapist
005 ..... Psychological Associate
006 ..... Audiologist
007 ..... Corrective Therapist
008 ..... Counselor
011 ..... Educational Diagnostician
013 ..... Librarian
015 ..... Music Therapist
016 ..... Occupational Therapist
017 ..... Certified Orientation & Mobility Specialist
018 ..... Physical Therapist
019 ..... Physician
021 ..... Recreational Therapist
022 ..... School Nurse
023 ..... LSSP/Psychologist
024 ..... Social Worker
026 ..... Speech Therapist/Speech-Lang Pathologist
030 ..... Visiting Teacher/Truant Officer
032 ..... Work-Based Learning Site Coordinator
041 ..... Teacher Facilitator
042 ..... Teacher Appraiser
054 ..... Department Head
056 ..... Athletic Trainer
058 ..... Other Campus Professional Personnel
064 ..... Specialist/Consultant
065 ..... Field Service Agent
079 ..... Other ESC Professional Personnel
080 ..... Other Non-Campus Professional Personnel

TEACHERS

087 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses
2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

Calhoun County ISD

2015-2016

ACADEMIC PERFORMANCE/

HIGHER EDUCATION

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALHOUN									
	CALHOUN COUNTY ISD								
	029901001	CALHOUN H S							
		Four-Year Public University	32	4	4	6	6	12	0
		Two-Year Public Colleges	78	29	13	13	11	10	2
		Independent Colleges & Universities	6						
		Not Trackable	7						
		Not Found	105						
		Total High School Graduates	228						
	029901003	HOPE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	53						
		Total High School Graduates	59						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Calhoun County ISD

2015-2016 DISTRICT ACCREDITATION STATUS

& TEXAS ACADEMIC PERFORMANCE REPORT

(TAPR)

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **PORT O CONNOR EL**

Campus Number: **029901105**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	84%	**100%**	-	*	100%	-	-	-	-	-	100%	*
Mathematics	2016	75%	87%	**100%**	-	*	100%	-	-	-	-	-	100%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	82%	**100%**	-	100%	*	-	-	-	-	*	100%	*
Mathematics	2016	73%	80%	**100%**	-	100%	*	-	-	-	-	*	100%	*
Writing	2016	69%	78%	**100%**	-	100%	*	-	-	-	-	*	100%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	84%	**100%**	-	*	100%	-	-	-	-	-	*	*
Mathematics	2016	86%	90%	**100%**	-	*	100%	-	-	-	-	-	*	*
Science	2016	74%	82%	**100%**	-	*	100%	-	-	-	-	-	*	*
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	**100%**	-	100%	100%	-	-	-	-	*	100%	100%
Reading	2016	73%	70%	**100%**	-	100%	100%	-	-	-	-	*	100%	*
Mathematics	2016	76%	80%	**100%**	-	100%	100%	-	-	-	-	*	100%	*
Writing	2016	69%	70%	**100%**	-	100%	*	-	-	-	-	*	100%	*
Science	2016	79%	77%	**100%**	-	*	100%	-	-	-	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	40%	**78%**	-	82%	75%	-	-	-	-	*	83%	*
Reading	2016	46%	38%	**74%**	-	73%	75%	-	-	-	-	*	83%	*

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	46%	**93%**	-	91%	94%	-	-	-	-	*	92%	*
Writing	2016	41%	39%	**78%**	-	*	*	-	-	-	-	*	*	*
Science	2016	47%	43%	*	-	*	*	-	-	-	-	-	*	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**42%**	-	41%	43%	-	-	-	-	*	52%	*
Reading	2016	17%	13%	**44%**	-	45%	44%	-	-	-	-	*	50%	*
Mathematics	2016	19%	19%	**59%**	-	64%	56%	-	-	-	-	*	75%	*
Writing	2016	15%	11%	*	-	*	*	-	-	-	-	*	*	*
Science	2016	16%	11%	*	-	*	*	-	-	-	-	-	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**69%**	-	*	*	-	-	-	-	*	*	*
Reading	2016	60%	54%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2016	63%	69%	**92%**	-	*	*	-	-	-	-	*	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**31%**	-	*	*	-	-	-	-	*	*	*
Reading	2016	16%	13%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2016	17%	20%	**46%**	-	*	*	-	-	-	-	*	*	*

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	72%	**100%**	-	*	100%	-	-	-	-	-	*	*
Students Requiring Accelerated Instruction														
	2016	27%	28%	*	-	*	*	-	-	-	-	-	*	*
STAAR Cumulative Met Standard														
	2016	80%	83%	**100%**	-	*	100%	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	83%	**100%**	-	*	100%	-	-	-	-	-	*	*
Students Requiring Accelerated Instruction														
	2016	23%	17%	*	-	*	*	-	-	-	-	-	*	*
STAAR Cumulative Met Standard														
	2016	85%	90%	**100%**	-	*	100%	-	-	-	-	-	*	*

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**100%**	-	-	-	-	-	100%	*	100%	-	100%	100%
Reading	2016	73%	70%	**100%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	76%	80%	**100%**	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	69%	70%	**100%**	-	-	-	-	-	*	-	*	-	*	*
Science	2016	79%	77%	**100%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**78%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	46%	38%	**74%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	43%	46%	**93%**	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	41%	39%	**78%**	-	-	-	-	-	*	-	*	-	*	*
Science	2016	47%	43%	*	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**42%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	17%	13%	**44%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	19%	**59%**	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	15%	11%	*	-	-	-	-	-	*	-	*	-	*	*
Science	2016	16%	11%	*	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**69%**	-	-	-	-	-	*	-	*	-	*	*

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 77
Grade Span: PK - 05
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	54%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	63%	69%	**92%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**31%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	16%	13%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	17%	20%	**46%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	*	100%	100%
Included in Accountability	94%	95%	**100%**	-	100%	100%	-	-	-	-	*	100%	100%
Not Included in Accountability													
Mobile	4%	4%	**0%**	-	0%	0%	-	-	-	-	*	0%	0%
Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	-	*	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	*	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	*	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	*	0%	0%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**96.4%**	-	96.3%	96.4%	*	-	-	-	*	96.4%	98.6%
2013-14	95.9%	95.2%	**97.2%**	-	97.3%	97.1%	-	-	-	-	*	97.3%	98.2%

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	77	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	11	14.3%	4.1%	4.2%
Kindergarten	12	15.6%	7.7%	7.1%
Grade 1	14	18.2%	7.5%	7.8%
Grade 2	12	15.6%	6.9%	7.8%
Grade 3	12	15.6%	8.0%	7.7%
Grade 4	9	11.7%	7.3%	7.5%
Grade 5	7	9.1%	6.3%	7.5%
Grade 6	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	7.5%	6.7%
Grade 12	0	0.0%	6.1%	6.1%
Ethnic Distribution:				
African American	0	0.0%	2.1%	12.6%
Hispanic	29	37.7%	63.0%	52.2%
White	48	62.3%	28.5%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.8%	2.1%
Economically Disadvantaged	43	55.8%	60.3%	59.0%
Non-Educationally Disadvantaged	34	44.2%	39.7%	41.0%
English Language Learners (ELL)	10	13.0%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	3.0%	1.4%
At-Risk	24	31.2%	48.4%	50.1%
Mobility (2014-2015)	18	26.9%	14.6%	16.5%

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	10.5%	1.9%	-	6.3%	8.2%
Grade 1	0.0%	14.6%	4.1%	0.0%	15.4%	7.4%
Grade 2	0.0%	6.5%	2.7%	-	0.0%	3.4%
Grade 3	0.0%	2.9%	2.0%	0.0%	3.7%	1.6%
Grade 4	0.0%	2.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.4%	0.9%	-	0.0%	1.0%
Grade 6	-	0.0%	0.6%	-	3.3%	0.8%
Grade 7	-	0.7%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	12.0	18.7	18.9
Grade 1	14.0	17.9	19.1
Grade 2	12.0	17.6	19.1
Grade 3	12.0	17.1	19.1
Grade 4	9.0	17.5	19.0
Grade 5	7.0	16.4	20.8
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	17.4	19.1
Mathematics	-	15.7	18.1
Science	-	16.6	19.1
Social Studies	-	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	9.3	100.0%	100.0%	100.0%
Professional Staff:	8.3	89.3%	58.4%	64.3%
Teachers	7.0	75.0%	47.5%	50.5%
Professional Support	1.3	14.3%	7.5%	9.8%
Campus Administration (School Leadership)	0.0	0.0%	2.5%	2.9%
Educational Aides:	1.0	10.7%	10.5%	9.6%
Total Minority Staff:	1.0	10.7%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.2%	10.1%
Hispanic	1.0	14.3%	20.8%	26.0%
White	6.0	85.7%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	0.0	0.0%	23.7%	23.5%
Females	7.0	100.0%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.0%
Bachelors	7.0	100.0%	86.2%	74.7%
Masters	0.0	0.0%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	14.3%	9.0%	8.1%
1-5 Years Experience	1.0	14.3%	24.6%	27.3%
6-10 Years Experience	1.0	14.3%	14.7%	21.7%
11-20 Years Experience	2.0	28.6%	32.1%	27.3%
Over 20 Years Experience	2.0	28.6%	19.6%	15.7%
Number of Students per Teacher	11.0	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.9	12.9	10.9
Average Years Experience of Teachers with District:	13.4	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,020	$36,085	$45,507
1-5 Years Experience	$41,141	$41,344	$47,996
6-10 Years Experience	$45,540	$44,877	$50,459
11-20 Years Experience	$49,365	$51,582	$53,794
Over 20 Years Experience	$55,320	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$48,010	$47,707	$51,891
Professional Support	$45,168	$57,854	$61,145
Campus Administration (School Leadership)	-	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: PORT O CONNOR EL
Campus Number: 029901105

Total Students: 77
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	10	13.0%	11.4%	18.3%
Career & Technical Education	0	0.0%	30.2%	24.3%
Gifted & Talented Education	7	9.1%	7.2%	7.7%
Special Education	4	5.2%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	5.9%
Career & Technical Education	0.0	0.0%	5.3%	4.4%
Compensatory Education	0.0	0.6%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	7.0	99.4%	82.4%	72.6%
Special Education	0.0	0.0%	6.2%	8.8%
Other	0.0	0.0%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **HARRISON/JEFFERSON/MADISON COMPLEX**

Campus Number: **029901101**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	84%	**79%**	*	76%	81%	-	91%	-	-	*	77%	83%
Mathematics	2016	75%	87%	**94%**	*	93%	93%	-	100%	-	-	88%	92%	83%
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	82%	**80%**	*	75%	96%	-	77%	-	-	50%	74%	68%
Mathematics	2016	73%	80%	**89%**	*	86%	96%	-	92%	-	-	58%	85%	95%
Writing	2016	69%	78%	**83%**	*	80%	91%	-	85%	-	-	67%	76%	74%
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	84%	**87%**	-	85%	96%	-	80%	-	-	*	79%	76%
Mathematics	2016	86%	90%	**90%**	-	87%	96%	-	93%	-	-	*	84%	94%
Science	2016	74%	82%	**79%**	-	75%	91%	-	80%	-	-	*	69%	71%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	**85%**	100%	82%	92%	-	87%	-	-	50%	80%	81%
Reading	2016	73%	70%	**82%**	100%	78%	90%	-	82%	-	-	42%	77%	76%
Mathematics	2016	76%	80%	**91%**	100%	89%	95%	-	95%	-	-	58%	88%	91%
Writing	2016	69%	70%	**83%**	*	80%	91%	-	85%	-	-	67%	76%	74%
Science	2016	79%	77%	**79%**	-	75%	91%	-	80%	-	-	*	69%	71%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	40%	**49%**	*	40%	64%	-	67%	-	-	*	36%	39%
Reading	2016	46%	38%	**48%**	*	41%	63%	-	58%	-	-	*	36%	28%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	46%	**62%**	100%	53%	78%	-	79%	-	-	*	51%	58%
Writing	2016	41%	39%	**48%**	*	42%	59%	-	58%	-	-	*	36%	*
Science	2016	47%	43%	**54%**	-	48%	59%	-	71%	-	-	*	41%	44%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**27%**	55%	20%	42%	-	36%	-	-	6%	18%	16%
Reading	2016	17%	13%	**25%**	*	18%	41%	-	31%	-	-	*	16%	9%
Mathematics	2016	19%	19%	**33%**	*	26%	44%	-	45%	-	-	*	25%	30%
Writing	2016	15%	11%	**18%**	*	7%	39%	-	38%	-	-	*	7%	*
Science	2016	16%	11%	**21%**	-	14%	41%	-	*	-	-	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**68%**	*	65%	76%	-	70%	-	-	71%	65%	65%
Reading	2016	60%	54%	**63%**	*	61%	65%	-	66%	-	-	*	61%	60%
Mathematics	2016	63%	69%	**74%**	*	69%	87%	-	75%	-	-	75%	70%	70%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**22%**	*	18%	29%	-	28%	-	-	19%	19%	25%
Reading	2016	16%	13%	**16%**	*	12%	26%	-	19%	-	-	*	14%	17%
Mathematics	2016	17%	20%	**28%**	*	24%	33%	-	38%	-	-	25%	24%	34%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	38%	**43%**	-	38%	*	-	*	-	-	29%	42%	45%

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	72%	**79%**	-	80%	83%	-	73%	-	-	*	69%	59%
Students Requiring Accelerated Instruction														
	2016	27%	28%	**21%**	-	20%	*	-	*	-	-	90%	31%	41%
STAAR Cumulative Met Standard														
	2016	80%	83%	**87%**	-	85%	96%	-	80%	-	-	*	79%	76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	95%	*	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	83%	**90%**	-	86%	96%	-	93%	-	-	*	84%	94%
Students Requiring Accelerated Instruction														
	2016	23%	17%	**10%**	-	14%	*	-	*	-	-	70%	16%	*
STAAR Cumulative Met Standard														
	2016	85%	90%	**90%**	-	86%	96%	-	93%	-	-	*	84%	94%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 767
Grade Span: EE - 05
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**85%**	-	-	-	-	-	81%	80%	81%	-	81%	81%
Reading	2016	73%	70%	**82%**	-	-	-	-	-	76%	74%	81%	-	76%	76%
Mathematics	2016	76%	80%	**91%**	-	-	-	-	-	91%	89%	94%	-	91%	91%
Writing	2016	69%	70%	**83%**	-	-	-	-	-	74%	77%	*	-	74%	74%
Science	2016	79%	77%	**79%**	-	-	-	-	-	71%	71%	70%	-	71%	71%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**49%**	-	-	-	-	-	39%	30%	54%	-	39%	39%
Reading	2016	46%	38%	**48%**	-	-	-	-	-	28%	26%	*	-	28%	28%
Mathematics	2016	43%	46%	**62%**	-	-	-	-	-	58%	52%	69%	-	58%	58%
Writing	2016	41%	39%	**48%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	47%	43%	**54%**	-	-	-	-	-	44%	*	56%	-	44%	44%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**27%**	-	-	-	-	-	16%	16%	17%	-	16%	16%
Reading	2016	17%	13%	**25%**	-	-	-	-	-	9%	*	*	-	9%	9%
Mathematics	2016	19%	19%	**33%**	-	-	-	-	-	30%	32%	*	-	30%	30%
Writing	2016	15%	11%	**18%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	11%	**21%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**68%**	-	-	-	-	-	63%	67%	56%	-	63%	63%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 767
Grade Span: EE - 05
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	54%	**63%**	-	-	-	-	-	57%	70%	*	-	57%	57%
Mathematics	2016	63%	69%	**74%**	-	-	-	-	-	69%	64%	*	-	69%	69%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**22%**	-	-	-	-	-	24%	27%	19%	-	24%	24%
Reading	2016	16%	13%	**16%**	-	-	-	-	-	16%	18%	*	-	16%	16%
Mathematics	2016	17%	20%	**28%**	-	-	-	-	-	33%	36%	*	-	33%	33%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	38%	**43%**	-	-	-	-	-	45%	*	*	-	45%	45%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	95%	**96%**	79%	96%	96%	-	98%	-	-	92%	95%	99%
Not Included in Accountability													
Mobile	4%	4%	**4%**	21%	4%	5%	-	2%	-	-	3%	5%	1%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	0%	-	-	4%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**95.3%**	95.5%	94.9%	94.7%	*	98.7%	-	*	92.7%	94.9%	97.6%
2013-14	95.9%	95.2%	**95.9%**	94.1%	95.4%	95.5%	*	99.2%	-	*	93.0%	95.4%	98.1%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	767	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	13	1.7%	0.3%	0.2%
Pre-Kindergarten	57	7.4%	4.1%	4.2%
Kindergarten	130	16.9%	7.7%	7.1%
Grade 1	116	15.1%	7.5%	7.8%
Grade 2	99	12.9%	6.9%	7.8%
Grade 3	137	17.9%	8.0%	7.7%
Grade 4	116	15.1%	7.3%	7.5%
Grade 5	99	12.9%	6.3%	7.5%
Grade 6	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	7.5%	6.7%
Grade 12	0	0.0%	6.1%	6.1%
Ethnic Distribution:				
African American	13	1.7%	2.1%	12.6%
Hispanic	505	65.8%	63.0%	52.2%
White	161	21.0%	28.5%	28.5%
American Indian	3	0.4%	0.3%	0.4%
Asian	83	10.8%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	2	0.3%	0.8%	2.1%
Economically Disadvantaged	549	71.6%	60.3%	59.0%
Non-Educationally Disadvantaged	218	28.4%	39.7%	41.0%
English Language Learners (ELL)	132	17.2%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	3.0%	1.4%
At-Risk	265	34.6%	48.4%	50.1%
Mobility (2014-2015)	87	12.8%	14.6%	16.5%

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	13.3%	10.5%	1.9%	9.1%	6.3%	8.2%
Grade 1	20.9%	14.6%	4.1%	0.0%	15.4%	7.4%
Grade 2	7.6%	6.5%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.9%	2.9%	2.0%	7.7%	3.7%	1.6%
Grade 4	0.0%	2.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.4%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.0%	0.6%	-	3.3%	0.8%
Grade 7	-	0.7%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.9	18.7	18.9
Grade 1	18.2	17.9	19.1
Grade 2	18.9	17.6	19.1
Grade 3	18.8	17.1	19.1
Grade 4	18.4	17.5	19.0
Grade 5	19.1	16.4	20.8
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	17.4	19.1
Mathematics	-	15.7	18.1
Science	-	16.6	19.1
Social Studies	-	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.5	100.0%	100.0%	100.0%
Professional Staff:	59.0	80.3%	58.4%	64.3%
Teachers	47.6	64.8%	47.5%	50.5%
Professional Support	8.4	11.4%	7.5%	9.8%
Campus Administration (School Leadership)	3.0	4.1%	2.5%	2.9%
Educational Aides:	14.5	19.7%	10.5%	9.6%
Total Minority Staff:	19.3	26.2%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	1.2%	10.1%
Hispanic	10.0	20.9%	20.8%	26.0%
White	36.7	77.0%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.7	3.6%	23.7%	23.5%
Females	46.0	96.4%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	1.0	2.0%	1.1%	1.0%
Bachelors	42.7	89.6%	86.2%	74.7%
Masters	4.0	8.4%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.9	8.2%	9.0%	8.1%
1-5 Years Experience	14.7	30.9%	24.6%	27.3%
6-10 Years Experience	7.0	14.7%	14.7%	21.7%
11-20 Years Experience	15.0	31.5%	32.1%	27.3%
Over 20 Years Experience	7.0	14.7%	19.6%	15.7%
Number of Students per Teacher	16.1	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.3	12.9	10.9
Average Years Experience of Teachers with District:	9.6	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$28,672	$36,085	$45,507
1-5 Years Experience	$40,809	$41,344	$47,996
6-10 Years Experience	$44,731	$44,877	$50,459
11-20 Years Experience	$51,206	$51,582	$53,794
Over 20 Years Experience	$56,177	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$45,916	$47,707	$51,891
Professional Support	$50,363	$57,854	$61,145
Campus Administration (School Leadership)	$73,334	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: HARRISON/JEFFERSON/MADISON COMPLEX
Campus Number: 029901101

Total Students: 767
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	129	16.8%	11.4%	18.3%
Career & Technical Education	0	0.0%	30.2%	24.3%
Gifted & Talented Education	31	4.0%	7.2%	7.7%
Special Education	65	8.5%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	5.9%
Career & Technical Education	0.0	0.0%	5.3%	4.4%
Compensatory Education	0.0	0.0%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	41.3	86.6%	82.4%	72.6%
Special Education	6.4	13.4%	6.2%	8.8%
Other	0.0	0.0%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **JACKSON/ROOSEVELT COMPLEX**

Campus Number: **029901102**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	84%	**88%**	*	87%	90%	-	*	-	*	*	86%	89%
Mathematics	2016	75%	87%	**81%**	*	79%	88%	-	*	-	*	*	77%	84%
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	82%	**82%**	*	79%	88%	-	*	-	-	36%	73%	63%
Mathematics	2016	73%	80%	**71%**	*	69%	78%	-	*	-	-	43%	61%	57%
Writing	2016	69%	78%	**72%**	*	70%	83%	-	*	-	-	*	60%	50%
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	84%	**81%**	*	75%	93%	-	*	-	*	43%	73%	67%
Mathematics	2016	86%	90%	**89%**	*	85%	100%	-	*	-	*	43%	84%	81%
Science	2016	74%	82%	**83%**	*	76%	100%	-	*	-	*	50%	76%	67%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	**81%**	75%	77%	89%	-	80%	-	100%	45%	74%	69%
Reading	2016	73%	70%	**83%**	83%	81%	90%	-	86%	-	*	45%	78%	72%
Mathematics	2016	76%	80%	**80%**	67%	77%	87%	-	86%	-	*	45%	74%	73%
Writing	2016	69%	70%	**72%**	*	70%	83%	-	*	-	-	*	60%	50%
Science	2016	79%	77%	**83%**	*	76%	100%	-	*	-	*	50%	76%	67%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	40%	**34%**	*	30%	43%	-	*	-	*	*	26%	26%
Reading	2016	46%	38%	**42%**	*	36%	56%	-	*	-	*	*	32%	24%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	46%	**35%**	*	31%	44%	-	71%	-	*	*	28%	33%
Writing	2016	41%	39%	**35%**	*	32%	45%	-	*	-	-	*	26%	24%
Science	2016	47%	43%	**41%**	*	33%	67%	-	*	-	*	*	27%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**16%**	*	15%	20%	-	*	-	*	11%	12%	14%
Reading	2016	17%	13%	**21%**	*	20%	26%	-	*	-	*	*	14%	22%
Mathematics	2016	19%	19%	**15%**	*	14%	18%	-	*	-	*	15%	13%	13%
Writing	2016	15%	11%	**12%**	*	13%	13%	-	*	-	-	*	10%	*
Science	2016	16%	11%	**8%**	*	*	17%	-	*	-	*	*	6%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**69%**	67%	69%	68%	-	*	-	*	63%	71%	70%
Reading	2016	60%	54%	**66%**	*	67%	65%	-	*	-	*	*	66%	63%
Mathematics	2016	63%	69%	**71%**	*	71%	71%	-	*	-	*	61%	76%	77%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**24%**	42%	24%	23%	-	*	-	*	21%	26%	25%
Reading	2016	16%	13%	**23%**	*	22%	26%	-	*	-	*	*	23%	30%
Mathematics	2016	17%	20%	**25%**	*	26%	19%	-	*	-	*	32%	28%	20%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	38%	**50%**	*	42%	92%	-	*	-	-	*	45%	26%

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	72%	**65%**	*	59%	80%	-	*	-	*	*	55%	50%
Students Requiring Accelerated Instruction														
	2016	27%	28%	**35%**	*	41%	20%	-	*	-	*	73%	45%	50%
STAAR Cumulative Met Standard														
	2016	80%	83%	**79%**	*	73%	93%	-	*	-	*	*	70%	61%
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	83%	**76%**	*	67%	97%	-	*	-	*	*	68%	61%
Students Requiring Accelerated Instruction														
	2016	23%	17%	**24%**	*	33%	*	-	*	-	*	73%	32%	39%
STAAR Cumulative Met Standard														
	2016	85%	90%	**87%**	*	82%	100%	-	*	-	*	*	81%	74%

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**81%**	71%	71%	-	-	-	56%	56%	-	*	68%	69%
Reading	2016	73%	70%	**83%**	73%	73%	-	-	-	67%	67%	-	*	71%	72%
Mathematics	2016	76%	80%	**80%**	74%	74%	-	-	-	67%	67%	-	*	73%	73%
Writing	2016	69%	70%	**72%**	60%	60%	-	-	-	*	*	-	-	50%	50%
Science	2016	79%	77%	**83%**	73%	73%	-	-	-	*	*	-	-	67%	67%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**34%**	27%	27%	-	-	-	*	*	-	*	24%	26%
Reading	2016	46%	38%	**42%**	27%	27%	-	-	-	*	*	-	*	22%	24%
Mathematics	2016	43%	46%	**35%**	30%	30%	-	-	-	*	*	-	*	32%	33%
Writing	2016	41%	39%	**35%**	28%	28%	-	-	-	*	*	-	-	24%	24%
Science	2016	47%	43%	**41%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**16%**	16%	16%	-	-	-	*	*	-	*	14%	14%
Reading	2016	17%	13%	**21%**	22%	22%	-	-	-	*	*	-	*	21%	22%
Mathematics	2016	19%	19%	**15%**	16%	16%	-	-	-	*	*	-	*	13%	13%
Writing	2016	15%	11%	**12%**	*	*	-	-	-	*	*	-	-	*	*
Science	2016	16%	11%	**8%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**69%**	70%	70%	-	-	-	63%	63%	-	-	69%	69%

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 988
Grade Span: PK - 05
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	54%	**66%**	63%	63%	-	-	-	*	*	-	-	60%	60%
Mathematics	2016	63%	69%	**71%**	78%	78%	-	-	-	*	*	-	-	77%	77%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**24%**	26%	26%	-	-	-	21%	21%	-	-	25%	25%
Reading	2016	16%	13%	**23%**	33%	33%	-	-	-	*	*	-	-	30%	30%
Mathematics	2016	17%	20%	**25%**	18%	18%	-	-	-	*	*	-	-	19%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	38%	**50%**	*	*	-	-	-	*	*	-	-	26%	26%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	94%	94%	97%	-	87%	-	100%	97%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	5%	3%	-	13%	-	0%	3%	4%	9%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	1%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**96.2%**	95.4%	96.2%	96.0%	-	97.6%	-	*	96.1%	96.0%	97.0%
2013-14	95.9%	95.2%	**96.3%**	97.5%	96.2%	96.4%	*	98.4%	-	*	94.9%	96.0%	96.9%

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	988	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	84	8.5%	4.1%	4.2%
Kindergarten	153	15.5%	7.7%	7.1%
Grade 1	157	15.9%	7.5%	7.8%
Grade 2	149	15.1%	6.9%	7.8%
Grade 3	156	15.8%	8.0%	7.7%
Grade 4	154	15.6%	7.3%	7.5%
Grade 5	135	13.7%	6.3%	7.5%
Grade 6	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	7.5%	6.7%
Grade 12	0	0.0%	6.1%	6.1%
Ethnic Distribution:				
African American	28	2.8%	2.1%	12.6%
Hispanic	671	67.9%	63.0%	52.2%
White	265	26.8%	28.5%	28.5%
American Indian	1	0.1%	0.3%	0.4%
Asian	19	1.9%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	4	0.4%	0.8%	2.1%
Economically Disadvantaged	654	66.2%	60.3%	59.0%
Non-Educationally Disadvantaged	334	33.8%	39.7%	41.0%
English Language Learners (ELL)	168	17.0%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	3.0%	1.4%
At-Risk	525	53.1%	48.4%	50.1%
Mobility (2014-2015)	100	12.5%	14.6%	16.5%

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	11.4%	10.5%	1.9%	0.0%	6.3%	8.2%
Grade 1	13.4%	14.6%	4.1%	40.0%	15.4%	7.4%
Grade 2	6.0%	6.5%	2.7%	0.0%	0.0%	3.4%
Grade 3	3.5%	2.9%	2.0%	0.0%	3.7%	1.6%
Grade 4	0.9%	2.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.4%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.0%	0.6%	-	3.3%	0.8%
Grade 7	-	0.7%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.9	18.7	18.9
Grade 1	19.0	17.9	19.1
Grade 2	18.0	17.6	19.1
Grade 3	16.8	17.1	19.1
Grade 4	18.6	17.5	19.0
Grade 5	16.9	16.4	20.8
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	17.4	19.1
Mathematics	-	15.7	18.1
Science	-	16.6	19.1
Social Studies	-	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	75.2	100.0%	100.0%	100.0%
Professional Staff:	61.6	81.9%	58.4%	64.3%
Teachers	54.3	72.2%	47.5%	50.5%
Professional Support	5.2	7.0%	7.5%	9.8%
Campus Administration (School Leadership)	2.0	2.7%	2.5%	2.9%
Educational Aides:	13.6	18.1%	10.5%	9.6%
Total Minority Staff:	29.2	38.9%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.2%	10.1%
Hispanic	16.5	30.4%	20.8%	26.0%
White	36.8	67.8%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	1.8%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.0	11.0%	23.7%	23.5%
Females	48.3	89.0%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.0%
Bachelors	48.8	89.9%	86.2%	74.7%
Masters	5.5	10.1%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.3%	9.0%	8.1%
1-5 Years Experience	16.0	29.5%	24.6%	27.3%
6-10 Years Experience	14.0	25.8%	14.7%	21.7%
11-20 Years Experience	14.5	26.7%	32.1%	27.3%
Over 20 Years Experience	8.0	14.7%	19.6%	15.7%
Number of Students per Teacher	18.2	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.3	12.9	10.9
Average Years Experience of Teachers with District:	8.1	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,027	$36,085	$45,507
1-5 Years Experience	$40,816	$41,344	$47,996
6-10 Years Experience	$43,881	$44,877	$50,459
11-20 Years Experience	$50,084	$51,582	$53,794
Over 20 Years Experience	$55,632	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$46,236	$47,707	$51,891
Professional Support	$53,093	$57,854	$61,145
Campus Administration (School Leadership)	$74,719	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: JACKSON/ROOSEVELT COMPLEX
Campus Number: 029901102

Total Students: 988
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	167	16.9%	11.4%	18.3%
Career & Technical Education	0	0.0%	30.2%	24.3%
Gifted & Talented Education	61	6.2%	7.2%	7.7%
Special Education	44	4.5%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	5.9%
Career & Technical Education	0.0	0.0%	5.3%	4.4%
Compensatory Education	2.5	4.6%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	51.8	95.4%	82.4%	72.6%
Special Education	0.0	0.0%	6.2%	8.8%
Other	0.0	0.0%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **SEADRIFT SCHOOL**

Campus Number: **029901107**

2016 Accountability Rating: **Met Standard**

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District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	84%	**82%**	-	*	89%	*	*	-	*	*	77%	*
Mathematics	2016	75%	87%	**89%**	-	100%	89%	*	*	-	*	*	77%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	82%	**88%**	-	75%	100%	*	*	-	-	*	81%	*
Mathematics	2016	73%	80%	**88%**	-	75%	100%	*	*	-	-	*	88%	83%
Writing	2016	69%	78%	**83%**	-	67%	100%	*	*	-	-	*	81%	83%
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	84%	**86%**	-	77%	100%	-	*	-	*	*	80%	*
Mathematics	2016	86%	90%	**100%**	-	100%	100%	-	*	-	*	*	100%	*
Science	2016	74%	82%	**81%**	-	77%	*	-	*	-	*	*	70%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 6														
Reading	2016	69%	62%	**76%**	-	68%	89%	*	*	-	*	*	71%	*
Mathematics	2016	72%	68%	**82%**	-	82%	78%	*	*	-	*	*	81%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	63%	**72%**	*	73%	69%	-	*	-	*	*	72%	*
Mathematics	2016	69%	66%	**91%**	*	91%	94%	-	*	-	*	*	100%	*
Writing	2016	69%	62%	**71%**	*	60%	81%	-	*	-	*	*	67%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	81%	**91%**	-	100%	86%	-	-	-	-	*	88%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Mathematics	2016	82%	85%	**95%**	-	100%	92%	-	-	-	-	*	92%	*
Science	2016	75%	63%	**82%**	-	75%	86%	-	-	-	*	*	71%	*
Social Studies	2016	63%	41%	**62%**	-	50%	71%	-	-	-	*	*	41%	*
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
Algebra I	2016	78%	86%	**100%**	-	*	100%	-	-	-	*	-	100%	-
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	**83%**	*	78%	87%	100%	89%	-	89%	41%	78%	66%
Reading	2016	73%	70%	**82%**	*	76%	86%	*	86%	-	100%	*	78%	61%
Mathematics	2016	76%	80%	**91%**	*	89%	92%	*	86%	-	100%	53%	89%	74%
Writing	2016	69%	70%	**76%**	*	64%	88%	*	*	-	*	*	74%	88%
Science	2016	79%	77%	**82%**	-	76%	85%	-	*	-	*	*	70%	*
Social Studies	2016	77%	66%	**62%**	-	50%	71%	-	-	-	*	*	41%	*
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	40%	**35%**	*	26%	40%	*	*	-	*	*	23%	*
Reading	2016	46%	38%	**37%**	*	28%	42%	*	*	-	*	*	27%	*
Mathematics	2016	43%	46%	**45%**	*	39%	47%	*	*	-	*	*	31%	*
Writing	2016	41%	39%	**38%**	*	*	46%	*	*	-	*	*	31%	*
Science	2016	47%	43%	**40%**	-	38%	38%	-	*	-	*	*	19%	*
Social Studies	2016	47%	36%	**24%**	-	*	24%	-	-	-	*	*	*	*

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**14%**	*	9%	16%	*	44%	-	*	*	7%	8%
Reading	2016	17%	13%	**14%**	*	7%	16%	*	*	-	*	*	5%	*
Mathematics	2016	19%	19%	**16%**	*	12%	19%	*	*	-	*	*	8%	*
Writing	2016	15%	11%	**9%**	*	*	*	*	*	-	*	*	*	*
Science	2016	16%	11%	**18%**	-	*	*	-	*	-	*	*	*	*
Social Studies	2016	22%	12%	*	-	*	*	-	-	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**68%**	*	70%	66%	*	*	-	*	*	69%	76%
Reading	2016	60%	54%	**60%**	*	62%	57%	*	*	-	*	*	62%	67%
Mathematics	2016	63%	69%	**76%**	*	77%	76%	*	*	-	*	*	75%	85%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**15%**	*	15%	13%	*	*	-	*	*	16%	19%
Reading	2016	16%	13%	**14%**	*	13%	12%	*	*	-	*	*	13%	19%
Mathematics	2016	17%	20%	**15%**	*	17%	14%	*	*	-	*	*	20%	19%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	38%	**36%**	*	45%	*	-	-	-	-	*	43%	*

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	72%	**76%**	-	62%	100%	-	*	-	*	*	70%	*
Students Requiring Accelerated Instruction														
	2016	27%	28%	**24%**	-	38%	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2016	80%	83%	**86%**	-	77%	100%	-	*	-	*	*	80%	*
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	83%	**90%**	-	92%	*	-	*	-	*	*	80%	*
Students Requiring Accelerated Instruction														
	2016	23%	17%	*	-	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2016	85%	90%	**100%**	-	100%	100%	-	*	-	*	*	100%	*

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	72%	**88%**	-	92%	86%	-	-	-	-	*	81%	*
Students Requiring Accelerated Instruction														
	2016	20%	28%	*	-	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard														
	2016	86%	81%	**91%**	-	100%	86%	-	-	-	-	*	88%	*
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	78%	**81%**	-	78%	83%	-	-	-	-	*	75%	*
Students Requiring Accelerated Instruction														
	2016	29%	22%	*	-	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard														
	2016	81%	85%	**95%**	-	100%	92%	-	-	-	-	*	92%	*

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**83%**	-	-	-	-	-	66%	66%	-	-	66%	66%
Reading	2016	73%	70%	**82%**	-	-	-	-	-	61%	61%	-	-	61%	61%
Mathematics	2016	76%	80%	**91%**	-	-	-	-	-	74%	74%	-	-	74%	74%
Writing	2016	69%	70%	**76%**	-	-	-	-	-	88%	88%	-	-	88%	88%
Science	2016	79%	77%	**82%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2016	77%	66%	**62%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**35%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2016	46%	38%	**37%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	43%	46%	**45%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2016	41%	39%	**38%**	-	-	-	-	-	*	*	-	-	*	*
Science	2016	47%	43%	**40%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2016	47%	36%	**24%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**14%**	-	-	-	-	-	8%	8%	-	-	8%	8%
Reading	2016	17%	13%	**14%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	19%	19%	**16%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2016	15%	11%	**9%**	-	-	-	-	-	*	*	-	-	*	*
Science	2016	16%	11%	**18%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 283
Grade Span: PK - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	12%	*	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**68%**	-	-	-	-	-	74%	74%	-	-	74%	74%
Reading	2016	60%	54%	**60%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	63%	69%	**76%**	-	-	-	-	-	83%	83%	-	-	83%	83%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**15%**	-	-	-	-	-	20%	20%	-	-	20%	20%
Reading	2016	16%	13%	**14%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	17%	20%	**15%**	-	-	-	-	-	22%	22%	-	-	22%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	38%	**36%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	*	99%	100%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	**93%**	*	93%	94%	100%	100%	-	76%	93%	91%	100%
Not Included in Accountability													
Mobile	4%	4%	**7%**	*	6%	6%	0%	0%	-	24%	7%	9%	0%
Other Exclusions	1%	1%	**0%**	*	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	1%	0%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	*	1%	0%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**95.4%**	*	95.9%	94.6%	*	97.7%	*	95.8%	95.2%	95.4%	97.4%
2013-14	95.9%	95.2%	**95.9%**	*	95.9%	95.6%	*	99.3%	*	95.3%	95.3%	95.7%	97.5%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
2013-14	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	*	*	0.0%	0.0%	*

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	283	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	17	6.0%	4.1%	4.2%
Kindergarten	28	9.9%	7.7%	7.1%
Grade 1	25	8.8%	7.5%	7.8%
Grade 2	29	10.2%	6.9%	7.8%
Grade 3	30	10.6%	8.0%	7.7%
Grade 4	26	9.2%	7.3%	7.5%
Grade 5	23	8.1%	6.3%	7.5%
Grade 6	34	12.0%	7.3%	7.4%
Grade 7	35	12.4%	7.6%	7.4%
Grade 8	36	12.7%	7.9%	7.3%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	7.5%	6.7%
Grade 12	0	0.0%	6.1%	6.1%
Ethnic Distribution:				
African American	2	0.7%	2.1%	12.6%
Hispanic	119	42.0%	63.0%	52.2%
White	144	50.9%	28.5%	28.5%
American Indian	4	1.4%	0.3%	0.4%
Asian	8	2.8%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	6	2.1%	0.8%	2.1%
Economically Disadvantaged	153	54.1%	60.3%	59.0%
Non-Educationally Disadvantaged	130	45.9%	39.7%	41.0%
English Language Learners (ELL)	32	11.3%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	0.3%	3.0%	1.4%
At-Risk	95	33.6%	48.4%	50.1%
Mobility (2014-2015)	46	16.5%	14.6%	16.5%

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	10.5%	1.9%	0.0%	6.3%	8.2%
Grade 1	0.0%	14.6%	4.1%	0.0%	15.4%	7.4%
Grade 2	7.4%	6.5%	2.7%	0.0%	0.0%	3.4%
Grade 3	8.0%	2.9%	2.0%	0.0%	3.7%	1.6%
Grade 4	16.7%	2.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	3.6%	0.4%	0.9%	0.0%	0.0%	1.0%
Grade 6	0.0%	0.0%	0.6%	0.0%	3.3%	0.8%
Grade 7	5.7%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.0	18.7	18.9
Grade 1	14.0	17.9	19.1
Grade 2	14.5	17.6	19.1
Grade 3	14.4	17.1	19.1
Grade 4	13.0	17.5	19.0
Grade 5	11.5	16.4	20.8
Grade 6	16.2	19.6	20.4
Secondary:			
English/Language Arts	15.2	16.3	17.1
Foreign Languages	-	17.4	19.1
Mathematics	19.6	15.7	18.1
Science	17.8	16.6	19.1
Social Studies	17.8	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	29.5	100.0%	100.0%	100.0%
Professional Staff:	24.6	83.4%	58.4%	64.3%
Teachers	23.3	78.9%	47.5%	50.5%
Professional Support	0.3	1.1%	7.5%	9.8%
Campus Administration (School Leadership)	1.0	3.4%	2.5%	2.9%
Educational Aides:	4.9	16.6%	10.5%	9.6%
Total Minority Staff:	4.9	16.7%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	4.3%	1.2%	10.1%
Hispanic	0.0	0.0%	20.8%	26.0%
White	22.3	95.7%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.3	18.4%	23.7%	23.5%
Females	19.0	81.6%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.0%
Bachelors	21.3	91.4%	86.2%	74.7%
Masters	2.0	8.6%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.0%	8.1%
1-5 Years Experience	4.3	18.4%	24.6%	27.3%
6-10 Years Experience	4.0	17.2%	14.7%	21.7%
11-20 Years Experience	11.0	47.3%	32.1%	27.3%
Over 20 Years Experience	4.0	17.2%	19.6%	15.7%
Number of Students per Teacher	12.2	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.3	12.9	10.9
Average Years Experience of Teachers with District:	10.8	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$36,085	$45,507
1-5 Years Experience	$40,736	$41,344	$47,996
6-10 Years Experience	$44,810	$44,877	$50,459
11-20 Years Experience	$50,556	$51,582	$53,794
Over 20 Years Experience	$57,513	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$48,961	$47,707	$51,891
Professional Support	$56,320	$57,854	$61,145
Campus Administration (School Leadership)	$82,529	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: SEADRIFT SCHOOL
Campus Number: 029901107

Total Students: 283
Grade Span: PK - 08
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	32	11.3%	11.4%	18.3%
Career & Technical Education	17	6.0%	30.2%	24.3%
Gifted & Talented Education	17	6.0%	7.2%	7.7%
Special Education	21	7.4%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	5.9%
Career & Technical Education	0.1	0.6%	5.3%	4.4%
Compensatory Education	1.0	4.3%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	20.8	89.2%	82.4%	72.6%
Special Education	1.4	5.9%	6.2%	8.8%
Other	0.0	0.0%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **TRAVIS MIDDLE**

Campus Number: **029901043**

2016 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 6														
Reading	2016	69%	62%	**60%**	*	54%	78%	-	71%	-	*	*	47%	37%
Mathematics	2016	72%	68%	**66%**	*	61%	78%	-	76%	-	*	26%	56%	58%
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	63%	**62%**	75%	56%	66%	*	95%	-	*	*	46%	36%
Mathematics	2016	69%	66%	**62%**	63%	61%	63%	*	81%	-	*	22%	48%	45%
Writing	2016	69%	62%	**60%**	56%	54%	68%	*	89%	-	*	*	46%	27%
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	81%	**80%**	100%	71%	96%	*	93%	-	*	27%	71%	33%
Mathematics	2016	82%	85%	**85%**	86%	82%	92%	*	89%	-	*	55%	82%	67%
Science	2016	75%	63%	**60%**	*	51%	76%	*	93%	-	*	*	49%	33%
Social Studies	2016	63%	41%	**38%**	*	30%	48%	*	93%	-	*	*	27%	33%
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
Algebra I	2016	78%	86%	**100%**	-	100%	100%	-	100%	-	-	-	100%	-
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	**64%**	65%	58%	75%	71%	86%	-	40%	19%	53%	42%
Reading	2016	73%	70%	**68%**	76%	60%	82%	*	85%	-	*	13%	55%	36%
Mathematics	2016	76%	80%	**73%**	71%	69%	80%	*	83%	-	*	33%	64%	56%
Writing	2016	69%	70%	**60%**	56%	54%	68%	*	89%	-	*	*	46%	27%
Science	2016	79%	77%	**60%**	*	51%	76%	*	93%	-	*	*	49%	33%

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
Social Studies	2016	77%	66%	**38%**	*	30%	48%	*	93%	-	*	*	27%	33%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	40%	**32%**	28%	23%	47%	*	58%	-	*	*	19%	*
Reading	2016	46%	38%	**31%**	*	26%	43%	*	58%	-	*	*	19%	10%
Mathematics	2016	43%	46%	**42%**	47%	34%	58%	*	65%	-	*	*	30%	24%
Writing	2016	41%	39%	**36%**	*	30%	43%	*	72%	-	*	*	22%	*
Science	2016	47%	43%	**30%**	*	21%	43%	*	62%	-	*	*	19%	*
Social Studies	2016	47%	36%	**14%**	*	10%	16%	*	62%	-	*	*	6%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**12%**	*	8%	15%	*	43%	-	*	*	6%	4%
Reading	2016	17%	13%	**13%**	*	9%	18%	*	39%	-	*	*	7%	*
Mathematics	2016	19%	19%	**16%**	*	11%	19%	*	50%	-	*	*	8%	9%
Writing	2016	15%	11%	**7%**	*	4%	13%	*	*	-	*	*	*	*
Science	2016	16%	11%	**12%**	*	7%	15%	*	57%	-	*	*	6%	*
Social Studies	2016	22%	12%	**5%**	*	*	*	*	50%	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**58%**	*	56%	63%	*	68%	-	*	48%	54%	47%
Reading	2016	60%	54%	**51%**	*	50%	53%	*	69%	-	*	40%	47%	42%
Mathematics	2016	63%	69%	**66%**	*	62%	73%	*	68%	-	*	55%	60%	52%

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**14%**	*	12%	16%	*	32%	-	*	11%	11%	10%
Reading	2016	16%	13%	**14%**	*	13%	14%	*	22%	-	*	10%	12%	10%
Mathematics	2016	17%	20%	**14%**	*	11%	17%	*	42%	-	*	12%	11%	10%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	38%	**32%**	*	27%	45%	*	*	-	*	*	27%	21%

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	72%	**70%**	100%	60%	90%	*	87%	-	*	23%	60%	*
Students Requiring Accelerated Instruction														
	2016	20%	28%	**30%**	*	40%	10%	*	*	-	*	77%	40%	81%
STAAR Cumulative Met Standard														
	2016	86%	81%	**80%**	100%	71%	96%	*	87%	-	*	27%	71%	31%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	97%	*	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 8														
	2016	44%	*	*	-	*	-	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	78%	**77%**	71%	74%	86%	*	90%	-	*	45%	73%	63%
Students Requiring Accelerated Instruction														
	2016	29%	22%	**23%**	*	26%	14%	*	*	-	*	55%	27%	38%
STAAR Cumulative Met Standard														
	2016	81%	85%	**85%**	86%	82%	92%	*	90%	-	*	55%	82%	69%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 843
Grade Span: 06 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**64%**	-	-	-	-	-	43%	50%	25%	*	43%	42%
Reading	2016	73%	70%	**68%**	-	-	-	-	-	37%	42%	*	*	37%	36%
Mathematics	2016	76%	80%	**73%**	-	-	-	-	-	57%	67%	28%	*	57%	56%
Writing	2016	69%	70%	**60%**	-	-	-	-	-	30%	40%	*	*	30%	27%
Science	2016	79%	77%	**60%**	-	-	-	-	-	33%	*	*	-	33%	33%
Social Studies	2016	77%	66%	**38%**	-	-	-	-	-	33%	*	*	-	33%	33%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**32%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	46%	38%	**31%**	-	-	-	-	-	10%	11%	*	*	10%	10%
Mathematics	2016	43%	46%	**42%**	-	-	-	-	-	25%	27%	*	*	25%	24%
Writing	2016	41%	39%	**36%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	47%	43%	**30%**	-	-	-	-	-	*	*	*	-	*	*
Social Studies	2016	47%	36%	**14%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**12%**	-	-	-	-	-	4%	5%	*	*	4%	4%
Reading	2016	17%	13%	**13%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	19%	**16%**	-	-	-	-	-	10%	11%	*	*	10%	9%
Writing	2016	15%	11%	**7%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	11%	**12%**	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 843
Grade Span: 06 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	12%	**5%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**58%**	-	-	-	-	-	47%	51%	*	*	47%	47%
Reading	2016	60%	54%	**51%**	-	-	-	-	-	43%	46%	*	*	43%	42%
Mathematics	2016	63%	69%	**66%**	-	-	-	-	-	52%	56%	*	*	52%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**14%**	-	-	-	-	-	11%	12%	*	*	11%	11%
Reading	2016	16%	13%	**14%**	-	-	-	-	-	11%	11%	*	*	11%	10%
Mathematics	2016	17%	20%	**14%**	-	-	-	-	-	12%	14%	*	*	12%	12%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	38%	**32%**	-	-	-	-	-	21%	20%	*	*	21%	21%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	93%	96%	97%	100%	97%	-	87%	100%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	7%	3%	3%	0%	0%	-	13%	0%	4%	2%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	3%	-	0%	0%	0%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**94.7%**	94.3%	94.5%	94.4%	*	98.4%	-	94.3%	93.3%	93.9%	96.5%
2013-14	95.9%	95.2%	**94.6%**	91.8%	94.4%	94.9%	*	97.8%	-	93.5%	92.9%	93.7%	95.9%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.3%	**0.3%**	0.0%	0.3%	0.6%	-	0.0%	-	0.0%	0.0%	0.3%	0.0%
2013-14	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	843	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	4.1%	4.2%
Kindergarten	0	0.0%	7.7%	7.1%
Grade 1	0	0.0%	7.5%	7.8%
Grade 2	0	0.0%	6.9%	7.8%
Grade 3	0	0.0%	8.0%	7.7%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	6.3%	7.5%
Grade 6	269	31.9%	7.3%	7.4%
Grade 7	280	33.2%	7.6%	7.4%
Grade 8	294	34.9%	7.9%	7.3%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	7.5%	6.7%
Grade 12	0	0.0%	6.1%	6.1%
Ethnic Distribution:				
African American	19	2.3%	2.1%	12.6%
Hispanic	551	65.4%	63.0%	52.2%
White	212	25.1%	28.5%	28.5%
American Indian	1	0.1%	0.3%	0.4%
Asian	56	6.6%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	4	0.5%	0.8%	2.1%
Economically Disadvantaged	514	61.0%	60.3%	59.0%
Non-Educationally Disadvantaged	329	39.0%	39.7%	41.0%
English Language Learners (ELL)	83	9.8%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	54	6.0%	3.0%	1.4%
At-Risk	458	54.3%	48.4%	50.1%
Mobility (2014-2015)	109	12.0%	14.6%	16.5%

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	10.5%	1.9%	-	6.3%	8.2%
Grade 1	-	14.6%	4.1%	-	15.4%	7.4%
Grade 2	-	6.5%	2.7%	-	0.0%	3.4%
Grade 3	-	2.9%	2.0%	-	3.7%	1.6%
Grade 4	-	2.1%	1.0%	-	0.0%	0.8%
Grade 5	-	0.4%	0.9%	-	0.0%	1.0%
Grade 6	0.0%	0.0%	0.6%	3.7%	3.3%	0.8%
Grade 7	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.7	18.9
Grade 1	-	17.9	19.1
Grade 2	-	17.6	19.1
Grade 3	-	17.1	19.1
Grade 4	-	17.5	19.0
Grade 5	-	16.4	20.8
Grade 6	20.1	19.6	20.4
Secondary:			
English/Language Arts	21.8	16.3	17.1
Foreign Languages	28.0	17.4	19.1
Mathematics	20.1	15.7	18.1
Science	22.8	16.6	19.1
Social Studies	23.7	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	71.0	100.0%	100.0%	100.0%
Professional Staff:	59.0	83.0%	58.4%	64.3%
Teachers	52.1	73.3%	47.5%	50.5%
Professional Support	3.4	4.8%	7.5%	9.8%
Campus Administration (School Leadership)	3.5	4.9%	2.5%	2.9%
Educational Aides:	12.1	17.0%	10.5%	9.6%
Total Minority Staff:	22.2	31.3%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.3	0.5%	1.2%	10.1%
Hispanic	10.3	19.8%	20.8%	26.0%
White	41.5	79.7%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	15.3	29.3%	23.7%	23.5%
Females	36.8	70.7%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.3	0.5%	1.1%	1.0%
Bachelors	42.9	82.3%	86.2%	74.7%
Masters	8.9	17.1%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.7	12.8%	9.0%	8.1%
1-5 Years Experience	13.4	25.8%	24.6%	27.3%
6-10 Years Experience	8.8	16.9%	14.7%	21.7%
11-20 Years Experience	15.0	28.8%	32.1%	27.3%
Over 20 Years Experience	8.2	15.8%	19.6%	15.7%
Number of Students per Teacher	16.2	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.3	12.9	10.9
Average Years Experience of Teachers with District:	7.4	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,582	$36,085	$45,507
1-5 Years Experience	$41,483	$41,344	$47,996
6-10 Years Experience	$45,432	$44,877	$50,459
11-20 Years Experience	$51,553	$51,582	$53,794
Over 20 Years Experience	$56,794	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$47,351	$47,707	$51,891
Professional Support	$54,980	$57,854	$61,145
Campus Administration (School Leadership)	$65,673	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: TRAVIS MIDDLE
Campus Number: 029901043

Total Students: 843
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	81	9.6%	11.4%	18.3%
Career & Technical Education	160	19.0%	30.2%	24.3%
Gifted & Talented Education	109	12.9%	7.2%	7.7%
Special Education	88	10.4%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.5%	0.7%	5.9%
Career & Technical Education	2.1	4.1%	5.3%	4.4%
Compensatory Education	0.0	0.0%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	40.0	76.8%	82.4%	72.6%
Special Education	6.1	11.8%	6.2%	8.8%
Other	3.6	6.9%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **HOPE H S**

Campus Number: **029901003**

2016 Accountability Rating: **Met Alternative Standard**
(evaluated with alternative education accountability provisions)

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Total Students: 26
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	55%	*	*	*	*	-	-	-	-	-	*	-
English II	2016	67%	59%	*	-	*	*	-	-	-	*	-	*	-
U.S. History	2016	91%	91%	**71%**	-	*	71%	-	-	-	*	*	75%	-
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	74%	**65%**	*	50%	73%	-	-	-	*	*	65%	-
Reading	2016	73%	70%	**58%**	*	*	*	-	-	-	*	-	*	-
Social Studies	2016	77%	66%	**71%**	-	*	71%	-	-	-	*	*	75%	-
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	40%	*	-	*	*	-	-	-	*	*	*	-
Reading	2016	46%	38%	*	-	-	*	-	-	-	-	-	*	-
Social Studies	2016	47%	36%	*	-	*	*	-	-	-	*	*	*	-
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	*	*	*	*	-	-	-	*	*	*	-
Reading	2016	17%	13%	*	*	*	*	-	-	-	*	-	*	-
Social Studies	2016	22%	12%	*	-	*	*	-	-	-	*	*	*	-
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	*	-	-	*	-	-	-	-	-	-	-
Reading	2016	60%	54%	*	-	-	*	-	-	-	-	-	-	-

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Total Students: 26
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	*	-	-	*	-	-	-	-	-	-	-
Reading	2016	16%	13%	*	-	-	*	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 26
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**65%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	73%	70%	**58%**	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	77%	66%	**71%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	46%	38%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	47%	36%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	17%	13%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	22%	12%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	60%	54%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	16%	13%	*	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 26
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	*	100%	-
Included in Accountability	94%	95%	**62%**	*	55%	65%	-	-	-	*	*	69%	-
Not Included in Accountability													
Mobile	4%	4%	**38%**	*	45%	35%	-	-	-	*	*	31%	-
Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	*	0%	-
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	*	0%	-
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	*	0%	-
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	*	0%	-

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 26
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**84.0%**	*	83.7%	*	*	-	-	*	86.1%	84.2%	*
2013-14	95.9%	95.2%	**83.6%**	*	83.7%	84.9%	-	*	-	-	86.1%	82.9%	-
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	0.5%	**3.4%**	-	0.0%	12.5%	*	-	-	*	8.3%	4.5%	*
2013-14	2.2%	1.0%	**6.1%**	20.0%	1.6%	7.1%	-	*	-	-	0.0%	2.9%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	92.8%	**82.5%**	-	83.7%	78.9%	-	-	-	*	100.0%	86.4%	-
Received GED	0.6%	2.3%	**11.1%**	-	14.0%	5.3%	-	-	-	*	0.0%	9.1%	-
Continued HS	4.1%	2.3%	**1.6%**	-	2.3%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	2.6%	**4.8%**	-	0.0%	15.8%	-	-	-	*	0.0%	4.5%	-
Graduates and GED	89.6%	95.1%	**93.7%**	-	97.7%	84.2%	-	-	-	*	100.0%	95.5%	-
Grads, GED, & Cont	93.7%	97.4%	**95.2%**	-	100.0%	84.2%	-	-	-	*	100.0%	95.5%	-
Class of 2014													
Graduated	88.3%	95.4%	**87.0%**	*	92.0%	81.3%	-	-	-	*	100.0%	88.9%	-
Received GED	0.8%	2.1%	**6.5%**	*	4.0%	12.5%	-	-	-	*	0.0%	7.4%	-
Continued HS	4.3%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.6%	2.1%	**6.5%**	*	4.0%	6.3%	-	-	-	*	0.0%	3.7%	-
Graduates and GED	89.1%	97.5%	**93.5%**	*	96.0%	93.8%	-	-	-	*	100.0%	96.3%	-
Grads, GED, & Cont	93.4%	97.9%	**93.5%**	*	96.0%	93.8%	-	-	-	*	100.0%	96.3%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	95.8%	**87.0%**	*	92.0%	81.3%	-	-	-	*	100.0%	88.9%	-
Received GED	1.0%	2.1%	**6.5%**	*	4.0%	12.5%	-	-	-	*	0.0%	7.4%	-
Continued HS	1.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	2.1%	**6.5%**	*	4.0%	6.3%	-	-	-	*	0.0%	3.7%	-
Graduates and GED	91.5%	97.9%	**93.5%**	*	96.0%	93.8%	-	-	-	*	100.0%	96.3%	-
Grads, GED, & Cont	92.8%	97.9%	**93.5%**	*	96.0%	93.8%	-	-	-	*	100.0%	96.3%	-
Class of 2013													
Graduated	90.4%	97.8%	**92.2%**	*	89.3%	95.2%	*	-	-	-	100.0%	90.0%	*
Received GED	1.1%	1.5%	**5.9%**	*	7.1%	4.8%	*	-	-	-	0.0%	6.7%	*
Continued HS	1.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	7.2%	0.7%	**2.0%**	*	3.6%	0.0%	*	-	-	-	0.0%	3.3%	*
Graduates and GED	91.5%	99.3%	**98.0%**	*	96.4%	100.0%	*	-	-	-	100.0%	96.7%	*
Grads, GED, & Cont	92.8%	99.3%	**98.0%**	*	96.4%	100.0%	*	-	-	-	100.0%	96.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	97.5%	**90.4%**	*	89.3%	90.9%	*	-	-	-	100.0%	87.1%	*
Received GED	1.4%	1.8%	**7.7%**	*	7.1%	9.1%	*	-	-	-	0.0%	9.7%	*
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	7.2%	0.7%	**1.9%**	*	3.6%	0.0%	*	-	-	-	0.0%	3.2%	*
Graduates and GED	92.3%	99.3%	**98.1%**	*	96.4%	100.0%	*	-	-	-	100.0%	96.8%	*
Grads, GED, & Cont	92.8%	99.3%	**98.1%**	*	96.4%	100.0%	*	-	-	-	100.0%	96.8%	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 26
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	95.0%	**92.3%**	-	96.2%	88.5%	-	-	-	-	92.3%	96.7%	-
Received GED	1.5%	3.5%	**5.8%**	-	0.0%	11.5%	-	-	-	-	7.7%	0.0%	-
Continued HS	0.6%	0.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	7.0%	1.1%	**1.9%**	-	3.8%	0.0%	-	-	-	-	0.0%	3.3%	-
Graduates and GED	92.4%	98.6%	**98.1%**	-	96.2%	100.0%	-	-	-	-	100.0%	96.7%	-
Grads, GED, & Cont	93.0%	98.9%	**98.1%**	-	96.2%	100.0%	-	-	-	-	100.0%	96.7%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	92.6%	**83.1%**	*	84.1%	78.9%	-	-	-	*	100.0%	86.4%	-
Class of 2014	88.3%	94.4%	**83.7%**	*	92.3%	81.3%	-	*	-	*	100.0%	89.3%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	94.8%	**83.7%**	*	92.3%	81.3%	-	*	-	*	100.0%	89.3%	*
Class of 2013	90.4%	97.5%	**92.2%**	*	89.3%	95.2%	*	-	-	-	100.0%	90.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	70.8%	**5.9%**	-	2.9%	13.3%	-	-	-	*	0.0%	2.7%	-
Class of 2014	85.5%	74.0%	**2.5%**	*	4.3%	0.0%	-	-	-	*	0.0%	4.2%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2015	3.5%	0.0%	*	-	*	-	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	38.7%	0.0%	*	-	*	-	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	69.0%	**5.8%**	-	2.8%	13.3%	-	-	-	*	0.0%	2.6%	-
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	73.3%	**7.5%**	*	3.4%	28.6%	*	-	-	*	*	0.0%	-
2013-14	83.8%	68.9%	**1.7%**	*	2.6%	0.0%	-	-	-	-	0.0%	2.4%	-
FHSP-E Graduates (Annual Rate)													
2014-15	3.5%	0.0%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2014-15	37.3%	0.0%	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	70.1%	**6.8%**	*	3.2%	22.2%	*	-	-	*	*	0.0%	-
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	54.5%	**27.1%**	*	27.3%	36.4%	*	-	-	*	16.7%	29.0%	*
2013-14	53.2%	51.3%	**9.2%**	*	7.5%	15.8%	-	*	-	-	6.7%	13.8%	-

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
English Language Arts													
2014-15	29.0%	20.6%	**21.3%**	*	24.2%	20.0%	*	-	-	*	16.7%	26.7%	*
2013-14	28.9%	22.4%	**8.2%**	*	5.1%	15.8%	-	-	-	-	7.7%	10.3%	-
Mathematics													
2014-15	43.8%	57.5%	**10.3%**	*	5.0%	33.3%	*	-	-	*	0.0%	5.3%	*
2013-14	42.4%	48.6%	**2.4%**	*	4.0%	0.0%	-	*	-	-	0.0%	4.3%	-
Science													
2014-15	12.7%	28.5%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
2013-14	13.4%	19.8%	**0.0%**	-	0.0%	0.0%	-	*	-	-	*	0.0%	-
Social Studies													
2014-15	28.4%	19.8%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2013-14	27.8%	21.9%	**0.0%**	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	27.3%	**24.5%**	*	25.7%	28.6%	*	-	-	*	15.4%	27.3%	*
2013-14	33.1%	30.6%	**7.9%**	*	6.1%	14.3%	-	*	-	-	5.6%	11.4%	-
English Language Arts													
2014-15	15.7%	9.3%	**20.4%**	*	23.5%	18.2%	*	-	-	*	16.7%	25.8%	*
2013-14	15.4%	10.4%	**7.1%**	*	4.3%	14.3%	-	-	-	-	6.7%	8.8%	-
Mathematics													
2014-15	19.4%	24.5%	**9.7%**	*	4.8%	28.6%	*	-	-	*	0.0%	5.3%	*
2013-14	18.8%	22.3%	**2.1%**	*	3.4%	0.0%	-	*	-	-	0.0%	3.8%	-
Science													
2014-15	5.2%	8.8%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
2013-14	5.6%	7.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	*	0.0%	-
Social Studies													
2014-15	19.5%	10.8%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2013-14	18.3%	15.8%	**0.0%**	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	55.0%	*	-	*	-	-	-	-	*	-	*	-
Mathematics													
2014-15	38.0%	47.0%	*	-	*	-	-	-	-	*	-	*	-
Both Subjects													
2014-15	35.0%	45.0%	*	-	*	-	-	-	-	*	-	*	-
Either Subject													
2014-15	45.0%	58.0%	*	-	*	-	-	-	-	*	-	*	-
College and Career Ready Graduates													
2014-15	74.5%	85.6%	**56.8%**	*	58.1%	66.7%	*	-	-	*	*	60.0%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	14.4%	**2.3%**	*	0.0%	0.0%	*	-	-	*	*	3.3%	-

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 26
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Texas Success Initiative Assessment (TSIA)													
Mathematics													
2014-15	7.1%	10.1%	**0.0%**	*	0.0%	0.0%	*	-	-	*	*	0.0%	-
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	38.5%	**13.6%**	*	9.7%	33.3%	*	-	-	*	*	13.3%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	11.9%	**0.0%**	*	0.0%	0.0%	*	-	-	*	*	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	38.5%	**6.8%**	*	3.2%	22.2%	*	-	-	*	*	3.3%	-
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	72.3%	**47.7%**	*	51.6%	44.4%	*	-	-	*	*	50.0%	-
2013-14	46.4%	53.7%	**3.4%**	*	1.7%	1.7%	-	-	-	-	0.0%	0.0%	-
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	17.6%	**4.8%**	-	0.0%	20.0%	-	-	-	-	n/a	0.0%	n/a
2014	23.5%	23.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
English Language Arts													
2015	15.1%	9.6%	**4.8%**	-	0.0%	20.0%	-	-	-	-	n/a	0.0%	n/a
2014	15.0%	14.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2015	6.8%	4.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2014	6.5%	2.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Science													
2015	10.2%	11.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2014	6.9%	10.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2015	14.4%	10.0%	**4.8%**	-	0.0%	20.0%	-	-	-	-	n/a	0.0%	n/a
2014	13.8%	12.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	33.0%	*	-	-	*	-	-	-	-	n/a	-	n/a
2014	51.3%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2015	43.7%	30.2%	*	-	-	*	-	-	-	-	n/a	-	n/a
2014	44.7%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2015	51.7%	23.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 26
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
Mathematics													
2014	53.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2015	35.4%	22.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2014	45.7%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2015	40.1%	21.8%	*	-	-	*	-	-	-	-	n/a	-	n/a
2014	41.6%	11.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	38.5%	**0.0%**	*	0.0%	0.0%	*	-	-	*	n/a	0.0%	n/a
Class of 2014	66.3%	32.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	41.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	41.8%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	72.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	79.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 26
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	26	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	4.1%	4.2%
Kindergarten	0	0.0%	7.7%	7.1%
Grade 1	0	0.0%	7.5%	7.8%
Grade 2	0	0.0%	6.9%	7.8%
Grade 3	0	0.0%	8.0%	7.7%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	6.3%	7.5%
Grade 6	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	1	3.8%	7.5%	8.1%
Grade 10	8	30.8%	8.0%	7.3%
Grade 11	11	42.3%	7.5%	6.7%
Grade 12	6	23.1%	6.1%	6.1%
Ethnic Distribution:				
African American	2	7.7%	2.1%	12.6%
Hispanic	11	42.3%	63.0%	52.2%
White	12	46.2%	28.5%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	5.3%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	1	3.8%	0.8%	2.1%
Economically Disadvantaged	20	76.9%	60.3%	59.0%
Non-Educationally Disadvantaged	6	23.1%	39.7%	41.0%
English Language Learners (ELL)	0	0.0%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	3.0%	1.4%
At-Risk	21	80.8%	48.4%	50.1%
Mobility (2014-2015)	55	98.2%	14.6%	16.5%
Graduates (Class of 2015):				
Total Graduates	44	100.0%	278	313,397
By Ethnicity (incl. Special Ed.):				
African American	1	2.3%	8	39,692
Hispanic	31	70.5%	156	148,966
White	9	20.5%	100	104,377
American Indian	1	2.3%	1	1,335
Asian	0	0.0%	11	13,090
Pacific Islander	0	0.0%	0	486
Two or More Races	2	4.5%	2	5,451

Texas Academic Performance Report
2015-16 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	37	84.1%	71	46,723
Recommended H.S. Program/DAP	3	6.8%	195	251,524
Foundation High School Plan (No Endorsement)	4	9.1%	12	8,982
Foundation High School Plan (Endorsement)	0	0.0%	0	523
Foundation High School Plan (DLA)	0	0.0%	0	5,645
Special Education Graduates	4	9.1%	29	23,541

Texas Academic Performance Report
2015-16 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.7	18.9
Grade 1	-	17.9	19.1
Grade 2	-	17.6	19.1
Grade 3	-	17.1	19.1
Grade 4	-	17.5	19.0
Grade 5	-	16.4	20.8
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	11.8	16.3	17.1
Foreign Languages	-	17.4	19.1
Mathematics	8.6	15.7	18.1
Science	18.4	16.6	19.1
Social Studies	14.7	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Total Students: 26
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	6.0	100.0%	100.0%	100.0%
Professional Staff:	5.7	94.5%	58.4%	64.3%
Teachers	3.7	61.4%	47.5%	50.5%
Professional Support	1.0	16.6%	7.5%	9.8%
Campus Administration (School Leadership)	1.0	16.6%	2.5%	2.9%
Educational Aides:	0.3	5.5%	10.5%	9.6%
Total Minority Staff:	0.3	5.5%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.2%	10.1%
Hispanic	0.0	0.0%	20.8%	26.0%
White	3.7	100.0%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.7	46.0%	23.7%	23.5%
Females	2.0	54.0%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.0%
Bachelors	3.7	100.0%	86.2%	74.7%
Masters	0.0	0.0%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.0%	8.1%
1-5 Years Experience	1.0	27.1%	24.6%	27.3%
6-10 Years Experience	1.0	27.0%	14.7%	21.7%
11-20 Years Experience	0.0	0.0%	32.1%	27.3%
Over 20 Years Experience	1.7	45.9%	19.6%	15.7%
Number of Students per Teacher	7.0	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
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Total Students: 26
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Staff Information	Campus	District	State
Average Years Experience of Teachers:	15.3	12.9	10.9
Average Years Experience of Teachers with District:	10.0	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$36,085	$45,507
1-5 Years Experience	$41,140	$41,344	$47,996
6-10 Years Experience	$45,540	$44,877	$50,459
11-20 Years Experience	-	$51,582	$53,794
Over 20 Years Experience	$56,849	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$49,545	$47,707	$51,891
Professional Support	$55,480	$57,854	$61,145
Campus Administration (School Leadership)	$84,928	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: HOPE H S
Campus Number: 029901003

Total Students: 26
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	11.4%	18.3%
Career & Technical Education	12	46.2%	30.2%	24.3%
Gifted & Talented Education	0	0.0%	7.2%	7.7%
Special Education	3	11.5%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	5.9%
Career & Technical Education	0.4	9.8%	5.3%	4.4%
Compensatory Education	0.0	0.0%	1.3%	2.9%
Gifted & Talented Education	0.0	0.0%	1.4%	1.9%
Regular Education	2.7	72.8%	82.4%	72.6%
Special Education	0.6	17.4%	6.2%	8.8%
Other	0.0	0.0%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

Campus Name: **CALHOUN H S**

Campus Number: **029901001**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Student Progress

Postsecondary Readiness

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District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	55%	**55%**	*	53%	67%	*	32%	-	*	13%	53%	16%
English II	2016	67%	59%	**60%**	*	57%	72%	-	45%	*	*	27%	53%	*
Algebra I	2016	78%	86%	**83%**	*	83%	81%	*	100%	-	*	46%	82%	93%
Biology	2016	87%	88%	**88%**	*	87%	90%	*	79%	-	*	58%	83%	67%
U.S. History	2016	91%	91%	**91%**	83%	91%	94%	-	84%	-	100%	75%	92%	62%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	74%	**73%**	58%	72%	79%	*	63%	*	88%	39%	69%	39%
Reading	2016	73%	70%	**58%**	38%	55%	70%	*	38%	*	73%	20%	53%	14%
Mathematics	2016	76%	80%	**83%**	*	83%	81%	*	100%	-	*	46%	82%	93%
Science	2016	79%	77%	**88%**	*	87%	90%	*	79%	-	*	58%	83%	67%
Social Studies	2016	77%	66%	**91%**	83%	91%	94%	-	84%	-	100%	75%	92%	62%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	40%	**47%**	33%	41%	62%	*	65%	*	*	14%	40%	23%
Reading	2016	46%	38%	**37%**	*	30%	52%	*	63%	*	*	*	28%	*
Mathematics	2016	43%	46%	**54%**	*	50%	60%	*	100%	-	*	*	50%	*
Science	2016	47%	43%	**53%**	*	47%	69%	*	55%	-	*	*	47%	*
Social Studies	2016	47%	36%	**59%**	*	52%	77%	-	67%	-	*	39%	55%	56%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	**9%**	*	6%	15%	*	18%	*	*	4%	5%	*

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2016	17%	13%	**2%**	*	*	4%	*	*	*	*	*	*	*
Mathematics	2016	19%	19%	**18%**	*	14%	24%	*	*	-	*	*	15%	*
Science	2016	16%	11%	**8%**	*	3%	22%	*	*	-	*	*	4%	*
Social Studies	2016	22%	12%	**20%**	*	13%	35%	-	37%	-	*	*	11%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**54%**	*	54%	55%	*	48%	*	*	*	52%	*
Reading	2016	60%	54%	*	*	*	*	-	*	*	*	*	*	*
Mathematics	2016	63%	69%	**69%**	*	67%	72%	*	88%	-	*	*	68%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**13%**	*	11%	15%	*	19%	*	*	*	13%	*
Reading	2016	16%	13%	*	*	*	*	-	*	*	*	*	*	*
Mathematics	2016	17%	20%	**28%**	*	24%	35%	*	63%	-	*	*	27%	*

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2016	12%	*	*	-	*	-	-	-	-	-	-	*	-

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	**73%**	-	-	-	-	-	40%	83%	37%	*	40%	39%
Reading	2016	73%	70%	**58%**	-	-	-	-	-	14%	*	11%	*	14%	14%
Mathematics	2016	76%	80%	**83%**	-	-	-	-	-	93%	*	92%	-	93%	93%
Science	2016	79%	77%	**88%**	-	-	-	-	-	67%	-	67%	-	67%	67%
Social Studies	2016	77%	66%	**91%**	-	-	-	-	-	62%	*	55%	-	62%	62%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	**47%**	-	-	-	-	-	23%	*	25%	-	23%	23%
Reading	2016	46%	38%	**37%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	43%	46%	**54%**	-	-	-	-	-	*	-	*	-	*	*
Science	2016	47%	43%	**53%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2016	47%	36%	**59%**	-	-	-	-	-	56%	*	63%	-	56%	56%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	**9%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	13%	**2%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	19%	**18%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	11%	**8%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2016	22%	12%	**20%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**54%**	-	-	-	-	-	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,188
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	54%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	69%	**69%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**13%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	16%	13%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	20%	**28%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	100%	99%	99%	100%	99%	*	100%	99%	99%	99%
Included in Accountability	94%	95%	**94%**	83%	94%	95%	100%	94%	*	100%	92%	93%	85%
Not Included in Accountability													
Mobile	4%	4%	**5%**	10%	5%	4%	0%	1%	*	0%	6%	5%	2%
Other Exclusions	1%	1%	**1%**	8%	1%	0%	0%	4%	*	0%	0%	1%	12%
Not Tested	1%	0%	**1%**	0%	1%	1%	0%	1%	*	0%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	1%	*	0%	0%	0%	1%

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.0%	**94.4%**	93.0%	94.1%	94.5%	*	98.3%	-	92.6%	93.0%	92.9%	96.7%
2013-14	95.9%	95.2%	**94.6%**	93.6%	94.1%	95.3%	*	96.9%	*	92.4%	93.2%	93.2%	94.4%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	0.5%	**0.3%**	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	2.0%
2013-14	2.2%	1.0%	**0.6%**	3.7%	0.4%	0.7%	*	0.0%	*	0.0%	1.3%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	92.8%	**95.5%**	100.0%	96.2%	97.8%	-	73.3%	-	-	83.9%	95.7%	77.8%
Received GED	0.6%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	4.1%	2.3%	**2.5%**	0.0%	0.8%	1.1%	-	26.7%	-	-	9.7%	1.1%	22.2%
Dropped Out	6.3%	2.6%	**2.1%**	0.0%	3.1%	1.1%	-	0.0%	-	-	6.5%	3.2%	0.0%
Graduates and GED	89.6%	95.1%	**95.5%**	100.0%	96.2%	97.8%	-	73.3%	-	-	83.9%	95.7%	77.8%
Grads, GED, & Cont	93.7%	97.4%	**97.9%**	100.0%	96.9%	98.9%	-	100.0%	-	-	93.5%	96.8%	100.0%
Class of 2014													
Graduated	88.3%	95.4%	**97.0%**	*	97.7%	96.3%	*	92.9%	-	*	89.3%	98.9%	*
Received GED	0.8%	2.1%	**1.3%**	*	1.5%	1.2%	*	0.0%	-	*	7.1%	0.0%	*
Continued HS	4.3%	0.4%	**0.4%**	*	0.0%	1.2%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.6%	2.1%	**1.3%**	*	0.8%	1.2%	*	7.1%	-	*	3.6%	1.1%	*
Graduates and GED	89.1%	97.5%	**98.3%**	*	99.2%	97.5%	*	92.9%	-	*	96.4%	98.9%	*
Grads, GED, & Cont	93.4%	97.9%	**98.7%**	*	99.2%	98.8%	*	92.9%	-	*	96.4%	98.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	95.8%	**97.4%**	*	97.7%	97.5%	*	92.9%	-	*	89.3%	98.9%	*
Received GED	1.0%	2.1%	**1.3%**	*	1.5%	1.2%	*	0.0%	-	*	7.1%	0.0%	*
Continued HS	1.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	7.2%	2.1%	**1.3%**	*	0.8%	1.2%	*	7.1%	-	*	3.6%	1.1%	*
Graduates and GED	91.5%	97.9%	**98.7%**	*	99.2%	98.8%	*	92.9%	-	*	96.4%	98.9%	*
Grads, GED, & Cont	92.8%	97.9%	**98.7%**	*	99.2%	98.8%	*	92.9%	-	*	96.4%	98.9%	*
Class of 2013													
Graduated	90.4%	97.8%	**99.1%**	100.0%	99.2%	100.0%	*	93.3%	-	*	100.0%	97.8%	*
Received GED	1.1%	1.5%	**0.4%**	0.0%	0.8%	0.0%	*	0.0%	-	*	0.0%	1.1%	*
Continued HS	1.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	7.2%	0.7%	**0.4%**	0.0%	0.0%	0.0%	*	6.7%	-	*	0.0%	1.1%	*
Graduates and GED	91.5%	99.3%	**99.6%**	100.0%	100.0%	100.0%	*	93.3%	-	*	100.0%	98.9%	*
Grads, GED, & Cont	92.8%	99.3%	**99.6%**	100.0%	100.0%	100.0%	*	93.3%	-	*	100.0%	98.9%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	97.5%	**99.1%**	100.0%	99.2%	100.0%	*	93.3%	-	*	100.0%	97.8%	*
Received GED	1.4%	1.8%	**0.4%**	0.0%	0.8%	0.0%	*	0.0%	-	*	0.0%	1.1%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	7.2%	0.7%	**0.4%**	0.0%	0.0%	0.0%	*	6.7%	-	*	0.0%	1.1%	*
Graduates and GED	92.3%	99.3%	**99.6%**	100.0%	100.0%	100.0%	*	93.3%	-	*	100.0%	98.9%	*
Grads, GED, & Cont	92.8%	99.3%	**99.6%**	100.0%	100.0%	100.0%	*	93.3%	-	*	100.0%	98.9%	*

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	95.0%	**95.6%**	83.3%	96.1%	95.3%	-	100.0%	-	*	96.8%	93.1%	*
Received GED	1.5%	3.5%	**3.1%**	16.7%	3.1%	2.4%	-	0.0%	-	*	0.0%	5.9%	*
Continued HS	0.6%	0.4%	**0.4%**	0.0%	0.0%	1.2%	-	0.0%	-	*	3.2%	0.0%	*
Dropped Out	7.0%	1.1%	**0.9%**	0.0%	0.8%	1.2%	-	0.0%	-	*	0.0%	1.0%	*
Graduates and GED	92.4%	98.6%	**98.7%**	100.0%	99.2%	97.6%	-	100.0%	-	*	96.8%	99.0%	*
Grads, GED, & Cont	93.0%	98.9%	**99.1%**	100.0%	99.2%	98.8%	-	100.0%	-	*	100.0%	99.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	92.6%	**95.1%**	100.0%	96.2%	97.8%	-	70.6%	-	-	81.3%	94.7%	80.0%
Class of 2014	88.3%	94.4%	**96.6%**	*	97.0%	96.3%	*	92.9%	-	*	89.3%	97.8%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	94.8%	**97.0%**	*	97.0%	97.5%	*	92.9%	-	*	89.3%	97.8%	*
Class of 2013	90.4%	97.5%	**98.7%**	100.0%	99.2%	100.0%	*	90.0%	-	*	100.0%	96.9%	77.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	70.8%	**85.4%**	71.4%	85.6%	85.5%	-	90.9%	-	-	36.0%	82.0%	71.4%
Class of 2014	85.5%	74.0%	**87.6%**	*	85.2%	93.6%	*	76.9%	-	*	32.0%	79.8%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2015	3.5%	0.0%	**0.0%**	-	-	0.0%	-	-	-	-	*	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	38.7%	0.0%	**0.0%**	-	-	0.0%	-	-	-	-	*	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	69.0%	**83.2%**	71.4%	85.6%	79.8%	-	90.9%	-	-	34.6%	82.0%	71.4%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	73.3%	**85.0%**	71.4%	85.6%	84.5%	-	90.0%	-	-	33.3%	80.7%	71.4%
2013-14	83.8%	68.9%	**86.3%**	*	83.7%	93.4%	*	73.3%	-	*	30.0%	77.1%	*
FHSP-E Graduates (Annual Rate)													
2014-15	3.5%	0.0%	**0.0%**	-	-	0.0%	-	*	-	-	*	*	*
FHSP-DLA Graduates (Annual Rate)													
2014-15	37.3%	0.0%	**0.0%**	-	-	0.0%	-	*	-	-	*	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	70.1%	**82.1%**	71.4%	85.6%	78.0%	-	81.8%	-	-	32.0%	79.8%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	54.5%	**55.8%**	50.0%	51.4%	63.0%	*	57.7%	-	*	14.8%	43.6%	29.4%
2013-14	53.2%	51.3%	**56.1%**	36.4%	50.5%	64.6%	*	56.7%	-	*	18.6%	46.4%	13.3%

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
English Language Arts													
2014-15	29.0%	20.6%	**20.0%**	11.1%	14.3%	28.8%	*	29.2%	-	*	2.0%	9.8%	0.0%
2013-14	28.9%	22.4%	**23.8%**	18.2%	18.4%	29.4%	*	37.9%	-	*	1.8%	10.3%	0.0%
Mathematics													
2014-15	43.8%	57.5%	**60.4%**	71.4%	54.4%	70.1%	*	61.9%	-	*	23.5%	49.7%	38.5%
2013-14	42.4%	48.6%	**52.8%**	20.0%	48.9%	59.2%	*	55.0%	-	*	18.9%	46.1%	9.1%
Science													
2014-15	12.7%	28.5%	**31.2%**	*	23.5%	37.1%	-	50.0%	-	*	20.0%	19.3%	0.0%
2013-14	13.4%	19.8%	**21.7%**	14.3%	17.5%	22.0%	*	47.8%	-	-	5.3%	8.8%	0.0%
Social Studies													
2014-15	28.4%	19.8%	**21.2%**	10.0%	14.7%	31.8%	*	29.2%	-	*	2.1%	10.1%	0.0%
2013-14	27.8%	21.9%	**24.2%**	18.2%	18.4%	30.7%	*	37.9%	-	*	5.4%	13.2%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	27.3%	**27.2%**	19.4%	24.3%	32.8%	*	35.6%	-	11.1%	6.7%	18.9%	12.5%
2013-14	33.1%	30.6%	**31.9%**	25.0%	26.3%	40.5%	*	41.3%	*	36.4%	8.3%	22.9%	10.3%
English Language Arts													
2014-15	15.7%	9.3%	**8.7%**	3.6%	6.0%	13.8%	*	14.0%	-	0.0%	0.9%	3.6%	0.0%
2013-14	15.4%	10.4%	**10.5%**	10.5%	7.5%	14.3%	*	19.4%	*	9.1%	0.8%	3.9%	0.0%
Mathematics													
2014-15	19.4%	24.5%	**24.9%**	19.2%	21.4%	31.4%	*	33.3%	-	11.1%	8.1%	17.0%	11.6%
2013-14	18.8%	22.3%	**23.1%**	16.7%	19.1%	29.3%	*	30.8%	*	30.0%	6.5%	17.2%	3.0%
Science													
2014-15	5.2%	8.8%	**9.1%**	9.1%	6.0%	13.3%	*	18.8%	-	11.1%	2.8%	3.9%	0.0%
2013-14	5.6%	7.1%	**7.3%**	6.7%	5.2%	8.9%	*	19.6%	*	0.0%	1.2%	2.5%	0.0%
Social Studies													
2014-15	19.5%	10.8%	**11.1%**	7.1%	7.3%	17.2%	*	23.2%	-	0.0%	0.9%	4.8%	0.0%
2013-14	18.3%	15.8%	**16.7%**	15.8%	11.3%	23.5%	*	32.3%	*	18.2%	2.4%	7.9%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	55.0%	**55.0%**	*	56.0%	53.0%	-	71.0%	-	-	60.0%	75.0%	*
Mathematics													
2014-15	38.0%	47.0%	**48.0%**	*	49.0%	47.0%	-	57.0%	-	-	40.0%	61.0%	*
Both Subjects													
2014-15	35.0%	45.0%	**45.0%**	*	44.0%	46.0%	-	57.0%	-	-	40.0%	61.0%	*
Either Subject													
2014-15	45.0%	58.0%	**58.0%**	*	61.0%	53.0%	-	71.0%	-	-	60.0%	75.0%	*
College and Career Ready Graduates													
2014-15	74.5%	85.6%	**91.0%**	85.7%	94.4%	91.2%	-	54.5%	-	-	72.0%	85.4%	25.0%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	14.4%	**16.7%**	28.6%	16.8%	14.3%	-	27.3%	-	-	8.0%	20.2%	0.0%

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Texas Success Initiative Assessment (TSIA)													
Mathematics													
2014-15	7.1%	10.1%	**12.0%**	14.3%	12.0%	11.0%	-	18.2%	-	-	4.0%	14.6%	0.0%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	38.5%	**43.2%**	28.6%	39.2%	51.6%	-	27.3%	-	-	20.0%	21.3%	0.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	11.9%	**14.1%**	0.0%	10.4%	18.7%	-	27.3%	-	-	4.0%	6.7%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	38.5%	**44.4%**	28.6%	39.2%	54.9%	-	27.3%	-	-	12.0%	30.3%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	72.3%	**76.9%**	71.4%	84.0%	73.6%	-	27.3%	-	-	68.0%	78.7%	25.0%
2013-14	46.4%	53.7%	**66.7%**	*	38.2%	25.0%	*	1.3%	-	*	7.9%	26.3%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	17.6%	**18.1%**	25.0%	12.6%	24.7%	*	29.6%	-	*	n/a	9.0%	n/a
2014	23.5%	23.8%	**24.7%**	16.7%	19.9%	28.4%	*	46.7%	-	*	n/a	12.1%	n/a
English Language Arts													
2015	15.1%	9.6%	**9.8%**	8.3%	6.6%	14.5%	*	14.8%	-	*	n/a	4.1%	n/a
2014	15.0%	14.9%	**15.4%**	8.3%	12.1%	19.5%	*	20.0%	-	*	n/a	7.0%	n/a
Mathematics													
2015	6.8%	4.7%	**4.9%**	8.3%	3.0%	5.4%	*	22.2%	-	*	n/a	2.7%	n/a
2014	6.5%	2.6%	**2.7%**	0.0%	1.4%	2.6%	*	16.7%	-	*	n/a	0.9%	n/a
Science													
2015	10.2%	11.3%	**11.7%**	16.7%	8.0%	14.5%	*	29.6%	-	*	n/a	5.4%	n/a
2014	6.9%	10.8%	**11.2%**	0.0%	8.5%	11.6%	*	36.7%	-	*	n/a	4.7%	n/a
Social Studies													
2015	14.4%	10.0%	**10.2%**	8.3%	7.0%	14.5%	*	18.5%	-	*	n/a	5.4%	n/a
2014	13.8%	12.5%	**12.9%**	8.3%	11.0%	13.2%	*	26.7%	-	*	n/a	6.1%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	33.0%	**32.3%**	*	18.4%	37.0%	-	75.0%	-	*	n/a	20.0%	n/a
2014	51.3%	25.0%	**25.0%**	*	14.3%	25.9%	*	57.1%	-	*	n/a	15.4%	n/a
English Language Arts													
2015	43.7%	30.2%	**28.8%**	*	10.0%	40.7%	-	*	-	-	n/a	11.1%	n/a
2014	44.7%	22.5%	**22.5%**	*	11.8%	24.3%	*	50.0%	-	*	n/a	13.3%	n/a
Mathematics													
2015	51.7%	23.1%	**23.1%**	*	0.0%	30.0%	-	50.0%	-	-	n/a	0.0%	n/a

TEXAS EDUCATION AGENCY

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
Mathematics													
2014	53.6%	14.3%	**14.3%**	-	*	20.0%	-	20.0%	-	-	n/a	*	n/a
Science													
2015	35.4%	22.6%	**22.6%**	*	20.8%	11.1%	-	75.0%	-	*	n/a	16.7%	n/a
2014	45.7%	17.2%	**17.2%**	-	0.0%	31.8%	*	27.3%	-	-	n/a	0.0%	n/a
Social Studies													
2015	40.1%	21.8%	**22.2%**	*	0.0%	29.6%	-	60.0%	-	-	n/a	8.3%	n/a
2014	41.6%	11.9%	**11.9%**	*	6.5%	16.0%	*	25.0%	-	*	n/a	0.0%	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	38.5%	**45.7%**	57.1%	40.8%	51.6%	-	45.5%	-	-	n/a	31.9%	n/a
Class of 2014	66.3%	32.4%	**40.8%**	*	26.9%	53.9%	*	73.3%	-	*	n/a	22.7%	n/a
At/Above Criterion													
Class of 2015	24.3%	26.2%	**26.2%**	*	21.6%	31.9%	-	40.0%	-	-	n/a	24.1%	n/a
Class of 2014	25.1%	26.9%	**26.9%**	*	14.3%	26.8%	*	54.5%	-	*	n/a	10.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1458	**1458**	*	1408	1506	-	*	-	-	n/a	1421	n/a
Class of 2014	1417	1478	**1478**	*	1377	1496	*	1719	-	*	n/a	1309	n/a
English Language Arts and Writing													
Class of 2015	912	951	**951**	*	911	996	-	*	-	-	n/a	910	n/a
Class of 2014	925	957	**957**	*	894	972	*	1091	-	*	n/a	835	n/a
Mathematics													
Class of 2015	482	507	**507**	*	497	510	-	*	-	-	n/a	511	n/a
Class of 2014	491	521	**521**	*	483	524	*	628	-	*	n/a	474	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	22.0	**22.0**	*	21.7	22.0	-	*	-	-	n/a	19.7	n/a
Class of 2014	20.6	20.5	**20.5**	-	*	21.2	-	*	-	*	n/a	*	n/a
English Language Arts													
Class of 2015	20.1	22.0	**22.0**	*	21.5	22.0	-	*	-	-	n/a	19.4	n/a
Class of 2014	20.0	19.1	**19.1**	-	*	20.0	-	*	-	*	n/a	*	n/a
Mathematics													
Class of 2015	20.9	22.1	**22.1**	*	22.4	21.5	-	*	-	-	n/a	21.0	n/a
Class of 2014	21.2	21.6	**21.6**	-	*	22.2	-	*	-	*	n/a	*	n/a
Science													
Class of 2015	20.7	21.3	**21.3**	*	20.7	21.8	-	*	-	-	n/a	19.3	n/a
Class of 2014	20.7	21.5	**21.5**	-	*	21.5	-	*	-	*	n/a	*	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	41.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	41.8%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	72.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	79.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	1,188	100.0%	4,172	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	4.1%	4.2%
Kindergarten	0	0.0%	7.7%	7.1%
Grade 1	0	0.0%	7.5%	7.8%
Grade 2	0	0.0%	6.9%	7.8%
Grade 3	0	0.0%	8.0%	7.7%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	6.3%	7.5%
Grade 6	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	7.9%	7.3%
Grade 9	312	26.3%	7.5%	8.1%
Grade 10	325	27.4%	8.0%	7.3%
Grade 11	302	25.4%	7.5%	6.7%
Grade 12	249	21.0%	6.1%	6.1%
Ethnic Distribution:				
African American	23	1.9%	2.1%	12.6%
Hispanic	744	62.6%	63.0%	52.2%
White	345	29.0%	28.5%	28.5%
American Indian	2	0.2%	0.3%	0.4%
Asian	57	4.8%	5.3%	4.0%
Pacific Islander	1	0.1%	0.0%	0.1%
Two or More Races	16	1.3%	0.8%	2.1%
Economically Disadvantaged	582	49.0%	60.3%	59.0%
Non-Educationally Disadvantaged	606	51.0%	39.7%	41.0%
English Language Learners (ELL)	55	4.6%	11.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	84	6.6%	3.0%	1.4%
At-Risk	633	53.3%	48.4%	50.1%
Mobility (2014-2015)	176	13.9%	14.6%	16.5%
Graduates (Class of 2015):				
Total Graduates	234	100.0%	278	313,397
By Ethnicity (incl. Special Ed.):				
African American	7	3.0%	8	39,692
Hispanic	125	53.4%	156	148,966
White	91	38.9%	100	104,377
American Indian	0	0.0%	1	1,335
Asian	11	4.7%	11	13,090
Pacific Islander	0	0.0%	0	486
Two or More Races	0	0.0%	2	5,451

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	34	14.5%	71	46,723
Recommended H.S. Program/DAP	192	82.1%	195	251,524
Foundation High School Plan (No Endorsement)	8	3.4%	12	8,982
Foundation High School Plan (Endorsement)	0	0.0%	0	523
Foundation High School Plan (DLA)	0	0.0%	0	5,645
Special Education Graduates	25	10.7%	29	23,541

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.7	18.9
Grade 1	-	17.9	19.1
Grade 2	-	17.6	19.1
Grade 3	-	17.1	19.1
Grade 4	-	17.5	19.0
Grade 5	-	16.4	20.8
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	15.4	16.3	17.1
Foreign Languages	16.5	17.4	19.1
Mathematics	14.7	15.7	18.1
Science	14.1	16.6	19.1
Social Studies	16.8	18.0	19.5

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	108.1	100.0%	100.0%	100.0%
Professional Staff:	94.7	87.6%	58.4%	64.3%
Teachers	82.8	76.6%	47.5%	50.5%
Professional Support	8.4	7.8%	7.5%	9.8%
Campus Administration (School Leadership)	3.6	3.3%	2.5%	2.9%
Educational Aides:	13.4	12.4%	10.5%	9.6%
Total Minority Staff:	27.3	25.3%	38.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	1.2%	1.2%	10.1%
Hispanic	18.6	22.5%	20.8%	26.0%
White	62.2	75.1%	77.2%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	1.2%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	35.2	42.6%	23.7%	23.5%
Females	47.6	57.4%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	1.6	1.9%	1.1%	1.0%
Bachelors	67.2	81.2%	86.2%	74.7%
Masters	14.0	16.9%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	10.9	13.2%	9.0%	8.1%
1-5 Years Experience	16.3	19.7%	24.6%	27.3%
6-10 Years Experience	4.0	4.8%	14.7%	21.7%
11-20 Years Experience	29.5	35.6%	32.1%	27.3%
Over 20 Years Experience	22.1	26.7%	19.6%	15.7%
Number of Students per Teacher	14.4	n/a	15.4	15.2

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.7	12.9	10.9
Average Years Experience of Teachers with District:	7.6	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$34,987	$36,085	$45,507
1-5 Years Experience	$42,415	$41,344	$47,996
6-10 Years Experience	$47,133	$44,877	$50,459
11-20 Years Experience	$53,059	$51,582	$53,794
Over 20 Years Experience	$57,443	$56,808	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$49,466	$47,707	$51,891
Professional Support	$59,557	$57,854	$61,145
Campus Administration (School Leadership)	$88,457	$76,928	$75,654
Instructional Staff Percent:	n/a	61.1%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
Campus Name: CALHOUN H S
Campus Number: 029901001

Total Students: 1,188
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	55	4.6%	11.4%	18.3%
Career & Technical Education	1,071	90.2%	30.2%	24.3%
Gifted & Talented Education	76	6.4%	7.2%	7.7%
Special Education	120	10.1%	8.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	2.1%	0.7%	5.9%
Career & Technical Education	11.7	14.1%	5.3%	4.4%
Compensatory Education	0.0	0.0%	1.3%	2.9%
Gifted & Talented Education	3.7	4.4%	1.4%	1.9%
Regular Education	59.6	72.0%	82.4%	72.6%
Special Education	2.2	2.7%	6.2%	8.8%
Other	3.9	4.7%	2.8%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **CALHOUN COUNTY ISD**

District Number: **029901**

2016 Accountability Rating: **Met Standard**

2016 Special Education Determination Status:

Needs Assistance

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District Name: CALHOUN COUNTY ISD
County Name: CALHOUN
District Number: 029901

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Performance

		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	69%	**84%**	78%	81%	88%	*	86%	-	*	50%	81%	83%
Mathematics	2016	75%	73%	**87%**	67%	86%	90%	*	93%	-	*	75%	84%	83%
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	70%	**82%**	*	78%	91%	*	75%	-	-	41%	74%	67%
Mathematics	2016	73%	67%	**80%**	*	77%	87%	*	88%	-	-	52%	75%	76%
Writing	2016	69%	63%	**78%**	*	74%	88%	*	75%	-	-	57%	69%	65%
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	76%	**84%**	*	79%	95%	-	86%	-	*	42%	76%	72%
Mathematics	2016	86%	84%	**90%**	*	87%	98%	-	95%	-	*	42%	85%	88%
Science	2016	74%	68%	**82%**	*	76%	95%	-	86%	-	*	42%	74%	70%
STAAR Percent at Level II Satisfactory Standard or Above Grade 6														
Reading	2016	69%	62%	**62%**	*	55%	79%	*	73%	-	*	*	50%	39%
Mathematics	2016	72%	66%	**68%**	*	64%	77%	*	77%	-	*	26%	59%	56%
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	66%	**63%**	67%	57%	67%	*	95%	-	*	*	49%	36%
Mathematics	2016	69%	62%	**66%**	56%	63%	69%	*	82%	-	*	23%	54%	48%
Writing	2016	69%	65%	**62%**	50%	55%	71%	*	90%	-	*	*	49%	33%
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	83%	**81%**	100%	73%	94%	*	93%	-	*	29%	73%	41%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Performance

		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Mathematics	2016	82%	78%	**85%**	86%	83%	92%	*	89%	-	*	58%	82%	71%
Science	2016	75%	68%	**63%**	*	52%	78%	*	93%	-	*	21%	51%	29%
Social Studies	2016	63%	53%	**41%**	*	31%	52%	*	93%	-	*	*	28%	29%
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
English I	2016	65%	58%	**55%**	50%	52%	68%	*	32%	-	*	13%	53%	16%
English II	2016	67%	64%	**59%**	*	56%	71%	-	45%	*	83%	27%	53%	*
Algebra I	2016	78%	72%	**86%**	*	85%	86%	*	100%	-	*	46%	84%	93%
Biology	2016	87%	88%	**88%**	*	87%	90%	*	79%	-	*	58%	83%	67%
U.S. History	2016	91%	86%	**91%**	83%	90%	92%	-	84%	-	100%	71%	91%	62%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	70%	**74%**	66%	70%	82%	79%	81%	*	76%	35%	67%	59%
Reading	2016	73%	68%	**70%**	64%	65%	81%	86%	72%	*	73%	24%	63%	50%
Mathematics	2016	76%	72%	**80%**	71%	78%	86%	*	89%	-	83%	44%	75%	73%
Writing	2016	69%	64%	**70%**	57%	65%	80%	*	83%	-	*	35%	60%	55%
Science	2016	79%	75%	**77%**	75%	72%	86%	*	86%	-	78%	41%	69%	60%
Social Studies	2016	77%	70%	**66%**	62%	63%	70%	*	88%	-	75%	44%	56%	43%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	35%	**40%**	30%	33%	52%	*	63%	*	28%	6%	29%	22%
Reading	2016	46%	37%	**38%**	26%	31%	50%	*	58%	*	29%	4%	27%	18%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
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		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	35%	**46%**	44%	39%	57%	*	74%	-	44%	9%	37%	37%
Writing	2016	41%	34%	**39%**	43%	33%	47%	*	65%	-	*	*	27%	21%
Science	2016	47%	40%	**43%**	43%	36%	55%	*	63%	-	*	8%	33%	21%
Social Studies	2016	47%	36%	**36%**	*	32%	42%	*	65%	-	*	18%	27%	25%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	12%	**14%**	8%	11%	20%	*	34%	*	10%	4%	9%	10%
Reading	2016	17%	12%	**13%**	*	10%	18%	*	27%	*	*	*	8%	8%
Mathematics	2016	19%	13%	**19%**	16%	15%	24%	*	46%	-	*	6%	14%	17%
Writing	2016	15%	10%	**11%**	*	7%	17%	*	28%	-	*	*	5%	*
Science	2016	16%	11%	**11%**	*	7%	19%	*	29%	-	*	*	6%	*
Social Studies	2016	22%	14%	**12%**	*	8%	18%	*	42%	-	*	*	6%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	59%	**62%**	54%	60%	64%	*	67%	*	59%	53%	59%	59%
Reading	2016	60%	58%	**54%**	40%	54%	55%	*	62%	*	*	50%	52%	51%
Mathematics	2016	63%	61%	**69%**	73%	67%	75%	*	74%	-	*	57%	67%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	14%	**17%**	16%	15%	18%	*	28%	*	16%	13%	16%	18%
Reading	2016	16%	14%	**13%**	14%	13%	14%	*	17%	*	*	9%	13%	15%
Mathematics	2016	17%	15%	**20%**	19%	18%	21%	*	41%	-	*	18%	19%	20%

District Name: CALHOUN COUNTY ISD
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Texas Academic Performance Report
2015-16 District Performance

		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	**38%**	56%	34%	55%	*	43%	-	*	11%	35%	27%

District Name: CALHOUN COUNTY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	**67%**	**72%**	*	67%	84%	-	81%	-	*	23%	62%	55%
Students Requiring Accelerated Instruction														
	2016	27%	**33%**	**28%**	*	33%	16%	-	*	-	*	77%	38%	45%
STAAR Cumulative Met Standard														
	2016	80%	**76%**	**83%**	*	78%	95%	-	86%	-	*	32%	75%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	95%	**95%**	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	**73%**	**83%**	*	77%	95%	-	95%	-	*	27%	76%	78%
Students Requiring Accelerated Instruction														
	2016	23%	**27%**	**17%**	*	23%	*	-	*	-	*	73%	24%	22%
STAAR Cumulative Met Standard														
	2016	85%	**84%**	**90%**	*	86%	98%	-	95%	-	*	32%	84%	84%

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Texas Academic Performance Report
2015-16 District Performance

		State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	**75%**	**72%**	100%	62%	89%	*	87%	-	*	25%	62%	28%
Students Requiring Accelerated Instruction														
	2016	20%	**25%**	**28%**	*	38%	11%	*	*	-	*	75%	38%	72%
STAAR Cumulative Met Standard														
	2016	86%	**82%**	**81%**	100%	73%	94%	*	87%	-	*	29%	73%	39%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	97%	**94%**	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2016	12%	**6%**	*	-	*	-	-	-	-	-	-	*	-
Retained in Grade 8														
	2016	44%	*	*	-	*	-	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	**64%**	**78%**	71%	75%	85%	*	90%	-	*	50%	73%	61%
Students Requiring Accelerated Instruction														
	2016	29%	**36%**	**22%**	*	25%	15%	*	*	-	*	50%	27%	39%
STAAR Cumulative Met Standard														
	2016	81%	**78%**	**85%**	86%	83%	92%	*	90%	-	*	58%	82%	72%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 03	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	70%	**74%**	71%	71%	-	-	-	57%	63%	47%	*	60%	59%
Reading	2016	73%	68%	**70%**	73%	73%	-	-	-	45%	57%	28%	*	50%	50%
Mathematics	2016	76%	72%	**80%**	74%	74%	-	-	-	74%	75%	70%	*	74%	73%
Writing	2016	69%	64%	**70%**	60%	60%	-	-	-	55%	58%	46%	*	56%	55%
Science	2016	79%	75%	**77%**	73%	73%	-	-	-	57%	52%	61%	-	60%	60%
Social Studies	2016	77%	70%	**66%**	-	-	-	-	-	43%	*	50%	-	43%	43%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	35%	**40%**	27%	27%	-	-	-	20%	14%	36%	*	22%	22%
Reading	2016	46%	37%	**38%**	27%	27%	-	-	-	15%	13%	21%	*	18%	18%
Mathematics	2016	43%	35%	**46%**	30%	30%	-	-	-	39%	34%	59%	*	37%	37%
Writing	2016	41%	34%	**39%**	28%	28%	-	-	-	19%	14%	*	*	22%	21%
Science	2016	47%	40%	**43%**	*	*	-	-	-	21%	*	33%	-	21%	21%
Social Studies	2016	47%	36%	**36%**	-	-	-	-	-	25%	*	56%	-	25%	25%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	12%	**14%**	16%	16%	-	-	-	8%	9%	7%	*	10%	10%
Reading	2016	17%	12%	**13%**	22%	22%	-	-	-	5%	5%	*	*	8%	8%
Mathematics	2016	19%	13%	**19%**	16%	16%	-	-	-	17%	16%	19%	*	17%	17%
Writing	2016	15%	10%	**11%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	16%	11%	**11%**	*	*	-	-	-	*	*	*	-	*	*

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 03	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	14%	**12%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**62%**	70%	70%	-	-	-	55%	61%	43%	*	58%	58%
Reading	2016	60%	58%	**54%**	63%	63%	-	-	-	46%	56%	*	*	50%	49%
Mathematics	2016	63%	61%	**69%**	78%	78%	-	-	-	65%	65%	64%	*	68%	67%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	14%	**17%**	26%	26%	-	-	-	16%	18%	12%	*	18%	18%
Reading	2016	16%	14%	**13%**	33%	33%	-	-	-	11%	14%	*	*	16%	16%
Mathematics	2016	17%	15%	**20%**	18%	18%	-	-	-	22%	22%	20%	*	21%	21%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**38%**	*	*	-	-	-	27%	29%	24%	*	27%	27%

District Name: CALHOUN COUNTY ISD
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Texas Academic Performance Report

2015-16 District Participation

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	91%	95%	96%	100%	96%	*	89%	95%	95%	92%
Not Included in Accountability													
Mobile	4%	5%	**4%**	7%	4%	3%	0%	2%	*	11%	4%	4%	4%
Other Exclusions	1%	1%	**1%**	2%	1%	0%	0%	2%	*	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: CALHOUN COUNTY ISD
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Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**95.0%**	94.2%	94.9%	94.8%	94.1%	98.4%	*	94.3%	93.5%	94.4%	97.1%
2013-14	95.9%	95.5%	**95.2%**	93.9%	94.9%	95.5%	96.4%	98.1%	*	94.8%	93.4%	94.6%	96.9%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.1%	**0.3%**	0.0%	0.2%	0.5%	-	0.0%	*	0.0%	0.0%	0.2%	0.0%
2013-14	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.3%	**0.5%**	0.0%	0.5%	0.5%	*	0.0%	-	0.0%	0.7%	0.6%	2.0%
2013-14	2.2%	1.6%	**1.0%**	6.7%	0.5%	1.2%	*	3.1%	*	0.0%	1.2%	1.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	91.4%	**92.8%**	100.0%	93.1%	94.5%	-	73.3%	-	*	88.6%	92.7%	77.8%
Received GED	0.6%	0.8%	**2.3%**	0.0%	3.5%	0.9%	-	0.0%	-	*	0.0%	2.9%	0.0%
Continued HS	4.1%	3.0%	**2.3%**	0.0%	1.2%	0.9%	-	26.7%	-	*	6.8%	0.7%	22.2%
Dropped Out	6.3%	4.9%	**2.6%**	0.0%	2.3%	3.6%	-	0.0%	-	*	4.5%	3.6%	0.0%
Graduates and GED	89.6%	92.1%	**95.1%**	100.0%	96.5%	95.5%	-	73.3%	-	*	88.6%	95.6%	77.8%
Grads, GED, & Cont	93.7%	95.1%	**97.4%**	100.0%	97.7%	96.4%	-	100.0%	-	*	95.5%	96.4%	100.0%
Class of 2014													
Graduated	88.3%	90.8%	**95.4%**	85.7%	96.8%	93.9%	*	92.9%	-	100.0%	92.5%	96.7%	*
Received GED	0.8%	1.1%	**2.1%**	0.0%	1.9%	3.1%	*	0.0%	-	0.0%	5.0%	1.7%	*
Continued HS	4.3%	2.5%	**0.4%**	0.0%	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.6%	5.6%	**2.1%**	14.3%	1.3%	2.0%	*	7.1%	-	0.0%	2.5%	1.7%	*
Graduates and GED	89.1%	92.0%	**97.5%**	85.7%	98.7%	96.9%	*	92.9%	-	100.0%	97.5%	98.3%	*
Grads, GED, & Cont	93.4%	94.4%	**97.9%**	85.7%	98.7%	98.0%	*	92.9%	-	100.0%	97.5%	98.3%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	91.9%	**95.8%**	85.7%	96.8%	94.9%	*	92.9%	-	100.0%	92.5%	96.7%	*
Received GED	1.0%	1.2%	**2.1%**	0.0%	1.9%	3.1%	*	0.0%	-	0.0%	5.0%	1.7%	*
Continued HS	1.3%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	7.2%	6.3%	**2.1%**	14.3%	1.3%	2.0%	*	7.1%	-	0.0%	2.5%	1.7%	*
Graduates and GED	91.5%	93.2%	**97.9%**	85.7%	98.7%	98.0%	*	92.9%	-	100.0%	97.5%	98.3%	*
Grads, GED, & Cont	92.8%	93.7%	**97.9%**	85.7%	98.7%	98.0%	*	92.9%	-	100.0%	97.5%	98.3%	*
Class of 2013													
Graduated	90.4%	92.2%	**97.8%**	100.0%	97.4%	99.0%	*	93.3%	-	*	100.0%	95.9%	80.0%
Received GED	1.1%	1.4%	**1.5%**	0.0%	2.0%	1.0%	*	0.0%	-	*	0.0%	2.5%	0.0%
Continued HS	1.3%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	5.8%	**0.7%**	0.0%	0.7%	0.0%	*	6.7%	-	*	0.0%	1.7%	20.0%
Graduates and GED	91.5%	93.6%	**99.3%**	100.0%	99.3%	100.0%	*	93.3%	-	*	100.0%	98.3%	80.0%
Grads, GED, & Cont	92.8%	94.2%	**99.3%**	100.0%	99.3%	100.0%	*	93.3%	-	*	100.0%	98.3%	80.0%

District Name: CALHOUN COUNTY ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	92.2%	**97.5%**	100.0%	97.4%	98.0%	*	93.3%	-	*	100.0%	95.1%	80.0%
Received GED	1.4%	1.7%	**1.8%**	0.0%	2.0%	2.0%	*	0.0%	-	*	0.0%	3.3%	0.0%
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	5.9%	**0.7%**	0.0%	0.7%	0.0%	*	6.7%	-	*	0.0%	1.6%	20.0%
Graduates and GED	92.3%	93.9%	**99.3%**	100.0%	99.3%	100.0%	*	93.3%	-	*	100.0%	98.4%	80.0%
Grads, GED, & Cont	92.8%	94.1%	**99.3%**	100.0%	99.3%	100.0%	*	93.3%	-	*	100.0%	98.4%	80.0%
Class of 2012													
Graduated	90.9%	93.2%	**95.0%**	83.3%	96.1%	93.7%	-	100.0%	-	*	95.5%	94.0%	*
Received GED	1.5%	1.6%	**3.5%**	16.7%	2.6%	4.5%	-	0.0%	-	*	2.3%	4.5%	*
Continued HS	0.6%	0.2%	**0.4%**	0.0%	0.0%	0.9%	-	0.0%	-	*	2.3%	0.0%	*
Dropped Out	7.0%	5.0%	**1.1%**	0.0%	1.3%	0.9%	-	0.0%	-	*	0.0%	1.5%	*
Graduates and GED	92.4%	94.8%	**98.6%**	100.0%	98.7%	98.2%	-	100.0%	-	*	97.7%	98.5%	*
Grads, GED, & Cont	93.0%	95.0%	**98.9%**	100.0%	98.7%	99.1%	-	100.0%	-	*	100.0%	98.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	91.4%	**92.6%**	100.0%	93.1%	94.5%	-	70.6%	-	*	87.0%	92.1%	80.0%
Class of 2014	88.3%	90.8%	**94.4%**	85.7%	96.3%	93.9%	*	81.3%	-	100.0%	92.5%	95.9%	66.7%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	91.9%	**94.8%**	85.7%	96.3%	94.9%	*	81.3%	-	100.0%	92.5%	95.9%	66.7%
Class of 2013	90.4%	92.2%	**97.5%**	100.0%	97.4%	99.0%	*	90.0%	-	*	100.0%	95.2%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	78.2%	**70.8%**	71.4%	67.5%	74.5%	-	90.9%	-	*	23.7%	58.7%	71.4%
Class of 2014	85.5%	80.7%	**74.0%**	33.3%	72.4%	79.3%	*	76.9%	-	60.0%	21.6%	62.1%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2015	3.5%	0.6%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	38.7%	80.1%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	78.8%	**69.0%**	71.4%	67.1%	70.2%	-	90.9%	-	*	23.1%	58.3%	71.4%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	77.0%	**73.3%**	62.5%	70.1%	80.2%	*	90.0%	-	*	28.6%	62.3%	71.4%
2013-14	83.8%	78.7%	**68.9%**	33.3%	65.3%	75.5%	*	73.3%	-	*	25.0%	52.4%	*
FHSP-E Graduates (Annual Rate)													
2014-15	3.5%	0.6%	**0.0%**	-	*	0.0%	-	*	-	-	*	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2014-15	37.3%	78.4%	**0.0%**	-	*	0.0%	-	*	-	-	*	0.0%	*

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	77.5%	**70.1%**	62.5%	69.2%	73.0%	*	81.8%	-	*	27.6%	59.7%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	43.6%	**54.5%**	45.5%	50.2%	62.8%	*	57.7%	-	*	15.6%	43.4%	29.4%
2013-14	53.2%	43.0%	**51.3%**	26.7%	45.5%	60.6%	*	56.7%	-	*	16.4%	42.4%	13.3%
English Language Arts													
2014-15	29.0%	20.4%	**20.6%**	10.0%	15.8%	28.8%	*	29.2%	-	*	5.1%	12.6%	0.0%
2013-14	28.9%	19.7%	**22.4%**	14.3%	17.0%	28.4%	*	37.9%	-	*	2.9%	10.5%	0.0%
Mathematics													
2014-15	43.8%	33.9%	**57.5%**	62.5%	51.1%	68.6%	*	61.9%	-	*	19.0%	45.9%	38.5%
2013-14	42.4%	32.4%	**48.6%**	18.2%	44.4%	54.9%	*	55.0%	-	*	15.2%	41.1%	9.1%
Science													
2014-15	12.7%	9.9%	**28.5%**	*	21.1%	35.3%	*	50.0%	-	*	11.8%	16.0%	0.0%
2013-14	13.4%	6.7%	**19.8%**	14.3%	15.6%	20.3%	*	47.8%	-	-	4.8%	7.6%	0.0%
Social Studies													
2014-15	28.4%	17.4%	**19.8%**	9.1%	13.6%	30.6%	*	29.2%	-	*	1.7%	9.1%	0.0%
2013-14	27.8%	20.6%	**21.9%**	13.3%	16.3%	28.2%	*	37.9%	-	*	4.4%	11.6%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	23.1%	**27.3%**	18.8%	24.5%	33.0%	*	35.6%	-	9.1%	7.6%	19.7%	12.5%
2013-14	33.1%	22.4%	**30.6%**	20.8%	25.1%	39.4%	*	41.3%	*	36.4%	8.1%	22.2%	10.3%
English Language Arts													
2014-15	15.7%	10.6%	**9.3%**	3.4%	6.9%	14.1%	*	14.0%	-	0.0%	2.4%	5.0%	0.0%
2013-14	15.4%	9.7%	**10.4%**	9.1%	7.4%	14.4%	*	19.4%	*	9.1%	1.4%	4.3%	0.0%
Mathematics													
2014-15	19.4%	14.7%	**24.5%**	18.5%	20.9%	31.4%	*	33.3%	-	10.0%	7.5%	16.7%	11.6%
2013-14	18.8%	14.0%	**22.3%**	15.8%	18.4%	28.2%	*	30.8%	*	30.0%	5.9%	16.5%	3.0%
Science													
2014-15	5.2%	3.7%	**8.8%**	8.7%	5.8%	13.1%	*	18.8%	-	10.0%	2.5%	3.7%	0.0%
2013-14	5.6%	2.6%	**7.1%**	6.7%	5.0%	8.6%	*	19.6%	*	0.0%	1.1%	2.4%	0.0%
Social Studies													
2014-15	19.5%	9.9%	**10.8%**	6.9%	7.1%	16.8%	*	23.2%	-	0.0%	0.8%	4.6%	0.0%
2013-14	18.3%	11.1%	**15.8%**	13.0%	10.7%	22.5%	*	32.3%	*	18.2%	2.2%	7.5%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	48.0%	**55.0%**	*	55.0%	53.0%	-	71.0%	-	*	60.0%	74.0%	*
Mathematics													
2014-15	38.0%	37.0%	**47.0%**	*	48.0%	47.0%	-	57.0%	-	*	40.0%	58.0%	*
Both Subjects													
2014-15	35.0%	34.0%	**45.0%**	*	44.0%	46.0%	-	57.0%	-	*	40.0%	58.0%	*
Either Subject													
2014-15	45.0%	50.0%	**58.0%**	*	60.0%	53.0%	-	71.0%	-	*	60.0%	74.0%	*

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College and Career Ready Graduates													
2014-15	74.5%	72.4%	**85.6%**	75.0%	87.2%	89.0%	*	54.5%	-	*	69.0%	79.0%	25.0%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	16.9%	**14.4%**	25.0%	13.5%	13.0%	*	27.3%	-	*	6.9%	16.0%	0.0%
Mathematics													
2014-15	7.1%	10.6%	**10.1%**	12.5%	9.6%	10.0%	*	18.2%	-	*	3.4%	10.9%	0.0%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	35.1%	**38.5%**	25.0%	33.3%	50.0%	*	27.3%	-	*	17.2%	19.3%	0.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	10.9%	**11.9%**	0.0%	8.3%	17.0%	*	27.3%	-	*	3.4%	5.0%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	27.0%	**38.5%**	25.0%	32.1%	52.0%	*	27.3%	-	*	10.3%	23.5%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	52.7%	**72.3%**	62.5%	77.6%	71.0%	*	27.3%	-	*	65.5%	71.4%	25.0%
2013-14	46.4%	60.3%	**53.7%**	0.7%	30.7%	20.2%	*	1.0%	-	*	6.3%	20.9%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	13.2%	**17.6%**	25.0%	12.0%	24.6%	*	29.6%	-	*	n/a	8.3%	n/a
2014	23.5%	12.1%	**23.8%**	15.4%	19.0%	27.4%	*	46.7%	-	*	n/a	11.6%	n/a
English Language Arts													
2015	15.1%	8.3%	**9.6%**	8.3%	6.3%	14.7%	*	14.8%	-	*	n/a	3.8%	n/a
2014	15.0%	7.6%	**14.9%**	7.7%	11.6%	18.8%	*	20.0%	-	*	n/a	6.7%	n/a
Mathematics													
2015	6.8%	3.0%	**4.7%**	8.3%	2.8%	5.2%	*	22.2%	-	*	n/a	2.5%	n/a
2014	6.5%	2.3%	**2.6%**	0.0%	1.4%	2.5%	*	16.7%	-	*	n/a	0.9%	n/a
Science													
2015	10.2%	3.6%	**11.3%**	16.7%	7.6%	14.1%	*	29.6%	-	*	n/a	5.0%	n/a
2014	6.9%	2.4%	**10.8%**	0.0%	8.2%	11.2%	*	36.7%	-	*	n/a	4.4%	n/a
Social Studies													
2015	14.4%	6.0%	**10.0%**	8.3%	6.6%	14.7%	*	18.5%	-	*	n/a	5.0%	n/a
2014	13.8%	5.8%	**12.5%**	7.7%	10.5%	12.7%	*	26.7%	-	*	n/a	5.8%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	25.2%	**33.0%**	*	18.4%	38.3%	-	75.0%	-	*	n/a	20.0%	n/a
2014	51.3%	25.6%	**25.0%**	*	14.3%	25.9%	*	57.1%	-	*	n/a	15.4%	n/a
English Language Arts													
2015	43.7%	22.2%	**30.2%**	*	10.0%	42.9%	-	*	-	-	n/a	11.1%	n/a
2014	44.7%	25.7%	**22.5%**	*	11.8%	24.3%	*	50.0%	-	*	n/a	13.3%	n/a

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
Mathematics													
2015	51.7%	25.9%	**23.1%**	*	0.0%	30.0%	-	50.0%	-	-	n/a	0.0%	n/a
2014	53.6%	30.3%	**14.3%**	-	*	20.0%	-	20.0%	-	-	n/a	*	n/a
Science													
2015	35.4%	18.9%	**22.6%**	*	20.8%	11.1%	-	75.0%	-	*	n/a	16.7%	n/a
2014	45.7%	22.5%	**17.2%**	-	0.0%	31.8%	*	27.3%	-	-	n/a	0.0%	n/a
Social Studies													
2015	40.1%	18.3%	**21.8%**	*	0.0%	28.6%	-	60.0%	-	-	n/a	8.3%	n/a
2014	41.6%	12.5%	**11.9%**	*	6.5%	16.0%	*	25.0%	-	*	n/a	0.0%	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	51.5%	**38.5%**	50.0%	32.7%	47.0%	*	45.5%	-	*	n/a	23.6%	n/a
Class of 2014	66.3%	51.4%	**32.4%**	50.0%	20.8%	43.6%	*	73.3%	-	*	n/a	15.6%	n/a
At/Above Criterion													
Class of 2015	24.3%	17.1%	**26.2%**	*	21.6%	31.9%	-	40.0%	-	-	n/a	24.1%	n/a
Class of 2014	25.1%	18.9%	**26.9%**	*	14.3%	26.8%	*	54.5%	-	*	n/a	10.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1400	**1458**	*	1408	1506	-	*	-	-	n/a	1421	n/a
Class of 2014	1417	1397	**1478**	*	1377	1496	*	1719	-	*	n/a	1309	n/a
English Language Arts and Writing													
Class of 2015	912	916	**951**	*	911	996	-	*	-	-	n/a	910	n/a
Class of 2014	925	908	**957**	*	894	972	*	1091	-	*	n/a	835	n/a
Mathematics													
Class of 2015	482	484	**507**	*	497	510	-	*	-	-	n/a	511	n/a
Class of 2014	491	489	**521**	*	483	524	*	628	-	*	n/a	474	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	19.7	**22.0**	*	21.7	22.0	-	*	-	-	n/a	19.7	n/a
Class of 2014	20.6	19.5	**20.5**	-	*	21.2	-	*	-	*	n/a	*	n/a
English Language Arts													
Class of 2015	20.1	19.2	**22.0**	*	21.5	22.0	-	*	-	-	n/a	19.4	n/a
Class of 2014	20.0	18.9	**19.1**	-	*	20.0	-	*	-	*	n/a	*	n/a
Mathematics													
Class of 2015	20.9	19.8	**22.1**	*	22.4	21.5	-	*	-	-	n/a	21.0	n/a
Class of 2014	21.2	20.1	**21.6**	-	*	22.2	-	*	-	*	n/a	*	n/a
Science													
Class of 2015	20.7	19.9	**21.3**	*	20.7	21.8	-	*	-	-	n/a	19.3	n/a
Class of 2014	20.7	19.7	**21.5**	-	*	21.5	-	*	-	*	n/a	*	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	56.3%	**41.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	55.0%	**41.8%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Texas Academic Performance Report
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	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	68.4%	**72.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	71.6%	**79.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: CALHOUN COUNTY ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Total Students:	4,172	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	13	0.3%	13,009	0.2%
Pre-Kindergarten	169	4.1%	220,390	4.2%
Kindergarten	323	7.7%	376,505	7.1%
Grade 1	312	7.5%	409,767	7.8%
Grade 2	289	6.9%	411,080	7.8%
Grade 3	335	8.0%	409,157	7.7%
Grade 4	305	7.3%	396,895	7.5%
Grade 5	264	6.3%	393,941	7.5%
Grade 6	303	7.3%	390,379	7.4%
Grade 7	315	7.6%	389,411	7.4%
Grade 8	330	7.9%	386,455	7.3%
Grade 9	313	7.5%	428,470	8.1%
Grade 10	333	8.0%	386,290	7.3%
Grade 11	313	7.5%	351,888	6.7%
Grade 12	255	6.1%	320,615	6.1%
Ethnic Distribution:				
African American	87	2.1%	666,933	12.6%
Hispanic	2,630	63.0%	2,760,302	52.2%
White	1,187	28.5%	1,507,225	28.5%
American Indian	11	0.3%	20,855	0.4%
Asian	223	5.3%	212,973	4.0%
Pacific Islander	1	0.0%	7,392	0.1%
Two or More Races	33	0.8%	108,572	2.1%
Economically Disadvantaged	2,515	60.3%	3,118,758	59.0%
Non-Educationally Disadvantaged	1,657	39.7%	2,165,494	41.0%
English Language Learners (ELL)	480	11.5%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	137	3.0%	76,611	1.4%
At-Risk	2,021	48.4%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	278	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	8	2.9%	39,692	12.7%
Hispanic	156	56.1%	148,966	47.5%
White	100	36.0%	104,377	33.3%
American Indian	1	0.4%	1,335	0.4%
Asian	11	4.0%	13,090	4.2%
Pacific Islander	0	0.0%	486	0.2%
Two or More Races	2	0.7%	5,451	1.7%

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Student Information	District Count	District Percent	State Count	State Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	71	25.5%	46,723	14.9%
Recommended H.S. Program/DAP	195	70.1%	251,524	80.3%
Foundation High School Plan (No Endorsement)	12	4.3%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	29	10.4%	23,541	7.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	10.5%	1.9%	6.3%	8.2%
Grade 1	14.6%	4.1%	15.4%	7.4%
Grade 2	6.5%	2.7%	0.0%	3.4%
Grade 3	2.9%	2.0%	3.7%	1.6%
Grade 4	2.1%	1.0%	0.0%	0.8%
Grade 5	0.4%	0.9%	0.0%	1.0%
Grade 6	0.0%	0.6%	3.3%	0.8%
Grade 7	0.7%	0.8%	0.0%	0.9%
Grade 8	0.0%	0.8%	0.0%	1.3%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	11	0.6%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.7	18.9
Grade 1	17.9	19.1
Grade 2	17.6	19.1
Grade 3	17.1	19.1
Grade 4	17.5	19.0
Grade 5	16.4	20.8
Grade 6	19.6	20.4
Secondary:		
English/Language Arts	16.3	17.1
Foreign Languages	17.4	19.1
Mathematics	15.7	18.1
Science	16.6	19.1
Social Studies	18.0	19.5

District Name: CALHOUN COUNTY ISD
County Name: CALHOUN
District Number: 029901

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	570.6	100.0%	688,142.2	100.0%
Professional Staff:	333.5	58.4%	442,538.0	64.3%
Teachers	270.8	47.5%	347,272.1	50.5%
Professional Support	42.7	7.5%	67,755.2	9.8%
Campus Administration (School Leadership)	14.1	2.5%	20,170.5	2.9%
Central Administration	6.0	1.1%	7,340.2	1.1%
Educational Aides:	59.8	10.5%	65,803.2	9.6%
Auxiliary Staff:	177.3	31.1%	179,800.9	26.1%
Total Minority Staff:	217.1	38.1%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	3.3	1.2%	34,949.8	10.1%
Hispanic	56.4	20.8%	90,214.9	26.0%
White	209.1	77.2%	211,190.4	60.8%
American Indian	0.0	0.0%	1,242.9	0.4%
Asian	2.0	0.7%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	0.0	0.0%	3,720.6	1.1%
Males	64.2	23.7%	81,756.8	23.5%
Females	206.6	76.3%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	2.9	1.1%	3,524.0	1.0%
Bachelors	233.5	86.2%	259,559.7	74.7%
Masters	34.4	12.7%	82,029.5	23.6%
Doctorate	0.0	0.0%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	24.3	9.0%	27,995.4	8.1%
1-5 Years Experience	66.7	24.6%	94,786.9	27.3%
6-10 Years Experience	39.8	14.7%	75,285.1	21.7%
11-20 Years Experience	86.9	32.1%	94,649.7	27.3%
Over 20 Years Experience	53.0	19.6%	54,555.0	15.7%
Number of Students per Teacher	15.4	n/a	15.2	n/a

District Name: CALHOUN COUNTY ISD
County Name: CALHOUN
District Number: 029901

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	12.9	10.9
Average Years Experience of Teachers with District:	8.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$36,085	$45,507
1-5 Years Experience	$41,344	$47,996
6-10 Years Experience	$44,877	$50,459
11-20 Years Experience	$51,582	$53,794
Over 20 Years Experience	$56,808	$60,613
Average Actual Salaries (regular duties only):		
Teachers	$47,707	$51,891
Professional Support	$57,854	$61,145
Campus Administration (School Leadership)	$76,928	$75,654
Central Administration	$92,319	$99,111
Instructional Staff Percent:	61.1	64.5
Turnover Rate for Teachers:	22.2	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	0.0	1,914.4

District Name: CALHOUN COUNTY ISD
County Name: CALHOUN
District Number: 029901

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	474	11.4%	968,569	18.3%
Career & Technical Education	1,260	30.2%	1,284,748	24.3%
Gifted & Talented Education	301	7.2%	404,540	7.7%
Special Education	345	8.3%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	0.7%	20,650.0	5.9%
Career & Technical Education	14.3	5.3%	15,311.2	4.4%
Compensatory Education	3.5	1.3%	10,066.4	2.9%
Gifted & Talented Education	3.7	1.4%	6,656.1	1.9%
Regular Education	223.1	82.4%	252,100.4	72.6%
Special Education	16.7	6.2%	30,567.0	8.8%
Other	7.5	2.8%	11,921.0	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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Texas Education Agency

2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: calhoun

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
029901	CALHOUN COUNTY ISD	3	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries) Previous 1 Next

Calhoun County ISD

2014 -2015

PEIMS FINANCIAL REPORT

2014-2015 Actual Financial data

Totals for Calhoun County ISD (029901)

Total Membership: 4,216

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	33,212,538	100.00%	7,878	46,623,404	100.00%	11,059	56,133,489,714	100.00%	10,774
Local Tax	28,977,435	87.25%	6,873	37,788,441	81.05%	8,963	25,280,136,712	45.04%	4,852
Other Local and Intermediate	942,407	2.84%	224	1,893,998	4.06%	449	2,184,020,956	3.89%	419
State	3,194,416	9.62%	758	3,548,750	7.61%	842	22,814,894,859	40.64%	4,379
Federal	98,280	0.30%	23	3,392,215	7.28%	805	5,854,437,187	10.43%	1,124
Total Receipts	42,415,172	100.00%	10,061	55,826,038	100.00%	13,241	78,601,559,619	100.00%	15,086
Total Revenue	33,212,538	78.30%	7,878	46,623,404	83.52%	11,059	56,133,489,714	100.00%	10,774
Equity Transfers	9,202,634	21.70%	2,183	9,202,634	16.48%	2,183	1,496,609,416	1.90%	287
Total Other Resources	0	0.00%	0	0	0.00%	0	20,971,460,489	26.68%	4,025
Fund Balances (for ISDs)									
Total Fund Balance**	24,455,136	73.63%	5,801	79,629,802	170.79%	18,888	29,561,641,503	54.77%	5,927
Nonspendable Fund Balance	93,887	0.28%	22	117,036	0.25%	28	308,398,318	0.57%	62
Restricted Fund Balance	0	0.00%	0	2,185,223	4.69%	518	13,254,233,291	24.56%	2,657
Committed Fund Balance	14,449,000	43.50%	3,427	67,415,294	144.60%	15,990	3,257,809,183	6.04%	653
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,102,056,286	3.89%	421
Unassigned Fund Balance	9,912,249	29.84%	2,351	9,912,249	21.26%	2,351	10,639,144,425	19.71%	2,133
Disbursements									
Total Expenditures									
BY OBJECT	32,224,870	100.00%	7,643	53,219,969	100.00%	12,623	60,977,192,546	100.00%	11,704
Payroll (Objects 6100)	26,375,001	81.85%	6,256	28,588,603	53.72%	6,781	37,049,271,624	60.76%	7,111
Other Operating (Objects 6200-6400)	5,313,162	16.49%	1,260	8,079,222	15.18%	1,916	10,508,649,793	17.23%	2,017
Debt Service (Objects 6500)	0	0.00%	0	8,313,712	15.62%	1,972	7,236,507,503	11.87%	1,389
Capital Outlay (Objects 6600)	536,707	1.67%	127	8,238,432	15.48%	1,954	6,182,763,626	10.14%	1,187

BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	494,213		0
Facilities Acquisition & Construction (81)	0		0	547,223		130	329,486,348		63
Total Operating Expenditures	31,688,163	100.00%	7,516	36,120,602	100.00%	8,568	47,227,940,856	100.00%	9,065
Instruction (11,95)	18,053,005	56.97%	4,282	19,843,026	54.94%	4,707	26,871,610,227	56.90%	5,158
Instructional Res Media (12)	341,568	1.08%	81	345,801	0.96%	82	586,142,869	1.24%	113
Curriculum/Staff Develop (13)	33,350	0.11%	8	178,704	0.49%	42	1,001,022,261	2.12%	192
Instructional Leadership (21)	379,312	1.20%	90	459,473	1.27%	109	718,051,639	1.52%	138
School Leadership (23)	2,088,601	6.59%	495	2,095,680	5.80%	497	2,722,138,250	5.76%	522
Guidance Counseling Svcs (31)	855,861	2.70%	203	1,044,104	2.89%	248	1,668,235,063	3.53%	320
Social Work Services (32)	38,961	0.12%	9	40,752	0.11%	10	128,116,298	0.27%	25
Health Services (33)	230,287	0.73%	55	230,287	0.64%	55	473,216,577	1.00%	91
Transportation (34)	985,824	3.11%	234	989,230	2.74%	235	1,347,546,868	2.85%	259
Food (35)	0	0.00%	0	2,032,207	5.63%	482	2,699,811,544	5.72%	518
Extracurricular (36)	1,285,837	4.06%	305	1,384,157	3.83%	328	1,367,198,521	2.89%	262
General Administration (41,92)	1,411,523	4.45%	335	1,442,433	3.99%	342	1,475,276,145	3.12%	283
Plant Maint/Operation (51)	5,027,443	15.87%	1,192	5,031,423	13.93%	1,193	4,693,527,961	9.94%	901
Security/Monitoring (52)	120,364	0.38%	29	120,364	0.33%	29	413,839,438	0.88%	79
Data Processing Services (53)	735,362	2.32%	174	735,362	2.04%	174	841,708,130	1.78%	162
Community Services (61)	100,865	0.32%	24	147,599	0.41%	35	220,499,065	0.00%	42
Total Disbursements	41,940,023	100.00%	9,948	62,935,122	100.00%	14,928	75,481,160,718	100.00%	14,487
Total Expenditures	32,224,870	76.84%	7,643	53,219,969	84.56%	12,623	60,977,192,546	100.00%	11,704
Equity Transfers	9,202,634	21.70%	2,183	9,202,634	16.48%	2,183	1,496,609,416	1.90%	287
Total Other Uses	0	0.00%	0	0	0.00%	0	12,392,399,682	16.42%	2,379
Intergovernmental Charge	512,519	1.22%	122	512,519	0.81%	122	614,959,074	1.30%	118
Program Expenditures									
Operating Expenditures - Program	23,331,123	100.00%	5,534	25,631,408	100.00%	6,080	35,244,680,101	100.00%	6,765
Regular	12,329,884	52.85%	2,925	12,685,357	49.49%	3,009	21,166,857,496	60.06%	4,063
Gifted and Talented	707,821	3.03%	168	707,821	2.76%	168	398,047,499	1.13%	76
Career and Technical	926,821	3.97%	220	978,852	3.82%	232	1,293,287,689	3.67%	248
Students with Disabilities	3,425,507	14.68%	813	4,127,038	16.10%	979	5,342,939,885	15.16%	1,025
Accelerated Education	903,256	3.87%	214	1,250,513	4.88%	297	1,785,245,681	5.07%	343
Bilingual	1,140,318	4.89%	270	1,208,228	4.71%	287	871,163,578	2.47%	167
Nondisc Alt Ed-AEP Basic Serv	257,804	1.10%	61	261,808	1.02%	62	133,254,572	0.38%	26

Disc Alt Ed-DAEP Basic Serv	54,122	0.23%	13	54,122	0.21%	13	214,449,433	0.61%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	0.07%	5
T1 A Schoolwide-St Comp>=40%	1,158,323	4.96%	275	1,785,466	6.97%	423	1,857,002,479	5.27%	356
Athletics/Related Activities	1,187,744	5.09%	282	1,277,741	4.99%	303	919,076,645	2.61%	176
High School Allotment	683,811	2.93%	162	683,811	2.67%	162	406,767,398	1.15%	78
Prekindergarten	555,712	2.38%	132	610,651	2.38%	145	831,669,835	2.36%	160

	District	State
Instructional Expenditure Ratio	59.3%	63.8%

Tax Rates

2014 (current tax year) Tax Rates

Maintenance and Operations	1.0401	1.0741
Interest and Sinking Funds	0.2368	0.1897
Total Tax Rate	1.2769	1.2638

2013 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	3,585,973,219	N/A	1,871,511,130,244	N/A
Property Value per pupil	850,563	N/A	375,792	N/A
Property Value by category:				
Business	2,706,570,072	69.16%	734,946,454,778	35.98%
Residential	962,189,248	24.59%	1,104,324,234,295	54.06%
Land	165,908,931	4.24%	58,742,939,046	2.88%
Oil and Gas	58,651,703	1.50%	133,469,263,469	6.53%
Other	19,943,834	0.51%	11,225,667,994	0.55%

Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	9,912,249	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	34,309,168	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	28.9%	26.2%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

Calhoun County ISD

2016-2017

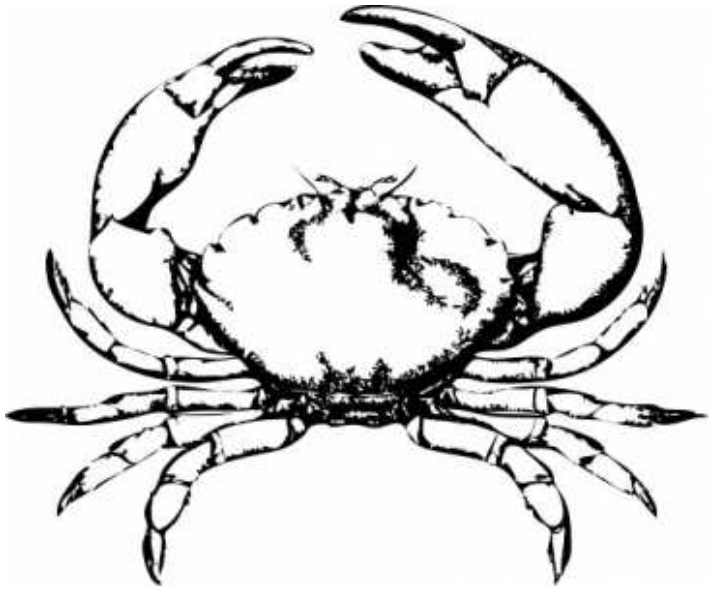
DISTRICT AND CAMPUS IMPROVEMENT PLANS

Calhoun County Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Mission Statement

"Quality Schools - Successful Students"

Vision

The Calhoun County Independent School District is committed to excellence in education by engaging every student in rigorous and relevant academic experiences that inspire life-long learning.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Calhoun County ISD is a 5A school district with approximately 4,025 students as of September 12, 2016. Over 64.94% of the student body is made up of Hispanic students, 5.37% Asian and 26.49% White. The trending pattern for the Asian population in the past 5 years has been: 5.00%, 5.10%, 5.23% 5.37% and current year 5.37%. The district has an 8.38% special education population which has decreased .42% from last year, 60.18% free and reduced lunch population and over 48.4% at-risk population. Enrollment for the past two years has declined.

Since the beginning of 2016, Calhoun County ISD the enrollment is down for a second year. In September, 2016 the district is down by 199 students. The district has a small migrant population because the main industry in Calhoun County is chemical. We receive students from Mexico, El Salvador, Mayanmar, and Honduras on a regular basis who often speak no English. Calhoun High School has tripled their efforts to service our ESL population by adding 2 more teachers to work with these students. The District has 440 English as a Second Language students. There are 97 students in Bilingual classes at the Jackson-Roosevelt campus with 5.5 certified Bilingual teachers. The LEP numbers have grown by 70 students from the past year to a total of 370 students.

The district dropout rate is low. This is due to the recovery efforts that have been made by school officials. There is an AEA High School in the district that caters to at-risk high school students. The completion rates for the past three years have been 96.8% for the district with 3 dropouts. The dropout rate for grades 7 and 8 has remained at 0.0% for 2010, 2011, 2012, 2013; in 2014 it was .47% (3 students). Dropout rate for CHS was .32% and the district dropout rate was 1.10%.

Attendance is down in the district. The district attendance rate averages above 95.23% with most elementary schools having 96% attendance rates. The only campus that received a distinction designation for attendance was Port O'Connor School with 97.42%.

Demographics Strengths

The district has a high retention rate with our students. Efforts are in place to ensure that students have access to school, resources and a diploma. The district has many avenues to use for success. The Truancy Officer, the School Resource Officers and parent liaisons work closely with district personnel to keep students in school and recover any potential dropouts. Flex/ DAEP is utilized along with positive behavioral supports rather than the expulsion process when a student is in crisis. Mid-Coast Family services also counsels students while at the Flex/ DAEP campus. The 2015-2016 dropout rate was

1.07% or 13 students.

The district has two full-time school resource officers for the 2016-2017 school year. We have also added parent liaison positions at Travis Middle School, HJM and JR Elementary.

Demographics Needs

Based on PEIMS reports in 2016: There were approximately 1,211 students who did not attend a Title I campus at Hope and CHS. 2,960 students attended Title I schools, 2,023 students were at-risk and 352 students were special education. Title I schools include: Travis, HJM, JR, Port O'Connor and Seadrift.

The ELL population is increasing each year which requires testing, professional development for teachers and a focus on linguistic support. At 6 of the 7 campuses in the district, certified ESL teachers serve the ESL population. A bilingual program is offered at JR Elementary in grades PK-5. All grades, with the exception of 5th grade have bilingual certified teachers. A 5th grade bilingual certification coudl not be found during the hiring season. An exception waiver will be submitted for the 2016-2017 school year. At JR Elementary, bilingual teachers teach students in English with Spanish language support. Middle and High School have a content-based pull-out programs with students receiving ESL support in addition to attending a regular English class. The district will monitor all ELL students throughout the reporting period. Economically disadvantaged , ELL and Special Ed students struggled with the new STAAR tests at the various grade levels. The campuses have made great strides in getting their teachers either bilingual or ESL certified. Currently the district has 85 bilingual or ESL certified teachers: JR--5.5 Bilingual and 16 ESL; HJM--25 ESL; Port O'Connor--6 ESL; Seadrift--15 ESL; Travis--4 ESL; and CHS--9 ESL. More teachers are planning to take the October ESL Supplement Exam offered through SBEC. Scores reveal that professional development for teachers and accommodations for students must be reinforced and revisited.

In Calhoun County ISD professional salaries were not increased. The CCISD Board of Trustees approved a $500.00 retention stipend.

Student Achievement

Student Achievement Summary

All campuses exceeded the state performance indexes. Each campus has a Met Standard rating from TEA.

In 2016, the district and all campuses Met Standard in all 4 performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Listed below is the Academic Achievement Scores for INDEX 1 for all tests taken at a specific campus:

CCISD 2015-2016 STAAR RESULTS

Grades 3-8 - % MET STANDARD

SUBJECT	GRADE	DISTRICT	HJM	JR	POC	SEAD	TRAVIS
READING	3	83	79	85	100	83	
MATH		87	94	79	100	86	
READING	4	83	79	80	100	88	
MATH		80	87	69	100	88	
WRITING		79	79	70	100	83	

READING		83	86	78	100	86	
MATH	5	89	89	87	100	100	
SCIENCE		85	79	81	100	79	
READING		64				76	60
MATH	6	71				81	66
READING		63				74	60
MATH	7	67				89	61
WRITING		62				66	60
READING		80				92	79
MATH		84				88	87
SCIENCE	8	62				83	59
SOCIAL STUDIES		40				63	37

CCISD 2015-2016 STAAR RESULTS

EOC - % MET STANDARD

SUBJECT	DISTRICT	CHS	HOPE	SEADRIFT	TRAVIS
ENGLISH I	55	55	0		
ENGLISH II	56	56	27		
BIOLOGY	89	89			
U.S. HISTORY	92	92	83		
ALGEBRA I	89	87	100	100	100

(See Addendum)

172 AP exams were taken in 2016 down by 73 exams from 2015. The percentage of students scoring 3-5 on the AP exams is as follows: 100% Spanish; 42% Biology; 20% Chemistry; 24% English Language Comp; 73% English Literature Comp; 0% Calculus AB; 100% Chinese; 43% U.S. History; 71% Physics C; 41% World History; 0% United States Government & Politics, 67% Computer Science; 80% Calculus BC and 7% Macroeconomics.

ACT scores posted for 2016 were as follows: English 20.9; Math 21.4; Reading 22.3; Science 21.4 and Composite 21.5. Calhoun ACT scores were higher than state scores in all tested areas. These scores indicate that CHS students at who took ACT were college ready.

The district tested 444 ESL students on the Texas English Language Proficiency Assessment System (TELPAS). The scores were as follows: K-2 Average Comprehension: 2.6%; Average Composite: 2.5% (up from last year); 70 students (72%) progressed at least one proficiency level from 2015-2016. Grades 3-12: Average Comprehension: 3.2%; Average Composite 3.1% (down from last year). 164 students or 62% of students progressed at least one proficiency level from 2015-2016.

Student Achievement Strengths

District personnel is continually revising the district scope and sequences with aligned Common Assessments to be given during the 2016-2017 school year and disaggregated using a district program. The results are posted within hours onto the district testing site so that teachers and campus administrators can access their scores. These tests are used to continuously improve the development of curriculum, scope and sequences and scaffolding of expectations. Tutorials are developed using the results of district Curriculum Assessments and class grades. Tests are given in all four content areas with teacher's and district specialists' input. The Hispanic and economically disadvantaged populations have narrowed the achievement gap over the past five years. Response to Intervention teams are fully developed at the elementary schools and targeted assistance is available for the at-risk students. Materials are provided as needed for academic success. New CA's will be written to align with scope and sequences.

Distinction Designations for 2016 Accountability Summary:

Calhoun County ISD: Met Standard

Calhoun High School: Met Standard, Awarded 4 Distinction Designations (Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Student Progress, Postsecondary Readiness)

Hope High School: Met Alternative Standard (Not Eligible for any Distinction Designations, did earn all points possible for Postsecondary readiness)

Travis Middle School: Met Standard (100% participation rate)

Harrison/Jefferson/Madison: Met Standard, Awarded 4 Distinction Designations (Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Closing Performance Gap, Postsecondary Readiness)

Jackson/Roosevelt: Met Standard, Awarded 1 Distinction Designation (Top 25% Student Progress)

Port O'Connor Elementary: Met Standard, Awarded 4 Distinction Designations (Academic Achievement in Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gap, Postsecondary Readiness)

Seadrift School: Met Standard (100% participation rate)
The system safeguards are the sub categories campuses are rated on.

2015	2016
HS met 36 out of 40 safeguards or 90%	31 out of 39 or 79%
Travis met 19 out of 28% at 68%	27 out of 40 or 68%
Seadrift met 13 out of 17 safeguards at 76%	24 out of 24 or 100%

Student Achievement Needs

Disaggregation of AEIS and PBMAS results indicate several areas for improvement. The needs are prioritized: Special Education students did not meet the state expectation of 60% mastery in reading. HJM Elementary and JR Elementary serve as the feeder schools for Travis Middle School. Reducing the number of special education referrals at the 2 large elementary schools is a priority. Response to Intervention is being utilized at HJM, JR, Port O'Connor,and Seadrift to intervene much earlier with students to hopefully avoid the special education placement. Travis and CHS are refining their RtI and Mainstream with support programs. CHS did not meet some of the system safeguards in performance in Special Ed. Travis did not meet safeguards in performance in 3 Special Ed safeguards. The district did not meet safeguards in five areas of Special Ed: Reading, Math, Writing, Science and Social Studies.

PBMAS results reflected areas where improvement is needed on STAAR passing rates for Bilingual Math and Reading, and ESL Science and Writing. CTE nontraditional course completion rates for females also indicate a need for improvement. Special Education had the greatest concerns in STAAR passing rates for grades 3-8 in Math, Reading, Writing and Science, and discretionary OSS placements.

There is a significant gap in achievement for ELL students. The district LEP population has grown over the past eight years. Special Education numbers had been higher than the state % and the district worked to reduce the number of students placed in special education through the RtI models in place.

77 students were retained which is about 1/2 of the number from the previous year. Grade-level district retention counts are as follows: Kindergarten--30 students; First Grade--46 students; Second grade--22 students; Third grade--7 students; Fourth grade--5 students; Fifth grade--6 students; Sixth grade--0 students; Seventh grade-1 student; Eighth grade--0 students; Ninth grade--14 students; Tenth grade--10 students; Eleventh grade--5 students and Twelfth grade--0 students.

District Culture and Climate

District Culture and Climate Summary

Calhoun County ISD serves over 4,000 students and is located in the Region III ESC area. Over the last 3 years, the district leadership and structure has changed. Out of 7 of CCISD schools have welcomed new principals. Many new teachers have joined CCISD. The culture continues to focus on student success, community connections and opportunities for students to prepare for life after high school. A rich CTE program supports a school to work force vision for students in CCISD. This vision includes CTE certification, college entrance, serving in the armed forces or preparing for the competitive job market.

District Culture and Climate Strengths

The district continues to retain and hire highly qualified teachers. Teachers at the elementary level participate actively in campus and district professional development. At the secondary level, principals have embraced the T-TESS model and have initiated campus based professional development that increased the understanding of the model that articulates and evaluates best practices evidenced in classroom planning and instruction. All levels have had T-TESS training.

District Culture and Climate Needs

CCISD continues to seek out opportunities to work in partnership with Region III to ensure that practitioners at all levels have access to the most current legal, compliance and reporting guidelines. It is critical to foster the Region III partnership to create opportunities for professional development and exposure to research-based, best-practice instructional models.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Calhoun County ISD Personnel Director conducts recruitment activities to ensure that highly qualified personnel are hired for all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining webpage. The district analyzes data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status. The district also assists teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework and TExES testing in order to assure that all staff is highly qualified. The District used an on-line application program during the summer.

Staff Quality, Recruitment, and Retention Strengths

Calhoun County ISD teaching staff is highly qualified except at the elementary level. The personnel department reviews teacher qualifications every year to ensure that our students are taught by highly qualified teachers. Deputy Superintendent, Debbie Swope, will report to TEA the HQ information in November. Title II money is used to pay for training, content tests, and certification in other fields especially ESL certifications and training to help teachers who are moved to other positions. New teachers are assigned a mentor for their first year along with certain trainings required of all new staff to CCISD. The district also offers stipends for teachers in critical need areas of Math, Science, Foreign Language, Bilingual and Special Education.

CCISD teachers are dedicated to their students and work hard to create a classroom environments that promote creativity and problem-solving. The Curriculum and Federal Program departments maintain an online Staff Development program, SimpleK12 licenses. The on-line program is a Teacher Learning Community helping teachers succeed in their 21st century classrooms. The program contains interactive training, information webinars, peer support, lesson plan ideas, resources from teachers, and new tools for student engagement. Our partner private school, OLG, also use some of the Simple K12 licenses to fulfill their staff development obligations.

Starting in 2016-2017, teachers new to CCID participated in a New Teacher Orientation that included professional development in professionalism, school law, best practices and how to use district systems.

Staff Quality, Recruitment, and Retention Needs

The district ensures that each new teacher is assigned a campus mentor. Currently the district does not have a formal district program in place. The principals assign a mentor to each new teacher on their campus.

The district curriculum specialists serve as mentors and instructional leaders to the new teachers. The principals often ask for the specialists to work with their teachers at grade level or department meetings on curriculum, testing, instructional strategies and ways to teach a content.

The district hired 34 certified and highly qualified teachers. Teachers new to CCISD have varying levels of experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum used in Calhoun County ISD is a combination of teacher and district staff generated and purchased curriculum from a variety of resources. The district has four content specialists who write and revise the district scope and sequence each summer along with teacher input. The scope and sequence is completely aligned with the TEKS and the new STAAR readiness and supporting standards. Kindergarten through high school teachers also write instructional calendars for their classes to guide the instruction throughout the nine-week reporting period. Each nine weeks the specialists facilitate teacher driven common assessments for the scope and sequence for each subject. Common Assessments are scanned or electronically submitted and results are sent out to principals and teachers immediately after scanning through Eduphoria. Principals, Instructional Specialists, Department Chairs and teachers dissagregate campus results and discuss strengths and weakness. District specialists also follow the same procedures. Principals hold individual conferences with teachers whose scores do not seem to reflect student mastery of content. Campus scores are discussed in an accountability meeting/ data coaching each reporting period between the superintendent, curriculum director, personnel director and the campus administrator. Assistance is offered to the campuses in the needed areas. This process is used to measure the instructional success of the scope and sequence and leads to scaffolding and spiraling of problem TEKS into future scope and sequences, instructional calendars and common assessments. The district used IMA funds to adopt new secondary Math textbooks and newly adopted Kindergarten through grade 12 Social Studies textbooks and materials in 2015-2016. The Instructional Materials Allotment (IMA) is used to replaced damage or lost textbooks throughout the adoption process. Additionally, the IMA fund will pay for supplementary materials, chrome carts, calculators and other approved instructional materials.

Curriculum, Instruction, and Assessment Strengths

In Calhoun County students are taught and tested over the curriculum created through a collaborative process. CCISD has been successful on the state accountability measures by using a combination of resources written and purchased. There are no surprises on the scope and sequences or the assessments. There are student expectations per nine weeks and each teacher has been given those expectations. The district is data-driven and uses Aware through Eduphoria to assist in disaggregating assessment data. Other sources are also used. Year at a glance (YAGS)are written at each grade level and/or course to encourage teachers to work through their scope and sequence at the appropriate pace.

CCISD uses Title II federal monies to bring in staff development workshops that offer proven lessons in helping students grow. The district brought in textbook publishers to train the teachers on the new secondary Math and Social Studies textbooks and the online subscriptions. Each summer the district also provides a GT 6 hour update for the elementary and secondary GT certified staff. Between 65 and 80 teachers take advantage of this summer update. By providing the update in summer the district saves on substitutes and individual cost per teacher.

All district personnel have received professional development in the areas of special education accommodations, English Language Proficiency (ELPS) standards and Eduphoria Lesson planning (Forethought). All district personnel have been offered Eduphoria Aware training so that common assessments can be constructed electronically and with immediate data for interventions.

Curriculum, Instruction, and Assessment Needs

Teachers are encouraged to use research-based best practices to present material to the varied learning characteristics of their students. The scope and sequence must be covered in order to determine mastery of the concepts through teacher-generated assessments as well as common assessments. Calhoun County ISD and all campuses met the new state standards on the STAAR assessments in Spring and Summer of 2016. The district will continue to move forward to meet the next phase II standard by providing the guidance and resources to our teachers and students. The district and campus administrators are seeking updated materials to meet the rigor of the new Social Studies requirements and secondary Math TEKS. The district is working diligently to build background knowledge in Social Studies to improve Social Studies scores at the 8th grade by reviewing schedules to assure Social Studies and Science are being taught daily. Social Studies common assessments are being implemented in grades 3-5 based on TEKS aligned high interest social studies readers. Travis Middle School began the year with a first quarter benchmark to assess skills immediately and begin curricular interventions.

Scores reveal a performance gap between sub-pops including ESL and special education. 100% of district teachers need research based best practice training to assist students who struggle with content and /or language in the content area.

Additionally, campus leaders need professional development in the areas of state and federal accountability, curriculum alignment and serving special populations.

Family and Community Involvement

Family and Community Involvement Summary

The district has five Title I school-wide campuses - HJM, JR, POC, Seadrift, and Travis. They have excellent participation in school related activities during the day and at night. The two high schools have also increased their parental involvement through their websites, home mailouts, and electronic parent letters. The district website posts the district scope and sequences for teacher use along with district and school calendars, gradebook portals for parents, menus, accountability information, letters to parents, and many other required postings. Each campus holds at least 2 open houses per year for parents and community members. Jackson-Roosevelt holds two bilingual parent meetings with one in the fall and one in the spring semester.

Calhoun County ISD participated in the Texas Education Code 39.0545 which required all districts to evaluate the district's performance and the performance of each campus in community and student engagement. Performance ratings of exemplary, recognized, acceptable or unacceptable were given in each of the following areas: Fine Arts, Wellness and Physical Education; Community and Parental Involvement; The 21st Century Development Program; The Second Language Acquisition Program; The Digital Learning Environment; Dropout Prevention Strategies; and Educational Programs for Gifted and Talented Students.

Overall Ratings were: CCISD (recognized); CHS (recognized); Hope (acceptable); Travis (recognized); HJM (exemplary); JR (exemplary); Port O'Connor (exemplary) and Seadrift (recognized).

Family and Community Involvement Strengths

The district has a Partners in Education (PIE) committee comprised of the five major industries in Calhoun County. This committee has a full-time PIE coordinator. PIE coordinates a mentor and tutor program for the campuses, has career fairs for students and promotes academic excellence through the industry partners. The Texas Scholars' program is one of the initiatives of the PIE committee. PIE members work with CCISD staff to implement STEM expectations for high school students. They also secure grants for different community projects which promote math and science skills. Outside counseling entities such as Mid-Coast Counseling Services and The Harbor visit our schools to share information about drug and gang awareness, alcohol use, and not being a victim of sexual violence. The Ministerial Alliance organization is available for grief counseling in case of the death of a faculty member or student. The Boy and Girl Scouts along with the YMCA, The Journeys Club and 4-H clubs offer programs for our youth in and outside of the school day.

Family and Community Involvement Needs

The district needs more parental involvement. While many parents attend school functions, a large number of Calhoun students have parents who work at night and are not at home during critical evening hours. Schools try to assist students with afternoon tutorials and homework assistance to accommodate students and their parents. Elementary schools use daily homework folders to communicate with parents about grades, behavior and school events. The district and campus administrators are making every effort to use technology to reach families in our community through the web-pages, Face-book and instant message systems.

The district is still trying to improve parental involvement opportunities by making sure all of the district's parents feel welcome at the campuses and know where to seek answers to their questions. We appreciate our parent and community volunteers. Our students benefit from their participation in the school routine.
All district personnel continue to utilize methods that will inform parents and connect home to school.

Technology

Technology Summary

The district has a Technology Committee and a full-time Technology Director. The district also employees 3 full-time technology specialists who maintain the district's infrastructure. This year the district employees 1 IT specialists to work with teachers at the secondary and elementary level to help teachers integrate technology into their classes.

Local budget along with the use of some funds from the Instructional Materials Allotment (IMA) are used for district projects. Each elementary classroom teacher is expected to teach the Technology TEKS to all their students and produce a technology project by the end of the year.

CCISD recognizes that technologically literate students and staff are the catalyst to the development of future learning skills, knowledge, and application to society. TEA has dropped IStation for Reading intervention 3-5 and Think Through Math for improving Math concepts grades K-8. The district (Title I/III) has purchased IStation for PK-2 (Seadrift) and grades 3-5 at HJM, JR, and POC until the state offers something in its' place . The district also purchased Think Through Math through December 2015 in hopes that by January, 2016 the state will have accepted bids from Reading and Math vendors for remediation.

IMA money will be used to increase the number of chrome-books and carts in each elementary campus. Additionally, Travis Middle School is piloting a chrome book initiative where each student carries a device throughout the school day. Calhoun High School will continue to create lessons that utilize district technology.

The district has implemented full use of the Eduphoria lesson planning, test construction and data analysis system. 100% of teachers have received professional development in this area to ensure they are ready to meet the new Texas Teacher Standards.

Technology Strengths

All teachers in Calhoun County are expected to be technology proficient within the first semester of employment. The district has implemented use of Eduphoria for planning and assessment. The district has begun to coordinate programs and funding to get better prices such as Successmaker, DynEd, Waterford, and other on-line programs.

CCISD maintains a technological foundation, training, and implementation for students and staff, including a long-term upgradeable infrastructure. Academic excellence will occur by involving students, staff and community, thereby empowering all stakeholders to achieve success.

All stakeholders will apply information-age technology skills. The district and federal programs directors combined money to provide a staff development program for staff. Title II continues to support 50 licenses for Simple K12 for the private school partnership (Our Lady of the Gulf School) and 23 CCISD

teacher licenses. These licenses are awarded to teachers requesting this form of staff development. The licenses is under review for renewal.

G-Suite (Google Apps for Education) training will continue through online and face-to-face training sessions for teachers and CCISD staff.

Technology Department has purchased 35 Chromecarts (1020 Chromebooks) for Travis and 42 Chromecarts (1220 Chromebooks) for Calhoun High School. These carts were purchased with bond monies and local budgets. Other campuses using chromecarts and chromebooks are: Hope High School--2 carts with 55 chromebooks and Seadrift School--4 carts with 110 chromebooks. Travis Middle School and CHS have a 1 to 1 ratio of students to Chromebooks.

In the summer of 2015, the technology department began the process of upgrading the infrastructure at CHS to support wireless usage for the chromebooks. This upgrade will be a year long process. The next infrastructure project was initiated in the summer of 2016 to update the grid and improve connectivity.

The district also launched new, customer-friendly website that offers a variety of information on Calhoun County ISD.

Technology Needs

- Every student should have equal access to the same hardware and software
- Provide professional development for teachers so that student technology use is a seamless part of instruction
- Training on any new program or software for teachers and students
- Research for technology grants that will help provide Calhoun students with state of the art technology equipment
- Increased bandwidth, improved/additional backup equipment and a replacement cycle for outdated equipment
- Continued use/maintenance of distance learning classes to make course offerings equal throughout the district
- Educate the parents on ways they can monitor their child's progress by workshops and open campus labs especially our non-English speaking parents

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- 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)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CCISD students will participate in ELAR activities that are aligned with state standards and meet the expectations of rigor in the classroom and on state and local assessments.

Evaluation Data Source(s) 1: 100% of students in reading and writing grades 3-8 and EOC English I and II will show one year of growth and/or Level II satisfactory performance or Level III advanced performance on the grade or course appropriate STAAR assessment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide professional development and monitor instructional alignment with the TEKS, Scope & Sequence and best teaching practices. *Lisa Hernandez ELPS Training *Sheltered Instruction *TELPAS-ELPS Connection	2, 4, 10	Kelly Taylor Maggie Hernandez, ELA/Rdg/Wrtg Teachers, Lisa Rambo, Debra Sonsel, Campus Facilitators	100% of CCISD Teachers will have Professional Development Training on Eduphoria, Aware, Forethought, ELPS, TEKS Training, 504/SPED. 100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 46717.00, 211 TITLE I - 31805.60						
Critical Success Factors CSF 4 2) Provide tools and assist with planning for in-school interventions and support extended day and/or year programs for at-risk students, ELL, retainees, economically disadvantaged, and other student populations. *RtI programs *Class Size Reduction Grant *Tutoring *K-2 Teachers will employ "Effective Literacy Practices" daily *Istation *Acellus (Title III campus allotment) *Waterford (Title VI) *Small Group Intervention (211 TITLE I campus allotment)	2, 9	Kelly Taylor, Pam Weathersby, Lisa Rambo, Maggie Hernandez, Debra Sonsel, Campus Facilitators, Campus Principals	100% of program participants will demonstrate one year academic growth on STAAR and TELPAS. Use RtI to help decrease special service referrals to below 10%.				
	Funding Sources: 255 TITLE II - 567.00, 270 TITLE VI - 30000.00, 255 TITLE II CSR SALARIES - 150000.00, 263 TITLE III - 0.00, 211 TITLE I - 0.00						

Critical Success Factors CSF 1 CSF 2 3) Support LEP/language arts programs by acquiring and upgrading materials/software and offering tutorial opportunities. *ESL Reading Smart for ELL (TITLE III $6,850) *Project ELL (TITLE III Campus allotments) *Tutoring Program *Accelerated Reader (211 TITLE I) *BrainPop (270 Title VI) *ESL JR/Travis Aides *School Specialty	2, 9	Kelly Taylor, Pam Weathersby, Maggie Hernandez, Debra Sonsel, Campus Principals, Teachers	100% of the LEP student population will achieve 1 year of growth on oral language and writing proficiency, achieve advanced high status on TELPAS after 3-4 years of instruction, and meet AMAO standards for 2017.				
	Funding Sources: 263 TITLE III - 6850.00, 211 TITLE I - 16922.68, 255 TITLE II - 2500.00, 270 TITLE VI - 0.00						
Critical Success Factors CSF 1 4) Provide a high quality pre-school experience to CCISD 4 year old students enrolled on campuses. *Headstart Partnership" Pre-K teachers will receive PD and materials from Pre-K grant.	7	Kelly Taylor, Pam Weathersby, Dr. D. Freeman, Lisa Rambo, Campus Principals and Instructional Specialists.	100% of pre-kindergarten students are classified as school ready for full day kindergarten in 2017. 100% of pre-kindergarten teacher will receive training in Progress Monitoring and Circle Assessment.				
Critical Success Factors CSF 2 5) Provide professional development in Aware and facilitate planning to monitor student mastery of TEKS so that curricular adjustments and targeted interventions are in place for all students including students who receive special services.	2	Kelly Taylor, Pam Weathersby, Lisa Rambo, Maggie Hernandez, Instructional Specialists, Department Chairs and ESL Teachers	100% of students will make 1 year of growth evidenced by student performance on TPRI, TELPAS, and STAAR and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 45000.00						
Critical Success Factors CSF 1 CSF 2 6) Implement and improve high quality reading and writing instruction for ELL and other diverse learner populations through training opportunities for all content teachers. *SIOP (263 TITLE III $2100) *ELPS training *Project ELL (263 Title III $2,000) *BIL/ESL Best Practices * Region 3 Training	2, 4, 8, 9	Kelly Taylor, Pam Weathersby, Principals, Maggie Hernandez, Instructional Specialists, Debra Sonsel, Department Chairs and ESL Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 263 TITLE III - 4100.00						
Critical Success Factors CSF 1 7) Implement and assess short answer and essay responses across curriculum areas to enhance student's ability to interpret text and support it with textual evidence through use of 2016 STAAR released essay and responses.	2	Kelly Taylor, Pam Weathersby, Maggie Hernandez, Lisa Rambo ,Campus Principals	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				

Critical Success Factors CSF 2 8) Utilize STAAR formatted prompts to ensure mastery of TEKS through daily and weekly writing assignments in grades 1-12 for all students including students with disabilities, at-risk, and ELL. *School Specialty/Materials (TITLE III) Marsha White will train CHS and Travis teachers (TITLE II) and Maggie Hernandez will train CHS and Travis teachers on ELPS.	2, 4	Kelly Taylor, Pam Weathersby, Maggie Hernandez, Debra Sonsel, STAAR Facilitators, Department Heads, Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 1000.00, 224 IDEA - 24000.00, 263 TITLE III - 1000.00, 255 TITLE II - 5000.00						
Critical Success Factors CSF 2 9) Provide professional development for campuses to ensure test security for all state required assessments and reduce the number of testing irregularities.	10	Kelly Taylor, Pam Weathersby, Debra Sonsel	100% of campus testing coordinators receive mandatory coordinators training and create a campus test plan. 100% of campus personnel will receive district generated testing procedures and test security training.				
	Funding Sources: 255 TITLE II - 2600.00						
Critical Success Factors CSF 1 10) Research based supplemental materials and supplies will be purchased to support the TEKS in language arts. (Campus 211 TITLE I allotment and TITLE VI)	2	Kelly Taylor, Pam Weathersby, Debra Sonsel, Maggie Hernandez, Lisa Rambo, Campuses	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 263 TITLE III - 1525.00, 211 TITLE I - 0.00, 270 TITLE VI - 0.00, 255 TITLE II - 362.00						
Critical Success Factors CSF 3 11) Provide a district professional development module for instruction of the English Language Proficiency Standards (ELPS) and purchase materials for LEP students' use in the area of reading and writing. *Reading Smart Reading Mate for ELL - Title III $2,000	2, 9	Kelly Taylor, Pam Weathersby, Debra Sonsel, and Campus Prinicipals	Meet the safeguards for reading with students with disabilities, ELL and economically disadvantaged students as per Index 3 in 2016.				
	Funding Sources: 263 TITLE III - 2000.00						
Critical Success Factors CSF 7 12) Seek out and retain highly qualified secondary ELA teachers through job fairs and advertisements.		Deborah Swope,Kelly Taylor, Pam Weathersby,	100% of secondary ELA teachers meet the Highly Qualified criteria.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CCISD students will participate in math activities that align standards and meet the expected rigor in the classroom and on state and local assessments.

Evaluation Data Source(s) 2: 100% of students in math grades 3-8 and EOC Algebra I will show one year of growth and/ or Level II satisfactory performance or Level III advanced performance on the grade or course appropriate STAAR assessment.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 1) Disaggregate and analyze STAAR assessment data and common assessment results to determine student progress toward achieving state math standards in elementary and secondary.	2, 8, 9	Kelly Taylor, Pam Weathersby, Linda Jurica, Campus Principals, Instructional Specialists, Math Teachers	100% of Teachers will have professional development in Eduphoria Forethought and Aware. 100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
Critical Success Factors CSF 4 2) Provide professional development and monitor use of AWARE data to create classroom curricular interventions, small group tutorials and individualized support for students struggling to master specific TEKS. Scope and Sequence design and adjustment. *In-school Tutorials * Extended day/Year Tutorials *Student Success Initiative *RtI Academy and Aware	2, 8, 9	Kelly Taylor, Pam Weathersby, Linda Jurica, Campus Principals, Instructional Specialists, Math Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
Critical Success Factors CSF 1 3) Provide professional development for use of support materials to ensure that lessons evidence alignment with STAAR readiness and supporting standards and prepare students for the grade level STAAR test as well as locally development assessments.	2, 8	Kelly Taylor, Pam Weathersby, Linda Jurica, Campus Principals, Instructional Specialists	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				

Critical Success Factors CSF 3 4) Facilitate vertical alignment between high school, middle school, and elementary math programs and prerequisite courses to increase STAAR Math (grades 3-Algebra II) readiness. Vertical Alignment in scope and sequence for advance math 6th-12th.	8	Kelly Taylor,Linda Jurica, Joan Sassman, Andreanna Martinez, Melissa Hoggett,Mike Torres, Instructional Specialists,	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				
Critical Success Factors CSF 3 5) Facilitate Math Department/Grade Level professional development to ensure that the readiness and supporting standards are taught at the appropriate level and interventions are initiated to support students who are struggling to master TEKS including students who receive special services including LEP, Special Education and At-risk groups. The Pre-AP/AP curriculum will promote college readiness and ensure preparation for the college board exams.	8, 9	Kelly Taylor, Linda Jurica, Department Heads, Instructional Specialists, Grade-Level Leaders, Campus Principals	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate. 5% increase in Advance Placement Scores in Math subject areas.				
	Funding Sources: 199 LOCAL - 68290.00						
6) Utilize technology based lessons in math classes and intervention sessions through the use of online resources. *MStar *Ipad *BrainPop (TITLE VI) *Think Through Math, Textbook Online Support	2, 4, 9	Kelly Taylor, Pam Weathersby, Linda Jurica, Jeana Bethany, Debra Sonsel	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 255 TITLE II - 5790.00, 211 TITLE I - 0.00, 270 TITLE VI - 0.00						
Critical Success Factors CSF 7 7) Seek out and retain highly qualified secondary math teachers through job fairs, advertisements, and stipend incentives.	5	Debbie Swope, Kelly Taylor, Pam Weathersby, Linda Jurica, Nicole Amason, Michael Torres	100% of secondary math teachers meet the Highly Qualified criteria.				
Critical Success Factors CSF 3 8) Monitor math instruction to ensure best practices are utilized, pacing/sequencing and materials are used and confirm that Eduphoria is utilized for shared lesson plans and data analysis.	2	Kelly Taylor, Pam Weathersby, Linda Jurica, Campus Principals, Instructional Speciialists	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				

Critical Success Factors CSF 1 9) Research based supplemental materials and supplies will be purchased to support math instruction designed to better prepare students for the STAAR assessment as well as locally developed assessments (Campus 211 TITLE I allotment and TITLE VI)	2	Kelly Taylor, Pam Weathersby, Linda Jurica, Debra Sonsel, Instructional Specialists	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.t.				
	Funding Sources: 211 TITLE I - 0.00, 270 TITLE VI - 0.00						
Critical Success Factors CSF 3 10) Use Eduphoria AWARE to monitor student performance and initiate interventions for students with disabilities each grading period.	9	Kelly Taylor, Pam Weathersby, Jeana Bethany, Debra Sonsel, Nicole Amason, Instructional Specialists	Meet safeguards for math growth with all students with disabilities as per Index 3 in 2017. Increase course pass rates by 10% as a result of targeted interventions.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CCISD students will participate in science activities that promote creativity, collaboration, and problem solving and/or meet the expected rigor in the classroom and on state and local assessments.

Evaluation Data Source(s) 3: 100% of students in science grades 5,8, and EOC Biology will show one year of growth and Level II satisfactory performance or Level III advanced performance on the grade or course appropriate STAAR assessment.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide professional development and monitor instructional alignment with the TEKS, Scope & Sequence and best teaching practices. - Google Drive, Eduphoria	8	Kelly Taylor, Pam Weathersby, Robin Sonsel, Instructional Specialists, Campus Principals	100% of CCISD staff will have professional development in Eduphoria Forethought and Aware. 10% increase in course pass rates due to standards based assessments and targeted interventions.				
	Funding Sources: 199 LOCAL - 0.00						
Critical Success Factors CSF 2 2) Identify the readiness and supporting standards tested in grades 5, 8, and EOC Biology. Monitor and adjust K-12 Scope & Sequence to reflect tested science TEKS.	1, 2, 9	Kelly Taylor, Robin Sonsel, Science Teachers	100% of students will evidence of 1 year of growth and/or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				
	Funding Sources: 199 LOCAL - 1000.00						
Critical Success Factors CSF 3 3) Support K-12 instruction using Eduphoria-Aware/Forethought to ensure the materials are aligned with science TEKS by using new K-12 adopted textbooks and lab assignments.	2, 4, 8	Kelly Taylor, Robin Sonsel, Campus Principals, Science Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 1000.00, 410 IMA - 350000.00						
Critical Success Factors CSF 1 4) Participate in STEM activities to enhance basic concepts at higher cognitive levels through hands on activities, field experiences, and lab experiences K-12. *Wetlands *Recycling Center, Energy Trailer *Floating Classroom *Robotics Grades 4-12	2, 10	Kelly Taylor, Robin Sonsel, Science Teachers, PIE	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 2000.00, GRANT - ALCOA - 28500.00, GRANT - FORMOSA - 5000.00						

Critical Success Factors CSF 2 5) Dissaggregate and review reporting STAAR categories and common assessments for all grade levels especially reviewing economically disadvantaged students and other under performing sub pops in order to initiate and monitor targeted interventions.	2, 8, 9	Kelly Taylor, Pam Weathesby Robin Sonsel, Campus Principals, Department Chairs and Instructional Specialists	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 500.00						
Critical Success Factors CSF 2 6) Facilitate planning to initiate and monitor targeted interventions based on Common Assessment data and course assessment data.	2, 8, 9	Kelly Taylor, Pam Weathersby, Robin Sonsel, Campus Principals, Instructional Specialists and Department Chairs.	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
Critical Success Factors CSF 1 7) Research based supplemental materials and supplies will be leased to support the academic goals in science. *Star Lab - Region 3 (local), (Campus TITLE I allotment and TITLE VI)	2	Kelly Taylor, Pam Weathersby, Robin Sonsel, Debra Sonsel, Campus Principals, Instructional Specialists and Department Chairs.	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 199 LOCAL - 150.00, 211 TITLE I - 0.00, 270 TITLE VI - 0.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CCISD students will participate in social studies activities that promote creativity, collaboration, and problem solving and meet the expected rigor in the classroom and on state and local assessments.

Evaluation Data Source(s) 4: 100% of students in grade 8 social studies and EOC U.S. History will show one year of growth and/ or Level II satisfactory performance or Level III advanced performance on the grade or course appropriate STAAR assessment.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 1) Disaggregate and review STAAR data, common assessment results, and reporting categories for 8th grade and EOC assessments in social studies to initiate targeted interventions.	1, 2, 9	Kelly Taylor, Maggie Hernandez, Campus Principals	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				
Funding Sources: 263 TITLE III - 2300.00							
Critical Success Factors CSF 1 2) Participate in social studies activities to enhance basic concepts at higher cognitive levels. *Black History Month (Feb) * Hispanic Heritage Month (May) * Constitution Day (PK-12) (Sept.), Celebrate Freedom Week (PK-12) *Veteran's Day (Nov) *Texas Public School Week (March) *Mock election (Nov)	2	Kelly Taylor, Maggie Hernandez, Robin Sonsel, Debra Sonsel, Social Studies Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				
Funding Sources: 211 TITLE I - 60.00							
Critical Success Factors CSF 1 3) Build student background knowledge in social studies through reading materials, current event discussions, various media resources, and special guest speakers (ex. veterans) at all grade levels. K-5 Social Studies Weekly CA added (3-5)	2	Kelly Taylor, Maggie Hernandez, Robin Sonsel, Department Heads	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance.				

Critical Success Factors CSF 1 4) Collaborate with department/campus grade level teachers to monitor the Social Studies TEKS, Scope & Sequence, best teaching practices, and to meet teachers' needs for resources such as labeling YAG with readiness and supporting standards, and improving vocabulary instruction. *Lisa Hernandez ELPS Training	2	Kelly Taylor, Maggie Hernandez, Robin Sonsel, Debra Sonsel, Campus Administrators, Social Studies Teachers and Instructional Specialists	100% of CCISD Teachers will have Eduphoria, Aware, Forethought, ELPS, 504/SPED and TEKS training.				
	Funding Sources: 199 LOCAL - 0.00, 270 TITLE VI - 0.00, 211 TITLE I - 0.00						
Critical Success Factors CSF 1 5) Provide and monitor use of the Social Studies readers (K-5) with online lesson plans, Jarret workbooks and Hedgehog prep tools to create standards aligned learning experiences that better prepare students for the grade level STAAR assessments as well as local assessments.		Kelly Taylor, Pam Weathersby, Maggie Hernandez Robin Sonsel, Social Studies Teachers, Administrators	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
	Funding Sources: 410 IMA - 200000.00						
Critical Success Factors CSF 7 6) Participate in the Region III Lead4Ward partnership to target social studies standards in interactive lessons as well as create interventions that prepare students for the grade level STAAR and local assessments.		Kelly Taylor,Maggie Hernandez, 8th Grade and EOC History Teachers	100% of students will evidence 1 year of growth and/ or meet Level II satisfactory on the STAAR assessment. 10% increase in Level III performance. 10% increase in course pass rate.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources and focus resources to assist TEKS acquisition for struggling sub-pops.

Evaluation Data Source(s) 1: Based on the yearly audit of finances and program budgets, CCISD shows financial stability.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1	2, 9	Principals, Jeana Bethany	100% of students with disabilities show progress based on Index 2. - One year's growth				
1) Use district resources including AWARE to monitor performance, provide research-based interventions and other supplementary materials to improve achievement scores for all students with disabilities.	Funding Sources: 224 IDEA - 19060.00						
2) Execute WADA contracts with TEA in a timely manner to minimize cost.		Robin Martinez	Payment of WADA is complete.				
3) Ensure expenditures remain within adopted budget unless amended by Board to meet needs as they arise.		Robin Martinez, Administrative Team	Assessment at the end of budget shows budget is balanced after amendments.				
4) Continue to utilize the Energy Management Plan and to manage down the cost of electricity per kilowatt.		Joe Hernandez, Eric Smith, Deborah Swope	Cumulative energy cost savings				
5) Monitor legislative action recapture and advocate mid sized school funding.		Board of Trustees, Deborah Swope, Kelly Taylor, Dr. D. Freeman	Consider impact of new formula on budget.				
6) Utilize federal/state dollars according to NCLB and state guidelines to assure compliance with the law with all funding sources. *SECCA Contracted Services *Association for Compensatory Educators of Texas (ACET), Region centers *Class Size Reduction Teacher Salaries	10	Kelly Taylor, Debra Sonsel, Robin Martinez, Dr. D. Freeman, Pam Weathersby	100% of federal and state monies will be expended for student achievement.				
	Funding Sources: 211 TITLE I - 16848.00, 255 TITLE II - 103420.00, 263 TITLE III - 749.00, 224 IDEA - 3000.00, 270 TITLE VI - 1591.00						
7) Use district resources to provide specialized services as determined by ARD Committees.	2, 9	Jeana Bethany	100% of compliance of ARD specifications.				
	Funding Sources: 224 IDEA - 148275.00						

8) Utilize federal/state funds according to NCLB and state guidelines to provide supplemental research-based materials, supplies, and services in the four core subjects to improve student achievement scores. *Waterford Early Learning (270 TITLE VI Campus allotment) *Doceri (270 TITLE VI) *BrainPop (270 TITLE VI Campus allotment) *Texquest (270 TITLE VI)	2	Principals, Kelly Taylor, Pam Weathersby, Debra Sonsel	100% of program participants will meet STAAR standards for 2016.				
	Funding Sources: 211 TITLE I - 1000.00, 270 TITLE VI - 7529.28, 263 TITLE III - 1532.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessionals are certified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of students testing in all subject areas will make one year of growth and achieve Level II satisfactory or Level III advanced performance based on effective use of technology in the classrooms and best practice professional development that meets the needs of the CCISD students and teachers.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Coordinate professional development activities and training materials for all staff, including non-core professionals with federal, state, and local programs. *Region Center workshops *Eduphoria, Aware, Forethought *Catapult training (OLG - 211 TITLE I allotment $575.00) *School Counselor Conference *Special Ed Access *ELPS Training	4	Kelly Taylor, Debra Sonsel, Pam Weathersby, District Curriculum Specialists.	100% of staff has access to research based staff development opportunities.				
	Funding Sources: 211 TITLE I - 5985.00, 255 TITLE II - 30000.00, 224 IDEA - 1075.00, 263 TITLE III - 5880.00, 270 TITLE VI - 1750.00, 199 LOCAL - 2990.00						
Critical Success Factors CSF 7 2) Hire and retain highly qualified staff in all content areas. *Stipends offered in high demand positions	3, 5	Deborah Swope, Campus Principals	100% of CCISD have certification in the subjects they teach.				
Critical Success Factors CSF 7 3) Increase the effectiveness of teacher instruction and classroom management on student achievement through technology training and standardization of classroom technology. *Google Apps *TCEA *Chromebooks *Chromebook Training *Instructional Technology Specialist	4	Kelly Taylor, Marcus Martinez, Debra Sonsel, Barbara Sides, Curriculum Department	100% of CCISD teachers will integrate technology into lessons as evidenced in walkthroughs, student products, and lab schedules.				
	Funding Sources: 270 TITLE VI - 34000.00, 211 TITLE I - 86707.87, 199 LOCAL - 33800.00						
Critical Success Factors CSF 7 4) Assistance and training given to staff in order to observe Technology Applications TEKS throughout the curriculum addressing the varied needs and characteristics of all learners.		Kelly Taylor, Marcus Martinez, Campus Administrators, Curriculum Department	100% of teachers show proficiency in technology as observed through T-TESS process.				

Critical Success Factors CSF 4 5) Evaluate student use of Technology Applications TEKS throughout the curriculum K-12 including proper keyboarding techniques grades K-9. *Report 8th grade Technology Assessment to TEA	4	Kelly Taylor, Marcus Martinez, Debra Sonsel, Curriculum Department, Campus Administrators	Principals will reflect use in documented walkthroughs and appraisals and observe completed student products. Documented on T-TESS				
	Funding Sources: 410 IMA - 5000.00						
Critical Success Factors CSF 4 6) Support Gradpoint curriculum for credit recovery and for alternate approach based on individual needs at CHS and Hope High School. *Utilize Gradpoint for the Hope GED Program *30 Core/Elective Licenses	9	Marcus Martinez, Nicole Amason, Dwana Finster	Credit recovery and graduation rate will reflect an increase.				
	Funding Sources: SCE - 15647.50						
7) Purchase technology hardware and software as needed.	2	Marcus Martinez, Campus Principals	100% of CCISD computers to Windows & to meet TEKS in content areas.				
	Funding Sources: 410 IMA - 50000.00, 270 TITLE VI - 0.00						
Critical Success Factors CSF 5 8) Maintain the district web site to meet posting requirements, communicate with parents, and provide public information. *Gradebook *My School Bucks *Social Media * E-mail * Remind	6	Deborah Swope, Marcus Martinez, Sean Tynes, Amy Boone, Campus Principals and Staff, District Office Staff	CCISD staff will provide current information through website.				
	Funding Sources: 199 LOCAL - 115500.00						
Critical Success Factors CSF 7 9) Assist teachers in attaining certification to meet the needs of identified student subpopulations through coursework, staff development, and TExES testing.	3	Deborah Swope, Deborah Sonsel, Kelly Taylor	100% of staff who work with district students are certified in the subject or specialization they teach.				
	Funding Sources: 255 TITLE II - 854.00, 263 TITLE III - 3574.00						
Critical Success Factors CSF 6 10) Continue to teach an abstinence curriculum in appropriate grades and character education to build self-esteem and motivate students to stay in school. *Character Education *Additional programs as scheduled on drugs, alcohol, sexually related topics, internet safety, and bullying provided by The Harbor. *SHAC *Mid-Coast Counseling Services	10	Deborah Swope, Kelly Taylor, Principals, Counselors	100% of campuses will provide character education, abstinence program, and self-esteem activities.				
	Funding Sources: 199 LOCAL - 100.00						

Critical Success Factors CSF 6 11) Offer awareness instruction on drug & violence prevention for grades K-12. *Red Ribbon Week *Drug Awareness Curriculum *Bullying *Stranger Danger *Gang Involvement *Mid-Coast Counseling Services *Counselor Co-op Participation *The Harbor		Campus Administrators, Counselors, School Resource Officers	Evidence of program participation, renewal, and reports provided by campuses.				
	Funding Sources: 199 LOCAL - 1000.00						
Critical Success Factors CSF 7 12) Conduct parent awareness sessions regarding student progress and expected course of action for graduation beginning in Grade K through Grade 12 *Kudor *College Readiness *Financial Aid *Bilingual Parent Meetings at JR *Watchdogs Program *ELL Parent Workshops	6	Campus Administrators, Counselors, Teachers	Meeting agendas and sign in sheets, Publish calendar of meetings				
Critical Success Factors CSF 3 13) Track each group entering ninth grade to report the status of students expected to graduate with a specific class plan. *Personal Graduation Plan *Credit Recovery *Tutorials (9-11) *Credit by Exam Co-op Fee *TxVSN *Meet with LEP parents to explain graduation requirements.	2	Kelly Taylor, Nicole Amason, Counselors, Dwana Finster, Dr. D. Freeman	Personal graduation plans will be developed for all students in grades 6-12. Increase completion rate from CHS Academy to 95% or better.				
	Funding Sources: 199 LOCAL - 1000.00						
Critical Success Factors CSF 1 14) Increase enrollment and interest in Pre-AP/AP courses, dual credit, and the Texas Scholar Degree Program as well as taking AP exams for college credit. *TSI *Financial Assistance *Victoria College *Inventory for College Readiness *TxVSN Agreement		Nicole Amason, Kelly Taylor, Counselors, Mike Torres, Mark Rouse, Dwana Finster, Curriculum Specialists	AP roster reflects increased student participation. College credit hours will increase through AP testing & on campus college classes through MOU's with college campuses.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: The district and each campus will provide learning environments that are safe and positive behavior support for all students, faculty, and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: Attendance will reach 97% with a 10% decline in discipline referrals and Out of School Suspensions.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Utilize programs that deliver a message to students about bullying, cyber bullying, wellness, and personal protection through community programs, SHAC, and The Harbor. *Bullying, Character Education *Instructional Technology Specialists	10	Administrators, Dr. Freeman, Counselors, Community Agencies, Barbara Sides	Curriculum on file at district office and report on students served. Bullying policy procedures posted on district website. Report made to Board on presentations.				
Critical Success Factors CSF 5 2) Communicate with the Emergency Management in the county to coordinate safe school concepts. Fire, Police, EMT, Sheriff Departments, Industry Liaisons, Red Cross		Kelly Taylor, Calhoun Responders	Evidence that campuses and district are in compliance with requirements.				
3) Maintain facilities in excellent condition for maximum student success and safety.		Maintenance Department, Board of Trustees	District facilities are safe and reflect pride.				
	Funding Sources: BOND - 65000000.00						
Critical Success Factors CSF 6 4) Require new ID's with the new keyless system for all district personnel and secondary students in grades 6-12.		Campus Administrators	100% of secondary students and district staff will wear ID badges.				
Critical Success Factors CSF 6 5) Implement safety precautions at campuses for parents and community members to interact with students. *Volunteer Forms *Fingerprinting *Background Checks *Driver's License Scanner		Campus Administrators, Deborah Swope	Procedures are in place at all campuses to identify visitors on school property.				

Critical Success Factors CSF 6 6) Support campuses in promotion of good attendance through a positive school climate. *Phone Calls *Home Visits *Conferences *Positive Postcards *Make Up Attendance Hours	2, 6, 10	Debra Sonsel, Campus Principals, District Resource Officers	District attendance rate will be at least 97%.				
	Funding Sources: 211 TITLE I - 1000.00						
Critical Success Factors CSF 1 7) Recover at-risk students by coordinating programs to help students graduate. *Hope High School *Flex , *Virtual Network *CBE Exam *Gradpoint	9	Nicole Amason, Michael Torres, Dwana Finster, Kelly Taylor, Deborah Swope, Curriculum Department	100% of identified students will enroll and return to successfully complete their course work, improve attendance and attitude, and take responsibility for their learning.				
Critical Success Factors CSF 5 8) Actively monitor CCISD attendance and discipline records of all students and make parental contact for continued absenteeism and truancy. *School Resource Officers *Truancy Officer *Principals	6	Campus Principals, Truant Officer	Attendance rate at each campus will improve by 1% or more. Discipline referrals will decrease by 10%.				
	Funding Sources: 199 LOCAL - 2800.00						
Critical Success Factors CSF 7 9) Work with Campus Safety Committees and SHAC to develop and promote a safe climate and friendly environment, including alcohol and drug awareness programs. *Parenting Classes *Internet Safety Workshop	10	Kelly Taylor, Dr. D. Freeman, Campus Principals	Attendance rate at each campus will improve up to 97%. Discipline referrals will decrease by 10%.				
	Funding Sources: 199 LOCAL - 1000.00						
Critical Success Factors CSF 6 10) Identify and monitor potential dropouts to place into an appropriate program through personal contact. *Mentors/Tutors *Parental Involvement *Career Fair *Home Visits *School Resource Officer *Mid Coast Counseling *Truancy Officer *Homeless Services	2, 10	Nicole Amason, Dwana Finster, Michael Torres, Counselors, Debra Sonsel, Greg Falcon	The dropout rate will be less than 1% as per the state report for 2017.				
	Funding Sources: 211 TITLE I - 1700.00						
Critical Success Factors CSF 6 11) Utilize SSI (Social Skills Intervention) personnel at CHS and Travis for Special Service students with behavioral issues to meet academic needs of special education students.	9	Nicole Amason, Michael Torres, SSI Teachers	90% of Special Service students will be kept at local campuses for discipline management and appropriate TEKS instruction.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: CCISD parent and community involvement will be promoted at all CCISD campuses and departments.

Evaluation Data Source(s) 1: Parent participation has increased by 10% based on campus sign-in sheets from campus activity or events involving parents.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Continue to seek ways to communicate regularly with parents and promote parental involvement in the educational process. *Open House *Campus/District Committees *Parent workshops *Newsletters *PTA/PTO *Booster Clubs *Parent Compacts *Campus Calendars *Parent Conferences *Fall/Spring Parent Involvement Activities *CCISD Website, *Social Media, *Public Accountability Hearings *Parent Liaisons (Campus 211 TITLE I allotment) (OLG $116) *LEP Parents	6	Campus Principals, Counselors, Debra Sonsel	10% increase in parental involvement by campus as evidenced by sign-in sheets/logs. Parental Involvement documentation is kept on campuses and Federal Programs Coordinator's office.				
	Funding Sources: 211 TITLE I - 43105.00, 224 IDEA - 1000.00						
Critical Success Factors CSF 5 2) Utilize the local newspapers, social media, and district website to recognize and inform parents, volunteers, staff, and students to seek input on various issues. *Advertise school events *Test schedules * Public Accountability Hearing *GT nominations *District-wide results * Spelling Bee	6, 10	Deborah Swope, Debra Sonsel, Campus Principals	Article/photo will be printed for all campuses each nine weeks and kept on file. Website will post current information.				
	Funding Sources: 199 LOCAL - 2500.00						
Critical Success Factors CSF 5 3) Host parent workshops in dual language when appropriate and offer dual language handbook and memos at campuses where needed.	6	Sherry Phillips	Workshop information will reflect dual language when needed.				

4) Recognize individuals and groups at board meetings for special achievements. *Teachers *Students *Campuses *Newspaper *Academic All Stars *Business Community *Social Media		Campus Administrators, Superintendent	Recognition will occur at designated regular board meetings as recorded in the minutes.				
Critical Success Factors CSF 5 5) Coordinate successful transition programs for students into Pre-kindergarten/Kindergarten from Headstart and Private Daycares elementary to middle school; middle school to high school.	7	Kelly Taylor, Pam Weathersby, Campus Administrators, Counselors	Parent night for transition grades. Posted information on websites. Coordination sessions with partner campuses.				
Critical Success Factors CSF 5 6) Continue to address school, student, and community issues such as homelessness, health related problems, sexual abuse and other maltreatment of children, educating students with disabilities, early mental health intervention, suicide prevention, and bullying prevention by providing training on identification and prevention of these issues. *SHAC *Region III	2, 10	Shari Dierlam, Deborah Swope, Debra Sonsel, Jeana Bethany, Counselors	Training and services provided on file at campus level.				
	Funding Sources: 211 TITLE I - 1700.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6118-99-699-6-24	6118 Extra Duty Stipend - Locally Defined	$17,674.44
199-23-6118-99-699-6-24	6118 Extra Duty Stipend - Locally Defined	$1,500.00
199-11-6128-99-699-6-24	6128 Overtime Pay - Locally Defined	$158.90
199-11-6141-99-699-6-24	6141 Social Security/Medicare	$256.65
199-23-6141-99-699-6-24	6141 Social Security/Medicare	$20.32
199-11-6143-99-699-6-24	6143 Workers' Compensation	$203.55
199-23-6143-99-699-6-24	6143 Workers' Compensation	$17.25
199-11-6145-99-699-6-24	6145 Unemployment Compensation	$14.16
199-23-6145-99-699-6-24	6145 Unemployment Compensation	$1.20
199-11-6146-99-699-6-24	6146 Teacher Retirement/TRS Care	$1,269.14
199-23-6146-99-699-6-24	6146 Teacher Retirement/TRS Care	$90.00
	6100 Subtotal:	**$21,205.61**
6300 Supplies and Services		
199-11-6399-00-699-6-24	6399 General Supplies	$200.00
	6300 Subtotal:	**$200.00**
6400 Other Operating Costs		
199-11-6412-00-699-6-24	6412 Student Travel	$800.00
	6400 Subtotal:	**$800.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Andria Munsch	Secretary	Federal Programs	.10
Mary Martinez	Truancy Officer	Attendance/Truancy	1

Title I

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

Activities:

- Planning team of educators, parents, community members, and business representatives meet during Spring semester.
- Comprehensive Needs Assessment of campuses and district completed based on student data.
- Comprehensive Needs Assessment of Professional Development opportunities
- Comprehensive Needs Assessment of Parental Involvement activities

2: Schoolwide Reform Strategies

Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those who are at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

Activities:

- Review all program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research.
- Identify and investigate programs and strategies that are support by scientifically-based research.
- Identify programs within the schools that address meeting the needs of underserved populations.
- Determine the effectiveness of programs by reviewing disaggregated performance data of student sub-groups.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers.

Activities:

- Calhoun County Independent School District strives to maintain a 100% Highly Qualified staff.

- Record highly qualified status of teachers, their teaching position, the course(s) they teach, and their service records.
- Record highly qualified status of paraprofessionals, their assignments, and their service records.
- Provide time for professional development.
- Professional development of school programs prior to the school year with ongoing evaluation of effectiveness.
- Monitor teacher effectiveness by making walk-throughs.
- Provide opportunities for teacher collaboration.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In accordance with section 1119 and subsection (a)(4), highly-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Activities:

- Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate.
- Utilize book study groups and department led training.
- Provide opportunities for all employees to obtain training in programs and initiatives already in place.
- Utilize videoconferencing equipment and/or online training to meet the schedules of teachers.
- Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
- Allow teachers to attend professional development in content areas specific to the teacher's assignment.
- Schedule art, music, computer, group counseling, etc. during the same time blocks so teachers have time to collaborate or receive training.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high-need schools.

Activities:

- Advertise in the newspaper and on the web.
- Attend college and ESC job fairs.
- Provide salary based incentives for high need areas such as math and science.
- Provide on-going and refresher training for programs that are in place in the District for both teachers and instructional paraprofessionals.
- Promote quality leadership.
- Provide opportunities for teacher input in developing local policies and procedures.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

Activities:

- Schools shall send information to parents in a language and format they can understand, including: parent's right to know teacher qualifications, parent's right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
- Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level.
- Schools shall assist parents in understanding the state's academic content and achievement standards and requirements of the Title 1 program. Schools shall provide materials and training in areas such as literacy or technology.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children transition form early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Activities:

- Coordinate the professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals.
- Arrange for kindergarten and preschool teachers to visit each other's classrooms.
- Instruction is guided by a coherent curriculum that includes meaningful content and has a strong and systematic focus on cognitive skills, including language, early reading, writing skills and math skills children need to develop before they enter kindergarten.
- Instruction is always intentional with a balance between individual, small-group, and large-group activities.
- The classroom environment is one where children feel well cared for and safe.
- Teachers frequently check children's progress.
- The preschool staff regularly communicates with parents and caregivers.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Activities:

- Provide opportunities for teachers to work together in developing student assessments.
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments.
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Activities:

- Analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutorials and summer school.
- Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.
- Conduct parent/teacher conferences to keep parents informed.
- Provide school counseling services.
- Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, etc.
- Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities.

10: Coordination and integration of federal, state and local services and programs

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Activities:

- Document the Federal, State, and local services and programs at each schoolwide campus such as:
  Title Programs, materials, and equipment; Homeless Programs; GED; Private NonProfit School; Free and reduced lunch.
- Provide resource and service information for: Professional Development, Parental Involvement, Violence Prevention.
- Determine where coordination and integration can occur based on program intent and purpose.
- Document all coordinated programs, services, and funds in the correct location on the District Improvement Plan and School Improvement Plans to show intent and purpose.

Title I Personnel

Name	Position	Program	FTE
ANDRIA MUNSCH	FEDERAL PROGRAMS SECRETARY	FEDERAL PROGRAMS	.60
AUDELIA SANCHEZ	AIDE	JR ELEMENTARY	.5
CAROL COWLEY	COUNSELOR	FEDERAL PROGRAMS	1
COURTNEY HERREN	COUNSELOR	TRAVIS MIDDLE SCHOOL	1
CYNTHIA LUNA	PARENT LIAISON	TRAVIS MIDDLE SCHOOL	1
DAWN BROWN	INSTRUCTIONAL SPECIALIST	JR ELEMENTARY	1
DEBRA SONSEL	FEDERAL PROGRAMS COORDINATOR	FEDERAL PROGRAMS	.60
DENISE HENK	INSTRUCTIONAL SPECIALIST	HJM ELEMENTARY	1
DOLORES MENDEZ	AIDE	SEADRIFT SCHOOL	1
LAURA DE LA GARZA	PARENT LIAISON	HJM ELEMENTARY	1
MARK ROUSE	INSTRUCTIONAL SPECIALIST	TRAVIS MIDDLE SCHOOL	1
MARTHA VALERO	PARENT LIAISON	JR ELEMENTARY	1
MISTY RICHTER	AIDE	PORT O'CONNOR	.5
SAMANTHA JUDD	COUNSELOR	JR ELEMENTARY	1
SKYELEIGH FICKLEN	AIDE	HJM ELE,MENTARY	1
TAMMY BOEHL	COUNSELOR	HJM ELEMENTARY	1

District-Wide Educational Improvement Advisory Council

Committee Role	Name	Position
Classroom Teacher	Kupcho, Angela	Travis Teacher
Classroom Teacher	Wood, Ashleigh	CHS Teacher
Classroom Teacher	O'Neil, Jenny	POC Teacher
Classroom Teacher	Sassman, Joan	Travis Teacher
Classroom Teacher	Whitaker, Kellie	CHS Teacher
Classroom Teacher	Hardee, Leslie	HJM Teacher
Classroom Teacher	Colley, Maggie	HJM Teacher
Classroom Teacher	Canales, Melissa	Seadrift Teacher
Classroom Teacher	Henderson, Sheree	Seadrift Teacher
Classroom Teacher	Krause, Stacey	JR Teacher
Classroom Teacher	Saunders, Teri	Hope/Flex Teacher
Classroom Teacher	Smith, Terri	CHS Teacher
Classroom Teacher	Batts, Truly	JR Teacher
Community Representative	Trevino, Tina	Community Representative
District-level Professional	Boone, Amy	PIE Coordinator
District-level Professional	Sonsel, Debra	Federal Programs Coordinator
District-level Professional	Bethany, Jeana	Special Programs Director
District-level Professional	Taylor, Kelly	Assistant Superintendent of Curriculum & Instruction/DEIAC Chair
Elementary Administrator	Phillips, Sherry	JR Principal
Elementary Administrator	O'Donnell, Tiffany	HJM Principal
Non-classroom Professional	Sides, Barbara	Technology Specialist
Non-classroom Professional	Henk, Denise	HJM Instructional Specialist
Secondary Administrator	Dworaczyk, Dana	POC Principal/CHS Assistant Principal
Secondary Administrator	Torres, Michael	Travis Principal

District Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher Schedules, Agendas, Scope & Sequence		$46,717.00
1	1	5			$45,000.00
1	1	8			$1,000.00
1	2	5			$68,290.00
1	3	1			$0.00
1	3	2			$1,000.00
1	3	3			$1,000.00
1	3	4			$2,000.00
1	3	5			$500.00
1	3	7		Region 3 - Star Lab	$150.00
1	4	4			$0.00
3	1	1			$2,990.00
3	1	3		Salaries	$33,800.00
3	1	8			$115,500.00
3	1	10			$100.00
3	1	11			$1,000.00
3	1	13			$1,000.00
4	1	8			$2,800.00
4	1	9			$1,000.00
5	1	2			$2,500.00
				Sub-Total	$326,347.00

255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$567.00

1	1	3			$2,500.00
1	1	8			$5,000.00
1	1	9			$2,600.00
1	1	10			$362.00
1	2	6			$5,790.00
2	1	6			$4,976.00
2	1	6	Salaries		$98,444.00
3	1	1			$30,000.00
3	1	9			$854.00
				Sub-Total	$151,093.00
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Istation		$0.00
1	1	3	DynEd, Rosetta Stone, School Specialty		$6,850.00
1	1	6			$4,100.00
1	1	8			$1,000.00
1	1	10			$1,525.00
1	1	11			$2,000.00
1	4	1			$2,300.00
2	1	6			$749.00
2	1	8			$1,532.00
3	1	1			$5,880.00
3	1	9			$3,574.00
				Sub-Total	$29,510.00
211 TITLE I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Recovery		$31,805.60
1	1	2			$0.00

1	1	3			$16,922.68
1	1	10			$0.00
1	2	6			$0.00
1	2	9			$0.00
1	3	7			$0.00
1	4	2			$60.00
1	4	4			$0.00
2	1	6		211-21-6291-00-872-6-24-000	$16,848.00
2	1	8		872	$1,000.00
3	1	1		211-21-6399-00-872-6-24-000	$5,985.00
3	1	3		Salaries	$86,707.87
4	1	6			$1,000.00
4	1	10			$1,700.00
5	1	1			$43,105.00
5	1	6			$1,700.00
				Sub-Total	$206,834.15

SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Novanet		$15,647.50
				Sub-Total	$15,647.50

224 IDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$24,000.00
2	1	1			$19,060.00
2	1	6			$3,000.00
2	1	7			$148,275.00
3	1	1			$1,075.00
5	1	1			$1,000.00

				Sub-Total	$196,410.00
GRANT - ALCOA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$28,500.00
				Sub-Total	$28,500.00
410 IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$350,000.00
1	4	5			$200,000.00
3	1	5	Technology Alignment, Plan Stationary and Portable Computer Labs, Tech Application, Software, Studen		$5,000.00
3	1	7	Facilitators, Software, Software Committee, Hardware/Software		$50,000.00
				Sub-Total	$605,000.00
BOND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3			$65,000,000.00
				Sub-Total	$65,000,000.00
GRANT - FORMOSA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$5,000.00
				Sub-Total	$5,000.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$30,000.00
1	1	3			$0.00
1	1	10			$0.00
1	2	6			$0.00
1	2	9			$0.00

1	3	7			$0.00
1	4	4			$0.00
2	1	6		270-21-6291-00-872-6-24-000	$1,591.00
2	1	8			$7,529.28
3	1	1		270-13-6399-00-872-6-24-000	$1,750.00
3	1	3		Chromebooks	$34,000.00
3	1	7			$0.00
				Sub-Total	$74,870.28
255 TITLE II CSR SALARIES					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$150,000.00
				Sub-Total	$150,000.00
				Grand Total	$66,789,211.93

Addendums

TEXAS EDUCATION AGENCY
2016 Accountability Summary
CALHOUN H S (029901001) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

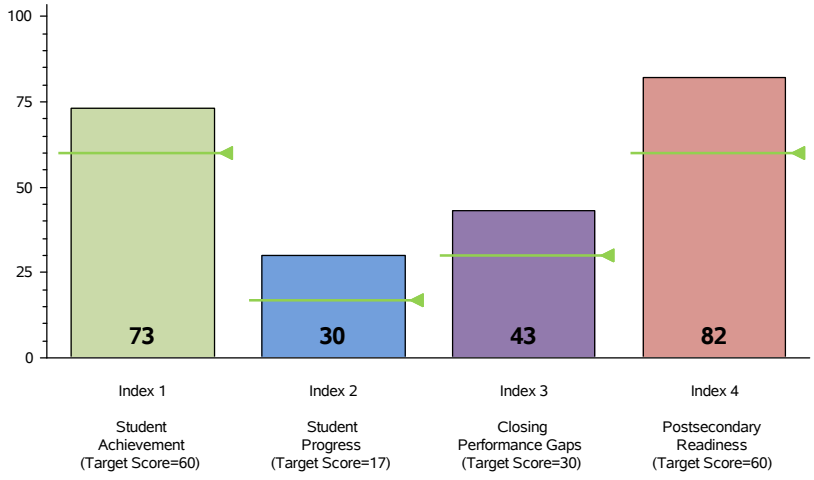
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,210	1,656	73
2 - Student Progress	357	1,200	30
3 - Closing Performance Gaps	689	1,600	43
4 - Postsecondary Readiness			
STAAR Score	13.5		
Graduation Rate Score	23.9		
Graduation Plan Score	21.4		
Postsecondary Component Score	23.1		82

Campus Demographics

Campus Type	High School
Campus Size	1,188 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	49.0
Percent English Language Learners	4.6
Mobility Rate	13.9

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	14 out of 21 = 67%
Participation Rates	13 out of 13 = 100%
Graduation Rates	4 out of 5 = 80%
Total	**31 out of 39 = 79%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
HOPE H S (029901003) - CALHOUN COUNTY ISD

Accountability Rating

Met Alternative Standard

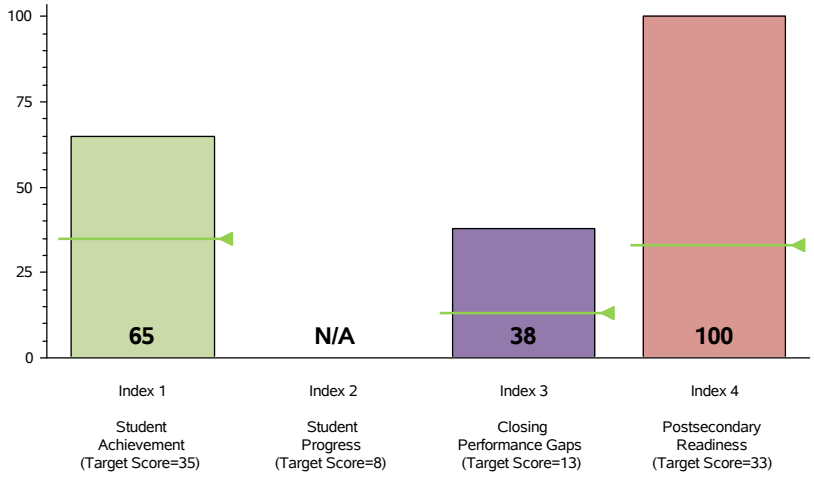
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NOT ELIGIBLE
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NOT ELIGIBLE
Postsecondary Readiness
NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	17	26	65
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	150	400	38
4 - Postsecondary Readiness			
STAAR Score	7.3		
Graduation Rate Score	73.2		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		100*

* Includes bonus points that may have been added to the Index 4 Score.

Campus Demographics

Campus Type	High School
Campus Size	26 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	76.9
Percent English Language Learners	0.0
Mobility Rate	98.2

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	1 out of 2 = 50%
Participation Rates	1 out of 1 = 100%
Graduation Rates	1 out of 3 = 33%
Total	**3 out of 6 = 50%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
TRAVIS MIDDLE (029901043) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

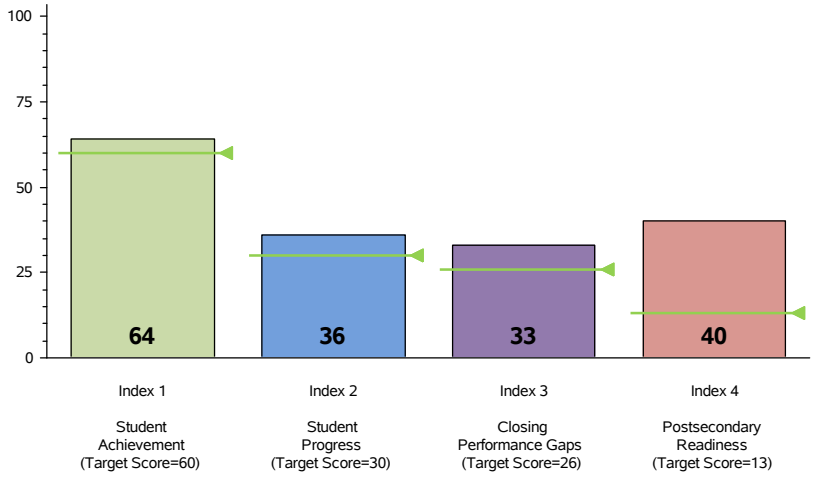
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,510	2,351	64
2 - Student Progress	507	1,400	36
3 - Closing Performance Gaps	985	3,000	33
4 - Postsecondary Readiness			
STAAR Score	40.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		40

Campus Demographics

Campus Type	Middle School
Campus Size	843 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	61.0
Percent English Language Learners	9.8
Mobility Rate	12.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	13 out of 26 = 50%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**27 out of 40 = 68%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
HARRISON/JEFFERSON/MADISON COMPLEX (029901101) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

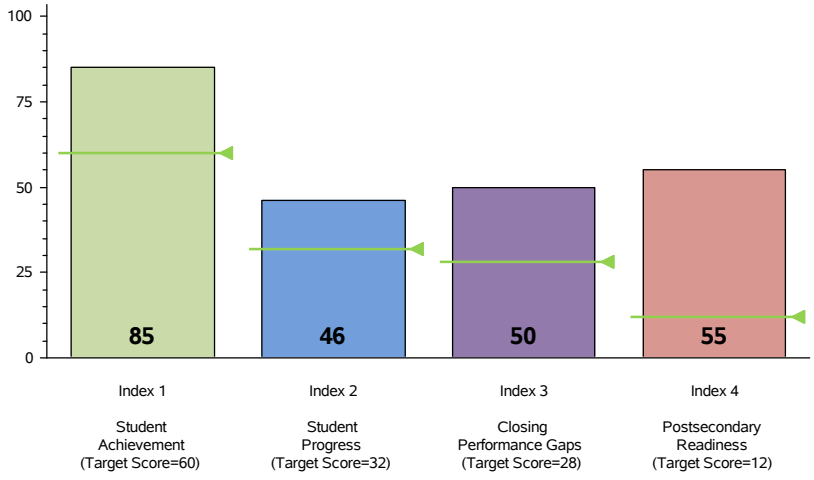
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	745	875	85
2 - Student Progress	556	1,200	46
3 - Closing Performance Gaps	1,009	2,000	50
4 - Postsecondary Readiness			
STAAR Score	55.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		55

Campus Demographics

Campus Type	Elementary
Campus Size	767 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	71.6
Percent English Language Learners	17.2
Mobility Rate	12.8

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 20 = 90%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**32 out of 34 = 94%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
JACKSON/ROOSEVELT COMPLEX (029901102) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED

Academic Achievement in Mathematics
NO DISTINCTION EARNED

Academic Achievement in Science
NO DISTINCTION EARNED

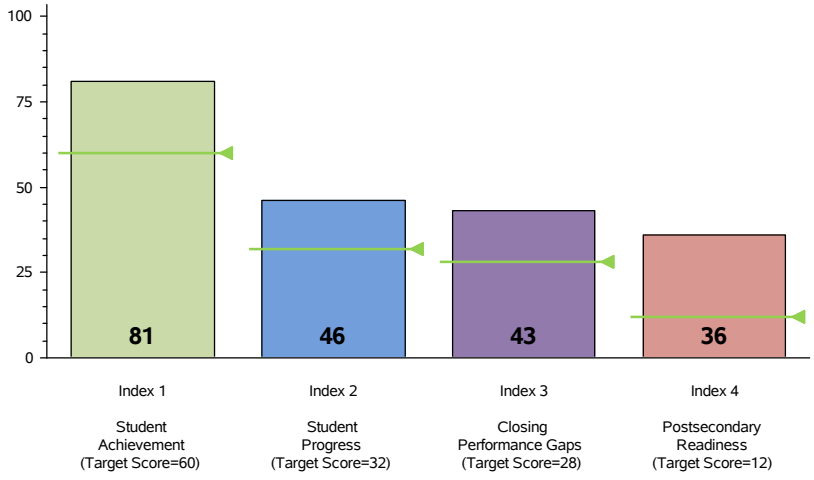
Academic Achievement in Social Studies
NOT ELIGIBLE

Top 25 Percent Student Progress
DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED

Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	887	1,101	81
2 - Student Progress	456	1,000	46
3 - Closing Performance Gaps	688	1,600	43
4 - Postsecondary Readiness			
STAAR Score	35.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

Campus Demographics

Campus Type	Elementary
Campus Size	988 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	66.2
Percent English Language Learners	17.0
Mobility Rate	12.5

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 20 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	**30 out of 32 = 94%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
PORT O CONNOR EL (029901105) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

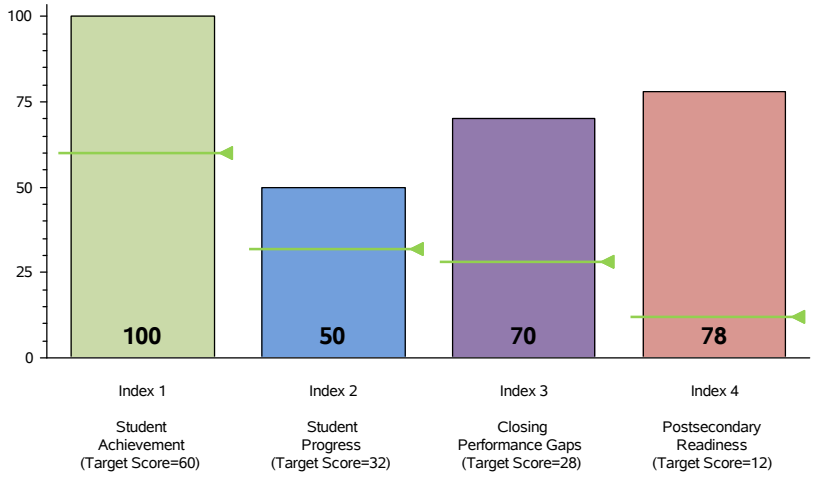
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	69	69	100
2 - Student Progress	100	200	50
3 - Closing Performance Gaps	556	800	70
4 - Postsecondary Readiness			
STAAR Score	78.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		78

Campus Demographics

Campus Type	Elementary
Campus Size	77 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	55.8
Percent English Language Learners	13.0
Mobility Rate	26.9

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	4 out of 4 = 100%
Participation Rates	2 out of 2 = 100%
Graduation Rates	N/A
Total	**6 out of 6 = 100%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
SEADRIFT SCHOOL (029901107) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

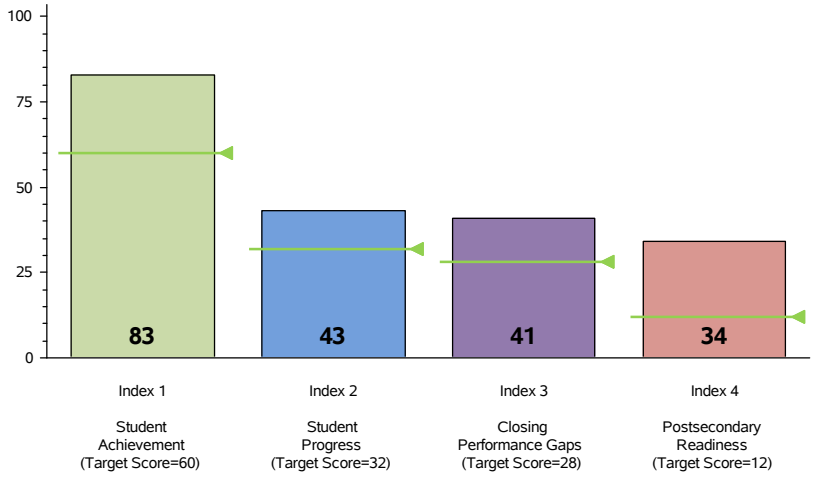
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	406	489	83
2 - Student Progress	342	800	43
3 - Closing Performance Gaps	661	1,600	41
4 - Postsecondary Readiness			
STAAR Score	33.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		34

Campus Demographics

Campus Type	Elementary
Campus Size	283 Students
Grade Span	PK - 08
Percent Economically Disadvantaged	54.1
Percent English Language Learners	11.3
Mobility Rate	16.5

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	16 out of 16 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	**24 out of 24 = 100%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

Calhoun County ISD
2015–2016
STAAR Results: Grades 3–8

Subject	Grade	District	Hispanic	Asian	Black	White	Eco Dis	LEP	SPED	At Risk	STAAR A	Combined Summary	HJM STAAR	HJM Combined	JR STAAR	JR Combined	POC STAAR	POC Combined	SEADRIFT STAAR	SEADRIFT Combined	TMS STAAR	TMS Combined
Reading	3	83	80	87	78	88	80	80	36	75	N	83	79	79	85	85	100	100	83	83		
Math	3	87	86	93	67	89	83	86	64	78	N	87	94	94	80	79	100	100	86	86		
Reading	4	83	80	75	100	92	77	64	17	66	38	81	84	79	81	80	100	100	88	88		
Math	4	80	77	88	60	88	76	75	38	61	40	78	92	87	70	69	100	100	88	88		
Writing	4	79	75	75	80	91	72	63	50	64	16	75	85	79	73	70	100	100	83	83		
Reading	5	83	77	86	--	95	75	70	30	70	0	83	86		78		100	100	86	86		
Math	5	89	85	95	--	98	84	85	35	82	0	89	89		87		100	100				
Science	5	85	80	90	--	95	78	74	60	76	27	80	85	79	85	81	100	100	79	79		
Reading	6	64	58	73	--	81	53	39	12	44	7	62							76	76	63	60
Math	6	71	67	76	--	79	63	57	35	55	14	67							81	81	69	66
Reading	7	63	59	95	67	66	51	36	10	37	0	62							76	74	62	60
Math	7	67	65	82	56	69	57	50	37	42	0	65							91	89	63	61
Writing	7	62	55	90	50	72	50	32	14	38	0	61							68	66	61	
Reading	8	80	72	87	100	93	72	37	29	66	13	80									79	
Math	8	84	81	90	75	91	81	74	58	78	--	84									84	
Science	8	62	52	87	50	78	50	28	23	39	--	62									60	59
Social Studies	8	40	31	80	38	53	27	17	5	19	0	40									38	37

--=No Data Reported For Fewer Than 5 Students N=No Students Tested

Created: 10/3/16

Calhoun County ISD
2015–2016
EOC STAAR Results

Subject	District Accountability	District Accountability Combined	CHS Campus Accountability	CHS Combined	HOPE Campus Accountability	SEA Campus Accountability	TMS Campus Accountability
English I	55	53	55	53	--		
English II	56	55	57	56	27		
Biology	89	87	89	87	0		
U.S. History	92	92	93	92	83		
Algebra I	89	88	86	85	--	100	100

Created: 10/3/16

TEXAS EDUCATION AGENCY
2016 Accountability Summary
CALHOUN COUNTY ISD (029901)

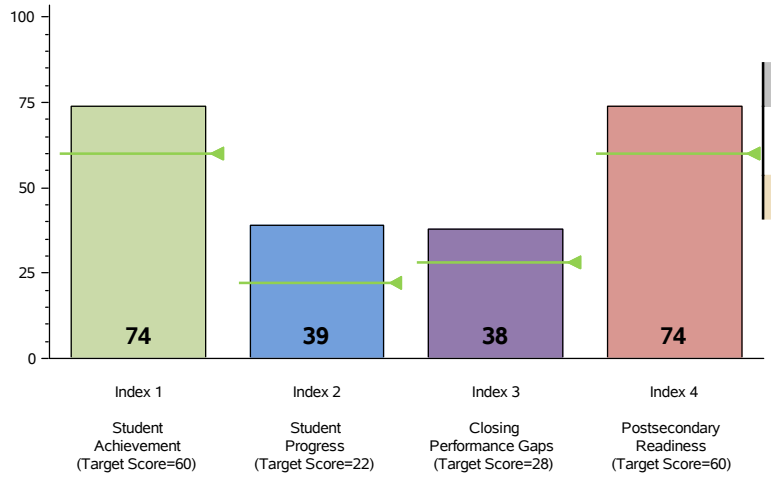
Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
5 out of 14 = 36%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,871	6,612	74
2 - Student Progress	619	1,600	39
3 - Closing Performance Gaps	912	2,400	38
4 - Postsecondary Readiness			
STAAR Score	10.3		
Graduation Rate Score	23.8		
Graduation Plan Score	17.7		
Postsecondary Component Score	21.8		74

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	29 out of 38 = 76%
Participation Rates	17 out of 17 = 100%
Graduation Rates	5 out of 5 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	**52 out of 61 = 85%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

Calhoun County Independent School District

Office of the Assistant Superintendent of Curriculum & Instruction
525 N. Commerce Street
Port Lavaca, Texas 77979
361-552-9728 (phone)
361-551-2648 (fax)

The District Improvement Plan (DIP) has been updated to reflect state accountability measures including Indexes I-IV while continuing to support our district goals.

- The Student Progress Measure has been designated as a focus to ensure that each child will evidence one year of growth after one year of instruction.

- 100% of CCISD teachers have participated in professional development for use of Eduphoria as a tool for standards based lessons, assessment construction and analysis of student data to ensure that students are served using relevant performance data.

- Targeted Intervention is identified in every academic area as a strategy to support to student progress and academic performance.

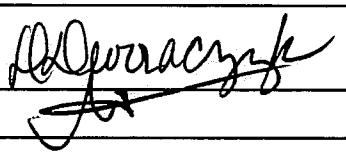
- 100% of teachers have gained access to the Eduphoria AWARE system as well as training regarding the disaggregation of data so that immediate supports can be initiated after each standards aligned assessment.

- Best Practice Instruction and Targeted Intervention drive the curriculum sections of the DIP.

2016-2017

Meeting Date: September 27, 2016

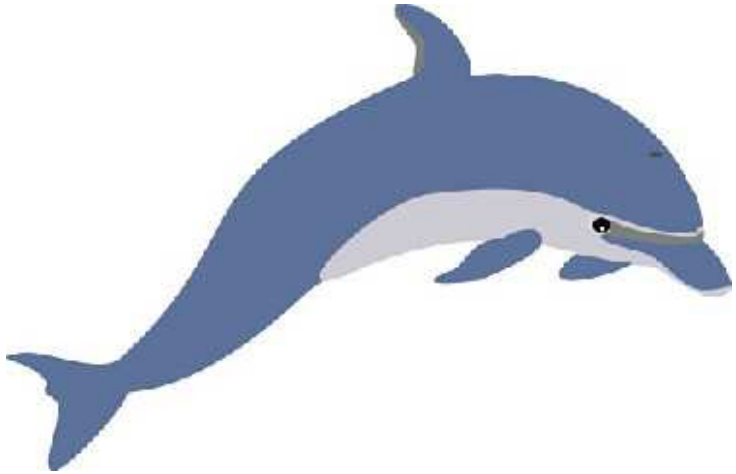
Committee Role	Name	Position	Signature
Classroom Teacher	Kupcho, Angela	Travis Teacher	
Classroom Teacher	Wood, Ashleigh	CHS Teacher	
Classroom Teacher	O'Neil, Jenny	POC Teacher	
Classroom Teacher	Sassman, Joan	Travis Teacher	
Classroom Teacher	Whitaker, Kellie	CHS Teacher	
Classroom Teacher	Hardee, Leslie	HJM Teacher	
Classroom Teacher	Colley, Maggie	HJM Teacher	
Classroom Teacher	Canales, Melissa	Seadrift Teacher	
Classroom Teacher	Henderson, Sheree	Seadrift Teacher	
Classroom Teacher	Krause, Stacey	JR Teacher	
Classroom Teacher	Saunders, Teri	Hope/Flex Teacher	
Classroom Teacher	Smith, Terri	CHS Teacher	
Classroom Teacher	Batts, Truly	JR Teacher	
District-level Professional	Boone, Amy	PIE Coordinator	
District-level Professional	Sonsel, Debra	Federal Programs Coordinator	
District-level Professional	Bethany, Jeana	Special Programs Director	
District-level Professional	Taylor, Kelly	Assistant Superintendent of Curriculum & Instruction/DEIAC Chair	
Elementary Administrator	Phillips, Sherry	JR Principal	
Elementary Administrator	O'Donnell, Tiffany	HJM Principal	
Non-classroom Professional	Sides, Barbara	Technology Specialist	
Non-classroom Professional	Henk, Denise	HJM Instructional Specialist	

Secondary Administrator	Dworaczyk, Dana	POC Principal/CHS Assistant Principal	
Secondary Administrator	Torres, Michael	Travis Principal	

Calhoun County Independent School District

Port O'Connor Elementary

2016-2017 Campus Improvement Plan



Mission Statement

POC Elementary will inspire students to achieve their personal BEST through collaborative, innovative, and engaging educational experiences while building positive relationships and fostering high achievement.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Port O'Connor Elementary has not seen a substantial change in demographics in the last five years. The school is currently 59% Anglo, 41% Hispanic, 7% ELL/LEP, 6% Special Ed, 5% 504, 7% GT, 8% homeless, 26.9% mobility rate, 62% at-risk, and 67% low socio-economic.

Demographics Strengths

The following are identified as demographic strengths:

- At-risk students are doing as well as the any other students on STAAR.
- ELL, SpEd, 504, and low socio-economic students are doing as well as all other populations on STAAR.

Demographics Needs

The following demographic needs are listed in priority order:

- We will continue to improve instruction by identifying students that need targeted (tier II) and intensive (tier III) instruction. Our RtI committee will meet frequently to review data and monitor growth. This will drive our decisions on what systematic research based interventions students will receive.
- Continue to promote writing in all subject areas and grade levels; the goal is to increase scores across ethnicity groups, as well as subject areas.
- Continue to work with ELL students to exit them before they leave POC.
- Continue to plan and work in small groups for our at-risk population.

Student Achievement

Student Achievement Summary

Port O'Connor Elementary is an outstanding campus with many amazing achievements.

As reported on the 2016 Accountability Summary, in 2015-2016, the campus earned Distinction Designations in the areas of Mathematics, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gap, and Postsecondary Readiness. This is largely due to a rigorous curriculum in addition to teacher-led initiatives focusing on high-performance, common assessments, and the use of effective teaching strategies.

In index 1 referring to Student Achievement we earned 100 (target is 60). The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

In Index 2 referring to Student Progress we earned 50 (target is 32). The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels. Growth is evaluated by subject and student group. The growth measure is based on a change score that is the difference between the student's current and prior year scores. The target for index 2 is set at the 5th percentile because the commissioner determined that campuses that are the lowest fifth percentile should receive the appropriate interventions needed to be successful in future years.

In index 3 referring to Closing Performance Gaps we earned 70 (target is 28). The purpose of index 3 is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups. Index 3 is designed to compare the performance of the lower performing student group to an external target. The external target is one that allows the state to meet the statutory and accountability goal that Texas will be among the top ten states in post secondary readiness by 2020 with no significant achievement gaps by race, ethnicity or socioeconomic status.

In index 4 we earned 78 (target is 12). The purpose of Index 4 is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

Student Achievement Strengths

No Students Failing STAAR:

- In 3rd grade Reading 100% met satisfactory level 2 and 50% met advanced level 3.
- In 3rd grade Math 100% met satisfactory level 2 and 42% met advanced level 3.
- In 4th grade Reading 100% met satisfactory level 2 and 44% met advanced level 3.
- In 4th grade Writing 100% met satisfactory level 2 and 11% met advanced level 3
- In 4th grade Math 100% met satisfactory level 2 and 78% met advanced level 3.
- In 5th grade Reading 100% met level 2 satisfactory and 33% met advanced level 3.
- In 5th grade Science 100% met satisfactory level 2.
- In 5th grade Math 100% met satisfactory level 2 and 67% met advanced level 3.

Attendance: Attendance Goal was 97% and POC was 97.4% in 2015-16. POC staff strongly believe attendance is imperative to student sucess.

Student Achievement Needs

Disaggregation of 2016 STAAR data indicates several areas to target for improvement. The needs are listed in priority order:

- 5th grade **Science** had about 80% of the questions correct on the STAAR test but none of the students scored up to the Level 3. Even though this group of students is moving on to middle school, the science curriculum will be revised based on which objectives are identified in Aware as needing intervention.
- In 4th **Writing**, 100% met satisfactory level 2; however, only 11% met advanced level 3. We need to keep focusing on this population of students who are now in 5th grade, as well as the deliverance of Reading curriculum in 4th grade. Students who scored in quintile 1 and quintile 2 are receiving intense interventions so that we can bring these students up in the area of Reading.
- In 3rd grade **Math** 100% of students met satisfactory level 2; however, only 42% met advanced level 3. We are providing small group instruction and intense interventions to all these students. In addition, we are working to increase the performance at the advanced level (level 3).
- K-5 will spend more time on **Writing.**
- We are continuing our writing buddy program so that all students will be exposed to writing on a daily basis.
- In all subjects we are striving to maintain the rigor and complexity of the curriculum in order to increase our advanced performance level.
- K-5 students need more work in **Reading** in the category of Understanding/Analysis of Literary Texts (because the 3-5 students had only about 80% of the questions correct on STAAR in this area. In the area of Understanding/Analysis of

Information Text, 80% of the questions were answered correctly. These two areas remain the weakest reporting categories in reading for POC.

- K-5 students in **Math** need to focus on the reporting categories: computations and algebraic relationships (81%) and geometry and measurement (79%).
- Continue to monitor **Attendance** to reach the 97.5% goal.
- Continue to increase the use of **Technology** in all subjects for instruction, including intervention programs, and student projects.

School Culture and Climate

School Culture and Climate Summary

POC Elementary has created a strong partnership between the community and the school. The school is the heart of the community and members take pride in playing an active role in supporting school initiatives . We have many retired community members who come regularly to mentor and tutor students. There is a shared vision that promotes a positive school climate. It is a team effort to create a safe, supportive, engaging learning environment for our children.

School Culture and Climate Strengths

POC Elementary promotes a positive school climate by engaging families and community members in school activities. Many community organizations are involved with the school. The sheriff's department is very involved with the school and regularly arrives as students are coming and leaving the school.

Some of the activities with strong community involvement include:

- PTO Carnival
- Open house
- Red Ribbon Week
- Grandparent breakfast
- Veterans Day Program
- Book Fair
- Christmas Store
- Christmas Musical
- Warriors Weekend
- Science Fair
- Mentoring/tutoring program
- 100th day of school celebration
- Science fair
- Bluebonnet book reception

- Lemonade Day
- Fire Prevention Day
- Recycling Program
- Living Museum
- School Garden

School Culture and Climate Needs

We will continue to actively solicit community involvement through participation in school activities and volunteer opportunities to keep the community vested in our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Port O'Connor Elementary has a long standing reputation of hiring and retaining exceptionally talented and capable employees. 100% of our classroom teachers are highly qualified and GT-certified. All ELAR teachers are ESL-certified.

Professional development for all staff is a high priority. The principal and staff use best practices from leading researchers to increase student performance. Professional development is chosen to assist teachers in achieving their goals identified on the T-TESS instrument.

Staff Quality, Recruitment, and Retention Strengths

- The staff has many years of experience working with students.
- 90% of the staff live in Port O'Connor.
- Staff members work closely as a team to meet each student's individual learning needs. They remain flexible and have constant conversations about increasing student performance and are open to making instructional adjustments if necessary.

Staff Quality, Recruitment, and Retention Needs

Continuous training needs:

- Reading strategies
- Writing practice & creativity
- Math strategies
- Using technology in instruction and student projects
- Generational interest and needs
- Differentiated Instruction
- The complexity of the STAAR and its rigor

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Continuous and focused data analysis is recognized as an essential process at Port O'Connor Elementary. Since all staff are data driven we strive for continuous improvement in all populations and student groups. Full implementation of the district's curriculum is expected in every classroom and is closely monitored. Teachers experiencing difficulty with district/campus expectations will be identified and given support.

Common formative assessments are used across the district as a teaching tool used to generate data. District Curriculum Based Assessments are rigorous and they raise expectations for student achievement. Another assessment regularly monitored are weekly reports from our intervention programs, Think Through Math and Istations. The district and campus goals reflect its commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Curriculum, Instruction, and Assessment Strengths

The following strengths have been identified:

- The implementation of the district's Scope and Sequence is very consistent. Teachers understand the value of providing a guaranteed and viable curriculum.
- Teachers use the data from the Common Assessments to plan tutorials and small group lessons for the students to make sure they learn the skills for the nine weeks.
- Teachers are willing to integrate technology in their instruction and expect students to work with technology to prepare projects, homework and communicate with the teacher.
- Data from Aware was disaggreagated from 2015-16 STAAR assessment.
- Interventions of identified students take place during and after school using computer programs and/or teacher-developed materials.

Curriculum, Instruction, and Assessment Needs

The following needs have been identified and are listed in priority order:

- Student engagement and excitement for learning is always a top priority.
- Continued Professional Development for teachers to acquire innovative teaching strategies in order to teach our diverse population of students.
- Continued data collection and training to improve student achievement in all core subjects.
- Continue to grow and learn along with our students so that the curriculum is relevant and connections are constantly being made.

Family and Community Involvement

Family and Community Involvement Summary

POC Elementary has a shared vision and plan for promoting, enhancing, and sustaining parental involvement where students have all the opportunities and resources necessary to be successful. Since every school is unique it is important to consider its history, community, strengths and needs in order to encourage parental involvement. Our vision is for our children to achieve lifelong success.

Family and Community Involvement Strengths

We take pride in our family and community partnership. Below are some of our school activities that strengthen the ties between our school and our families:

- PTO Carnival
- Open house
- Grandparent breakfast
- Veterans Day Program
- Book Fair
- Christmas Store
- Christmas Musical
- Warriors Weekend
- Science Fair
- Mentoring/tutoring program
- Girl Scouts
- Hunter Safety courses
- 4-H meetings

Family and Community Involvement Needs

We would like to increase the number of tutors especially in the area of Math and Science.

School Context and Organization

School Context and Organization Summary

POC Elementary is a PK-5 campus. Our PK-2 classrooms are self-contained and grades 3-5 are departmentalized by content area. Our K-5 teachers interact with other teachers in the district each nine weeks during instructional planning time. This provides an opportunity to collaborate with other campuses, including the district instructional facilitators. When servicing our RtI students all staff members get involved. Our SBDM committee is in constant communication with one another and consists of all our teachers and a community member.

School Context and Organization Strengths

- Yearbook club
- IBC host a new teacher mentor luncheon during our new teacher in-service
- New teachers are placed with a mentor for additional support
- Bully and hero alert during morning annoucements
- Science club
- A very active PTO
- Student led accountability meetings each nineks
- Dolphin Splash newsletter
- Facebook page/website for communication
- Remind communication at classroom and school levels
- Tutorials/enrichments
- CA data analysis each nine weeks
- Intervention reports printed weekly to track student progress

School Context and Organization Needs

We have students with unique circumstances and now have a part-time counselor to help meet the needs of these students.

Technology

Technology Summary

POC Elementary has a focused vision when it comes to technology. The staff have tablets, Chromebooks, smart boards, dance mats, IPAD's, ELMO's, LCD projectors, and Mobis for classroom use. Students are engrossed with technology experiences and are provided with many activities centered around technology. Many of our teachers have grade level blogs, facebook pages, and parents have the opportunity to take advantage of extending classroom learning into their homes. Students also participate in blogs and have email accounts to complete assignments.

Technology Strengths

At POC elementary each grade level visits the computer lab daily and technology is integrated in all core subjects. One of the major benefits of using technology in classrooms and computer lab is the ability to differentiate instruction so that all student needs can be individualized and targeted. Just as every student grows and develops at different rates, they learn in different ways and at different speeds. Technology makes it possible to pace lessons appropriately for each student's learning level and can be used to promote learning in multiple learning styles.

Technology Needs

POC Elementary will contact district technology specialist with requests for assistance as they move toward more integrated technology levels in their classrooms.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All POC Elementary will participate in ELAR activities that promote creativity, collaboration and problem solving.

Evaluation Data Source(s) 1: 100% of 3-5 students in reading and writing will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Port O'Connor Staff will implement the District Instructional Model: Instructional Calendars (Scope &Sequence); Instructional Focuses (Daily Obj.); Regular Assessments (Spot Check for Mastery); Maintenance (Spiral TEKS throughout week, month, year); Data Disaggregated (Identify Student Needs for intense intervention); Conferences (Principals to Teachers); and Accountability Meeting (District Office) to ensure all Readiness, Supporting, and Process Standards are being taught and assessed.	2	Principal - Dworaczyk	POC Elementary will meet standard on STAAR by achieving index targets for index 1: Student Achievement; Index 2: student Progress; Index 3: Closing Achievement Gaps. Teachers will develop Instructional Calendars using the district Scope & Sequence which will be evident in lesson plans. Instructional Focuses will be written on the board in each classroom. Regular assessments will be evident in grade book and planning of lesson plans along with supplamentals that spirals the TEKS in instruction and assessments.				
Critical Success Factors CSF 7 2) Opportunities for staff to attend research based staff development in order to improve instruction (Thinking Maps, Whole Brain Training, ELAR and authentic writing training-Write the Right Way Jeff Anderson, Literacy and Math Academy, Lead4ward will also be made available including webinars. *Sheltered Instruction Opportunities for staff to observe teachers both on & off campus will be made available. Port O'Connor Elementary, JR Elementary, HJM, and Seadrift campuses will plan together in order to plan for the rigor and complexity of the STAAR test.	4	Principal-Dworaczyk	100% of the staff wanting to or asked to observe other teachers will be given the opportunity as documented. 100% of the staff requesting to attend in-service will be considered as documented.				
	Funding Sources: 263 TITLE III - $100.00						

Critical Success Factors CSF 1 3) Additional training for campus staff to continue with Thinking Maps in order to improve Writing as well as other core subjects. 3rd & 4th grade teacher attended Revision Decisions: Talking Through Sentences and Beyond with Jeff Anderson	4	Principal-Dworaczyk	100% of POC writing teachers will use Thinking Maps Writing strategies to teach the writing process and raise student achievement as documented in lesson plans and walkthroughs. Narrative and Expository writing scores will increase by 10% on STAAR writing.				
	Funding Sources: 211 TITLE I - $500.00						
Critical Success Factors CSF 1 4) Research based programs will be offered as interventions. Inservice: IEPs and TEKS, Response to Intervention, IStations (PK-2), Read Naturally, Waterford, FCCR, TPRI intervention strategies, and Aimsweb progress monitoring tool. Students will earn dolphin dollars for successful intervention lessons. They will have the opportunity to spend it each 9 weeks at Dolphin Cove.	2, 4, 9	District Reading Specialist & Special Education Director, Principal-Dworaczyk	The teacher will implement strategies learned at in-service as documented in lesson plans or scheduling of small groups. All 5th grade students will successfully meet standards -Student Success Initiative in order to advance to the next grade level.				
	Funding Sources: 211 TITLE I - $1,607.00, 270 TITLE VI - $2,800.00						
Critical Success Factors CSF 2 5) K-3 Teachers will assess students in reading using the TPRI. The results will be used to assign students to ARI (Accelerated Reading Intervention) groups and guided reading groups. Teachers in grades 4th and 5th will assess students using the QRI. The results will be used to help determine ARI (Accelerated Reading Intervention) groups and guided reading groups. The assessments will be done in September, January, and May.	8	Principal - Dworaczyk and Teachers	100% of the students will meet District standards on the TPRI by May administration. 100% of the students will meet District standards on the QRI by May administration.				
Critical Success Factors CSF 2 6) Principal will analyze and disaggregate the STAAR Reading, TPRI, QRI and any other data to determine student small group needs. Students will be closely monitored to assess appropriate accommodations for inclusion students.	2	Dworaczyk	100% of all students taking the STAAR will meet the State Standard				
Critical Success Factors CSF 1 7) POC will provide appropriate accommodations on CBA's, daily assignments, and STAAR testing for SPED students, 504, Dyslexia & ELL students.	2	Principal-Dworaczyk and Classroom Teachers	100% of staff will implement accommodations for Special Needs, ELL, GT and Dyslexic students as shown in lesson plans. POC will maintain 100% participation as measured by AYP.				

8) POC will provide before and after school extended Day programs for targeted K-5 grade students.	2	Principal-Dworaczyk and Teachers	Teachers will keep attendance sheets for Extended Day of students targeted. 100% of the program participants will meet the State Standard on the STAAR.				
9) The Wilson Language Program & Foundations will be implemented in K - 5th grade using small group instruction and coordinating with RtI for targeted students (tier2 and tier 3).	2	Principal - Dworaczyk	100% of students in the program will increase their reading level by at least 1 grade each year.				
Critical Success Factors CSF 1 10) Istations will be used for English Language Learners to increase reading fluency, comprehension, and vocabulary development.	2	Principal-Dworaczyk & Title I Para-professional-Misty Richter	100% of ELL students will score 90% or better on assessment data to test out of ELL sessions.				
	Funding Sources: 211 TITLE I - $1,357.00						
11) IStations, and Read Naturally will be used with targeted RtI students to improve reading skills and increase fluency.	2	Title I Aide-Misty Richter	100% of the students using the software will meet the goal set for them in reading as shown on growth graphs.				
12) Use volunteers to help listen to students read, help in the library, and help teachers prepare materials for interventions and lessons.	6	Principal-Dworaczyk & Volunteer Chairman - Amber Ferrell	100% of the students targeted will have tutors listen to them. 100% of the teachers needing help with students will receive it as shown on sign in sheet. Students will show growth and confidence in their reading & fluency as shown on TPRI & QRI.				
13) Purchase instructional reading materials & technology to help improve student achievement: A-Z subscription, ebooks, AR Web-Based, library books, Vocabulary, quick word books, Scholastic news magazine, Scholastic read-aloud plays for fluency practice, sentence strips, trace /write alphabetic center, and others.	2	Principal-Dworaczyk	100% of purchased Instructional materials and technology will be used by teachers & students.				
	Funding Sources: 211 TITLE I - $1,500.00						
14) A half day Title I Aide will be utilized to help with I-Stations, SuccessMaker, Waterford, Ellis and any other tutorial programs in the computer lab or library.	3	Principal-Dworaczyk	Student progress reports from the specific programs the students are scheduled to work in will be reviewed. Increase in reading skills for targeted students QRI, report card grades and Nine Weeks test scores.				
	Funding Sources: 211 TITLE I - $6,538.46						
15) Students will go to the ballet "The Nutcracker" after they have read the story.	2	Principal Dworaczyk and 3rd grade Teacher-Haynes	Students will be able to visualize and answer questions about the story of the Nutcracker.				
	Funding Sources: 199 LOCAL - $600.00						
Critical Success Factors CSF 1 16) Focus on Student's Scale Score and provide STAAR talks, focusing on threshold performances and reaching Level III. This includes visiting with specific students about CBA scores. Individual growth plans will be created by teachers.		3-5 Teachers and Principal Dworaczyk	100% POC students will improve their score by a least 5 points on each district nine weeks test as documented on data collection for each student.				

17) POC will implement a Writing Buddy program to enhance writing across ALL grade levels. Ink, chart paper, laminating film and writing camp supplies will be purchased for this program as well.		Principal-Dworaczyk Teachers-Anderson and Dawson	Increase in writing scores.				
	Funding Sources: 211 TITLE I - $400.00						
18) POC will incorporate literacy events: grandparents celebration, 50th day celebration, 100th day celebration, Texas Independence, Veterans Day Program, living museum, Dr. Suess birthday, Valentines Day Store to promote a love for Reading.		Principal-Dworaczyk	Increase in Reading scores on end of year assessments 10%.				
19) Continue to work toward school improvement (AYP) at campuses for students with disabilities and ELL students. *Project ELL (TItle III)		Principal-Dworaczyk	Meet the safeguards for reading with special ed and ELL students as per Index 3 in 2016.				
	Funding Sources: 263 TITLE III - $179.00						
20) Grades K-5th will implement a Reading Buddy program twice a week. A comprehension component will be included during this time.		Classroom Teachers Chariman-Anderson	Enhance Reading/Writing scores				
21) POC will promote writing by displaying student work on our "Writers Wall of Fame." Teachers will change out student work every 2 weeks.		Principal- Dworaczyk	Increased Writing scores on EOY assesments				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All POC Elementary will participate in Math activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 2: 100% of 3-5 students in math will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) 100% of POC teachers will continue to implement the District Math Plan: 3-5 Teachers will evaluate previous year STAAR results to identify at-risk students, and plan researched based intervention. Grades 1st-5th will assess basic Math Facts every nine weeks, teachers will use district CBA's as a teaching tools and use data to plan instruction by drawing upon the student's strengths & weaknesses.	8	Principal-Dworaczyk & Teachers	100% of grade 3-5 students will meet the state standard on the STAAR. 100% of K-3 students will master their basic facts test and end of school assessments.				
2) 100% of POC (K-5) teachers will meet with Math Coordinator about Scope & Sequence and any other math training needed during the year. POC teachers will meet with HJM, Seadrift, and J-R to develop math instructional calendars for each nine weeks to ensure all Readiness, Supporting, and Process Standards are being taught and assessed.	2, 4	Principal-Dworaczyk & District Math Coordinator	100% of the teachers will participate in their scheduled training as shown on sign-in sheets. Teachers will participate in the planning of instructional calendars.				
3) Opportunities for staff to observe teachers both on & off campus will be made available. Seadrift, JR, HJM and POC will plan together each 9 weeks. Opportunities for staff to attend other math in-service to improve instruction will also be made available.	2, 4	Principal-Dworaczyk	100% of staff wanting to or asked to observe other teachers will be given the opportunity as documented. 100% of staff requesting to attend in-service will be considered as documented.				
4) POC will provide appropriate accommodations on daily work, CBA's, and STAAR Math for special needs students, 504, Dyslexia, and ELL students.	2	Principal-Dworaczyk	100% of staff will implement accommodations for Special Needs, ELL, GT and Dyslexic students as shown on math lesson plans. POC will maintain 100% participation as measured by AYP.				

5) Kindergarten thru fifth grade math time will continue to be 90 minutes (in addition to tutoring & enrichments).	2	Principal-Dworaczyk and Teachers	100% of the 3-5 grade students will meet the state Standard on the STAAR. 100% of K-2 students will master 85% of the skills on the EOY test.				
6) STAAR Math data will be analyzed to implement successful inclusive practices and develop challenging IEPS. SPED teacher will work with classroom teacher to plan small groups that focus on strengths and weaknesses, as well as ways to foster collaborative co-teaching.	8	Principal-Dworaczyk and SPED teacher	100% of all special needs students will meet the State Standard on STAAR.				
7) POC will provide extended day programs after school for targeted students K-5 on benchmark test, nine week tests, achiever Ipad app, & STAAR Math.		Principal-Dworaczyk & Teachers	100% of the targeted students will show improvement on Six Weeks Test.				
8) POC will purchase Waterford, Rigorous Problem Solving, Monkey Math, Show What You Know flash cards, manipulatives, and place value flip chart to supplement the Go-Math program. Other materials and technology will be purchased as needed to enhance the math program and meet the rigor of the new TEKS (timers, geometric solids).	2	Principal-Dworaczyk	100% of the students will reach state standard on STAAR.				
	Funding Sources: 270 TITLE VI - $2,800.00, 211 TITLE I - $500.00						
9) Focus on Student's Scale Score and provide STAAR talk and focus on specific areas to improve scores to Level III. This includes visiting with specific students about 9 weeks test scores. Individual growth plans will be created by teachers.		3-5 Teachers and Principal-Dworaczyk	100% POC students will improve their score by a least 5 points on each district nine weeks test as documented on data collection for each student.				
10) Continue to work toward school improvement (AYP) at campuses for students with disabilities and ELL students.		Principal- Dworaczyk	Meet the safeguards for reading with special ed and ELL students as per Index 3 in 2016.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All POC Elementary will participate in Science activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 3: 100% of 3-5 students in science grades 3-5 will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades K-5 will integrate and provide intense science curriculum including a balance of basic facts, process skills, and hands-on science activities utilizing computer technology.	2	Principal-Dworaczyk & Teachers	100% of the students tested in 5th grade will meet the State Standard on STAAR. Advanced will be at least 25%.				
2) Utilize guest speakers from Fire Department and Texas A&M for enrichment, as well as demonstrations of science objectives: Aransas Wildlife Activities, Monarch Madness-Butterfly Migration and Formosa Wetlands.	2	Principal-Dworaczyk & Teachers	100% of the 5th grade Science students will meet State Standard on STAAR and advanced 30%.				
	Funding Sources: 199 LOCAL - $234.00						
3) Students in Grades 3-5 will be required to participate in the Campus Science Fair. Also, the Science lab will house live animals for students to observe and care for.		Tigrett	100% of 5th Grade students will meet the State Standard on the Science STAAR and commended 25%. 100% of the 3-5 students will participate in the campus Science Fair.				
	Funding Sources: 211 TITLE I - $125.00						
4) Grades K-2 will implement Science into the curriculum for a minimum of 3 hrs/wkly and integrate with other subjects whenever possible.	2	Principal-Dworaczyk & Teachers	Class schedules and science lab schedule.				
5) Grades 3-5 Science will be taught by the 5th grade science teacher and will utilize the Science Lab.	2	Principal-Dworaczyk and Tigrett	100% of the students will receive science instruction each week as documented on lesson plans & schedules.				
6) Purchase materials, supplies, technology, and training for science projects, STAAR Ready Science,A to Z Science, Show What You Know Science, Kindle Sparks, Waterford, Measuring Up, and instruction. (Owl Pellets, Science Spin, Stem Scope)	2	Principal -Dworaczyk	100% of the 5th grade students will meet standards or above on Science STAAR and Gold Performance.				
	Funding Sources: 199 LOCAL - $257.92, 211 TITLE I - $149.28, 270 TITLE VI - $2,800.00						
7) Focus on Student's Scale Score and provide STAAR talks, working on specific needed areas to improve scores to Level III. This includes visiting with specific students about 9 weeks test scores. Individual growth plans will be created by teachers.		3-5 Teachers, Principal -Dworaczyk	100% POC students will improve their score by a least 5 points on each district six weeks test as documented on data collection for each student.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All POC Elementary will participate in Social Studies activities that promote creativity, collaboration and problem solving.

Evaluation Data Source(s) 4: 100% of students in grade 8 social studies and EOC U.S. History will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades PK-5 will integrate and provide Social Studies curriculum including a balance of historical facts, process skills, and hands-on activities utilizing computer technology.		Principal Dworaczyk and Teachers	100% of POC students will score 80 or above on Social Studies 9 weeks assessment generated by teacher.				
2) Purchase materials, supplies, and Weekly Reader. Students will participate in a Medieval fair and an International Food Festival.	2	Principal-Dworaczyk Dawson -Teacher	100% of POC students will be successful and 9 week assessments.				
	Funding Sources: 211 TITLE I - $500.00						
3) POC Elementary will recognize and honor our Veterans.		Principal-Dworaczyk Misty Richter	100% of students will participate and attend program.				
4) POC 2nd grade will have a "Living Museum" event. Parents and students will be invited.		LeaAnn Ragusin-Teacher	100% of 2nd grade will participate.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 5: All GT POC students will participate in an intense GT program that promotes creativity, collaboration and problem solving.

Evaluation Data Source(s) 5: List of GT students, lesson plans with modifications, schedules

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All POC GT certified teachers will attend update in-service.	4	Principal -Dworaczyk and Curriculum Director	100% of the teachers will be GT certified for the 2016-17 school year as documented on GT documentation sheet.				
	Funding Sources: 211 TITLE I - $170.00, 255 TITLE II - $450.00						
2) All GT identified students will participate in higher level learning in the classroom.	2	Principal-Dworaczyk & Teachers	100% of the identified GT students will have the opportunity to participate in projects appropriate for GT students.				
3) POC teachers will use every opportunity to engage our GT population. They will participate in enrichment activities like Robotics, Science Fair, Yearbook, Theater productions, etc.		Classroom teachers and Principal-Dworaczyk	100% of students will show above a years worth of growth on EOY assessments.				
	Funding Sources: 211 TITLE I - $250.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 6: By the spring of 2017, Port O'Connor School will meet or exceed an attendance rate of 97%.

Evaluation Data Source(s) 6: 100% of all AEIS student groups will have 97% attendance for Gold Performance acknowledgement.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incentives will be provided to students for perfect attendance each nine weeks. Students will receive dolphin dollars for perfect attendance each 9 week period and a drink coupon from Speedy Stop.	2	Principal-Dworaczyk	100% of the students with perfect attendance will be rewarded as shown on perfect attendance list.				
	Funding Sources: 199 LOCAL - $500.00						
2) Teachers will keep track of tardies and absences and send names to the office by 8:15 each morning. Secretary will call parents to get students to school or find out why they are absent.	2	School Secretary-Rosenboom & Principal-Dworaczyk	100% of the students absent will be called and parents talked to about the importance of getting students to school				
3) POC will partner with Speedy Stop for incentive coupons to be given during our 9 weeks award ceremony.		Carol Rosenboom	Attendance increases				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: POC Elementary will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1: Based on the yearly audit of finances and program budgets, POC shows financial stability.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) POC will work with the Special Education department to purchase needed materials and services for our SPED students.		SPED teacher and Dworaczyk-Principal	100% of SPED students will be provided with 100% of the resources they need in order to ensure their success.				
	Funding Sources: 199 LOCAL - $50.00, 224 IDEA - $500.00						
2) POC Elementary will exercise fiscal responsibility towards current resources, as well as additional resources that will be purchased to ensure student success. *BrainPop (Title VI), *Waterford (Title VI)	2	Principal-Dworaczyk and Secretary-Rosenboom	100% students will be provided with necessary tools in order to ensure their success.				
	Funding Sources: 270 TITLE VI - $3,206.00						
3) POC Elementary will utilize Title I Aide to oversee students receiving tier 2 and tier 3 interventions in the computer lab.		Principal-Dworaczyk Misty Richter	10% increase in STAAR test results				
4) Student's with all A's & AB's will receive certificates each nine weeks and special awards will be given for all A's for the whole year. Incentives will be purchased to encourage high achievement. POC will Partner with Speedy Stop, Subway and Kiwanis to reward students for improvement in grades and attendance.	2	Principal -Dworaczyk Kiwanis Club - Jane Daniels Subway-Margaret Claiborne Speedy stop-John Hribek	100% of all students receiving all A's and AB's will receive certificates as documented by the nine weeks list, semester & end of school.				
	Funding Sources: 199 LOCAL - $100.00						
5) Title I Funds will be used to pay substitutes so teachers can attend staff development.		Principal-Dworaczyk	Teachers will document training in order to demonstrate understanding.				
	Funding Sources: 211 TITLE I - $450.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 2: All students in grades 3-5 will reach and/or exceed performance standards in STAAR Reading and the current AYP standard at the campus level.

Evaluation Data Source(s) 2: POC will have 100% of the students meet the performance standard on STAAR Reading and the campus will meet AYP as documented by STAAR Scores.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) High expectations will be set by teachers and administrator so that 100% of our students will surpass STAAR standards in Reading. Administrator will attend Lead4Ward training for school leaders.	2, 3, 8, 9	Principal-Dworaczyk & Teachers	100% of the POC students will meet the STAAR standard in Reading				
	Funding Sources: 199 LOCAL - $80.00						
2) Instructional coaching techniques will be provided in order to make a positive impact on instruction.		Principal-Dworaczyk	100% of students will meet the STAAR standard in Reading.				
3) All 3-5 students will be provided breakfast prior to taking the STAAR test. Students will also be provided snacks and water during testing.		Principal-Dworaczyk	Meet standards on STAAR test.				
	Funding Sources: 199 LOCAL - $75.00						
4) AIMS Web progress monitoring will be used to track the progress of identified RtI at at-risk students.		Principal-Dworaczyk	Decreased SPED referrals and increase in Reading STAAR results.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 3: All students in grades 3-5 will reach and/or exceed performance standards in STAAR Math and the current AYP standard at the campus level.

Evaluation Data Source(s) 3: POC will have 100% of the students meet the performance standards on STAAR so the campus will meet the AYP standard.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) High expectations will be set by teachers and administrator so that 100% of our students will surpass STAAR standards in Math.		Principal-Dworaczyk and Teachers	100% of the POC students meet the STAAR Math standard.				
2) Instructional coaching techniques will be provided in order to make a positive impact on instruction in Math.		Principal-Dworaczyk	100% of students will meet the STAAR standard in Math.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: POC teachers and paraprofessionals are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of students testing in all subject areas will achieve Level II satisfactory or Level III advanced performance based on effective use of technology in the classrooms and up to date staff development that meets the needs of the POC students and teachers.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) POC teachers will receive professional development and be prepared and equipped to teach all populations of students: ESL, GT, SPED Inclusion, 504, behavioral, Needed teachers will be certified in these areas.		Principal-Dworaczyk	All students are mainstreamed in the general ed. classroom receiving specialized instruction.				
	Funding Sources: 255 TITLE II - $0.00						
2) POC teachers and principal will hold student led accountability meetings with each student each 9 weeks.		Principal-Dworaczyk All Teachers	Student grades increase by 10%				
State System Safeguard Strategy 3) All POC ELA teachers are ESL certified in order to meet the needs of second language learners.		Principal-Dworaczyk	All ESL students will make continued progress on TELPAS and STAAR.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 2: By the Spring of 2017, 100% of Port O'Connor School staff and students will integrate and apply technology throughout the curriculum.

Evaluation Data Source(s) 2: Technology will be implemented by 100% of the students and staff in all aspects of the curriculum as documented on lesson plans, student projects, etc.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades PK-5 will visit the computer lab daily to work on reading, spelling, writing, math, science, social studies, current events, and keyboarding activities.	2	Principal-Dworaczyk and Teachers	100% of the teachers will integrate and apply technology as documented by lesson plans and student projects.				
2) Technology Staff Development: Smart Board, Cameras, Google Apps, ipads, tablets, blogs, Elmos and apps.	2	Principal-Dworaczyk Technician, and Teachers	100% of the teachers will integrate the equipment and training in their instruction as documented in lesson plans and student projects.				
	Funding Sources: 199 LOCAL - $500.00						
3) Students in grades 3-5 will use technology for research and preparation of Science Projects for Science Fair.	2	Tigrett, Dawson, Haynes	100% of the 3-5 grade students will participate in the Science Fair as documented by the Science Fair entry roster.				
	Funding Sources: 199 LOCAL - $100.00						
4) Purchase software, headphones, hardware, or anything needed to facilitate and use technology.	2	Principal-Dworaczyk	100% of purchased equipment & software will be used by teachers and students.				
	Funding Sources: 211 TITLE I - $250.00						
5) Eduphoria will be utilized for the Teacher Appraisal System, to aid in disaggregating data, and maintaining professional development records.	2, 4	Principal-Dworaczyk and Title I Director-Debra Sonsel	Professional development records in Eduphoria will be used as evidence of use				
6) Use Chromebooks, tablets, and other devices school wide.		Principal-Dworaczyk	100% of students are proficient on these devices.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: The district and each campus will provide learning environments that are safe and secure for all students, faculty, and staff.

Performance Objective 1: Port O'Connor School will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: 100% of the students will feel safe and learn in a positive learning environment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) POC Elementary will arrange presentations by Mid-Coast and The Harbor on drug and alcohol awareness, and bullying.	2	Principal-Dworaczyk, Mid-Coast Family Services Representative and The Harbor Representative	100% of the students at POC will participate in the Mid-Coast and Harbor presentations.				
2) Students at POC will participate in Red Ribbon Week activities.	2	Counselor-Cowley	100% of the students at POC will participate in the Red Ribbon Activities as documented on banners and schedule	✓	✓	✓	✓
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $100.00						
3) POC students will attend presentations monthly on abuse and provide character presentations (PATH) by the Harbor.	2	Counselor- Cowley	100% of the POC students will attend the presentations during PE as documented by the attendance.				
4) Safety Representative will instruct staff and students on safety measures and tips for POC.	2	Johnny Luera-District safety School Secretary - Rosenboom, Principal-Dworaczyk and PTO Volunteer	POC will enforce all the safety and energy suggestions from the monthly newsletter.				
5) School-wide focus on Character Education each month with announcements, and activities using the Character Traits supplied by the District.	2	Principal-Dworaczyk and Teachers	Character lessons will be read during each day's announcements as documented in the schedule.				
6) POC Elementary will solicit input from staff/parent to develop the 2016-17 Campus Improvement Plan.	6	Principal-Dworaczyk and Site Based Team	Parent and staff signatures on Campus Leadership Team signature page	✓	✓	✓	
7) Safety presentations will be scheduled for Fire Prevention and Bus Safety. Students will develop presentations for Science Lab Safety, Cafeteria Rules, Restroom rules and Playground safety.	2	Teachers and Principal Dworaczyk	Documentation of events				

8) Lessons on Bullying and Heroes will be broadcast on the announcements on Tuesdays and Thursdays.	2	Principal -Dworaczyk	Schedule of lessons and decrease in bullying incidences as documented by Behavior Notices to the office.				
9) All teachers will use the behavioral strategies focusing on classroom management.	2	Principal Dworaczyk	10% fewer referrals				
10) With bond initiative support surveillance cameras, and digital visitors passes (drivers license checks) will be implemented.		Principal-Dworaczyk	All students and faculty are safe and secure.				
11) Students will display their dolphin pride by wearing school spirit shirts every Friday. They will receive an educational incentive each week.		Principal-Dworaczyk	Strengthened relationships between students and teachers.				
	Funding Sources: 211 TITLE I - $135.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: POC parents and community involvement will be promoted at all CCISD campuses and departments.

Evaluation Data Source(s) 1: Parental and community involvement has increased by 10% based on campus sign-in sheets from campus activity or events involving parents.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A newsletter, "The Dolphin Splash" will be published, put on web-site and sent to parents & volunteers at the end of each month.	6	Teachers. Secretary-Rosenboom & Misty Richter	100% of the parents will receive a newsletter from POC.				
2) Articles will be put in "The Dolphin" and "The Wave" newspapers. We will also update the website periodically.	6	PTO Volunteer, Carol Rosenboom and Teachers	100% of the school events will be featured in the papers and on-line.				
3) POC staff will work with District Technology Team to keep the POC web-site up dated with information for parents.	6	Principal-Dworaczyk, Technician and Misty Richter-Library Para-professional	100% of parents with computers will be able to check calendar and important activities on the web-site.				
4) POC will work with Partners in Education to get judges for the Science Fair and Spelling Bee.	6	Principal-Dworaczyk and Boone	PIE will help attain 100% of the judges needed for the listed contest as documented by the list of judges used.				
5) POC staff will work closely with the PTO to have 3 meetings: 1 Open House, Fall carnival, Christmas Program, Reading Night at the Book Fair, and School board meeting in POC where staff/students share outstanding programs being implemented. Parent meetings will be held throughout the year and supplies will be purchased.	6	Principal-Dworaczyk and PTO President	At least 50% of parents will attend each event as documented on sign-in sheets and agendas.				
	Funding Sources: 211 TITLE I - $100.00						
6) POC will work with Partners in Education to obtain Tutors, Mentors and Volunteers to work with students and teachers.	6	Principal-Dworaczyk, Boone--Partners In Education	POC will use 100% of the Tutors, Mentors, and Volunteers as documented on the schedule and sign-in sheets.				
7) POC will offer parental training at Region 3 & materials from the Harbor, Care, & Region 3, etc.	6	Principal-Dworaczyk	A subset of parents will attend at least 1 training as documented by the sign-in sheets.				
8) POC will purchase technology as budget allows in order to stay current. All will be maintained by the campus.	6	Principal Dworaczyk & Technology Facilitator	Inventory list of equipment designated for parent, community and volunteer use.				

9) Use volunteers from the community/service club to tutor students in math, reading and science. Appoint a chairman to organize the volunteers	6	Principal-Dworaczyk	Volunteer sign-in sheets, lunches				
	Funding Sources: 211 TITLE I - $50.00						
10) Utilize "Remind.com" to notify parents of events, absences, etc.	6	Principal-Dworaczyk	List of messages & information sent out				
11) POC Elementary will work with the Food Bank to implement the backpack program.		Jill Goode-Nurse and Carol Rosenboom-Secretary	POC will provide food for 100% of the eligible students.				
12) Various non-profit organizations use our facility to promote a positive partnership between school and the community. The POC PTO will keep community informed using a variety of methods including a facebook page that promotes upcoming school events.		Principal-Dworaczyk	Positive input from community and 10% increase in volunteers.				
13) POC will host a "Mommy Make-Over" event in the spring.		Lead Teacher Judy Anderson	Positive input from community				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	3	All POC ELA teachers are ESL certified in order to meet the needs of second language learners.

State Compensatory

Budget for Port O'Connor Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$300.00
199 11 6119 99	6119 Salaries or Wages - Teachers and Other Professional Personnel	$241,622.00
30	6129 Salaries or Wages for Support Personnel	$7,867.00
30	6141 Social Security/Medicare	$602.00
30	6142 Group Health and Life Insurance	$2,075.00
30	6143 Workers' Compensation	$91.00
30	6145 Unemployment Compensation	$6.00
30	6146 Teacher Retirement/TRS Care	$615.00
	6100 Subtotal:	**$253,178.00**
6200 Professional and Contracted Services		
30	6239 ESC Services	$30.00
30	6299 Miscellaneous Contracted Services	$225.00
	6200 Subtotal:	**$255.00**
6300 Supplies and Services		
199-12-6329	6329 Reading Materials	$400.00
30	6399 General Supplies	$6,023.00
	6300 Subtotal:	**$6,423.00**
6400 Other Operating Costs		
6412	6412 Student Travel	$1,000.00

6400 Subtotal:	**$1,000.00**

Personnel for Port O'Connor Elementary:

Name	Position	Program	FTE
Jenny O'Neil	PK/PE/ESL	SCE	.46
Lia Dawson	Teacher	SCE	.43
Misty Redmond	Aide	SCE	.5

Title I

Schoolwide Program Plan

Port O'Connor's school wide Title I program allows the school to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This is achieved at POC elementary through high quality instruction, comprehensive reform strategies, methods that are based on the use of scientifically based research, strategies and methods to improve teacher quality through professional development, and a consolidated use of funds. Data from teacher generated test, nine weeks test, daily work, and TPRI is disaggregated and students are placed in small groups to receive intense interventions in needed areas. We will use research based curriculum, including technology to improve student performance.

Our Parental Involvement Policy aims at developing a strong partnership with parents and community members. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the Board of Trustees, district administrators, and campus administrator enable teachers to effectively develop the partnership. Together we can ensure an exceptional education for all children.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The POC Comprehensive Needs Assessment shows that POC has been very successful in identifying and addressing the needs of students. The programs evaluation measures show how successful the campus is in meeting the needs of our students. The staff will continue to use data collection in planning for classroom instruction and small group.

2: Schoolwide Reform Strategies

POC school wide initiatives in order to gain schoolwide reform are based on scientifically-based research interventions and address the learning needs of all students. Our goals of using the district Scope and Sequence and curriculum along with using innovative technologies such as SMART Boards and Chrome Books in complex and meaningful ways have worked together to strengthen our core academic programs.

3: Instruction by highly qualified professional teachers

The goal at POC is to have instruction by highly qualified professional teachers who live in POC. We want them to be involved in the community because this will help us retain the teachers we have hired and trained.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The staff at POC will have ongoing high-quality professional development in all core areas: math, reading, writing, science and social studies. Additionally, whole brain teaching, thinking maps, think through math, IStations, and the STAAR test rigor.

6: Strategies to increase parental involvement

POC staff will continue to have activities to improve communication with parents and to train parents and community members to help students with reading, math and all other academics.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers disaggregate their data from teacher generated test, Intervention programs (TTM and IStations), TPRI, STAAR, benchmark test, end of year test,nine weeks test, etc. These tools will drive the planning process and will help determine the need for tutorials. Teachers on the SBDM committee will study school wide data to plan professional development in order to raise student achievement.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Maintaining high teacher expectations and continuously addressing student needs will help students master the skills. The goal at POC is for each student to show a year's worth of growth, and beyond. By differentiating instruction teachers will be able to address the needs of a wide range of learners. Differentiation is a comprehensive and flexible process that includes the planning, preparation, and implementation of instruction utilizing ongoing assessments in order to individualize student learning.

Title I Personnel

Name	Position	Program	FTE
Misty Richter	Aide	Title I	.5

Campus Leadership Team

Committee Role	Name	Position
Administrator	Dana Dworaczyk	Principal
Classroom Teacher	Judy Anderson	Teacher
Classroom Teacher	Lia Dawson	Teacher
Classroom Teacher	Jenny O'Neill	Teacher
Classroom Teacher	Monica Peters	Teacher
Paraprofessional	Carol Rosenboom	Principal's Secretary
Parent	Candice Stryker	Parent

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15	Travel	6412 Bus	$500.00
1	1	15	Tickets		$100.00
1	3	2	List of speakers available, schedules of activities by Aransas Wildlife & Wetlands	Travel to Wetlands	$234.00
1	3	6	Schedules, Materials and supplies list, Frey	6399 Science spin and A to Z Science	$257.92
1	6	1	Prizes and pencils		$500.00
2	1	1	pencil grips and special pencils for fine motor		$50.00
2	1	4			$100.00
2	2	1			$80.00
2	2	3	snacks and water		$75.00
3	2	2			$500.00
3	2	3	Lab, Die cut machine, paper, and display boards	Display Boards	$100.00
				Sub-Total	$2,496.92
255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$450.00
3	1	1	Testing reimbursement		$0.00
				Sub-Total	$450.00
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Sheltered Instruction Training	26313623900105725000	$100.00
1	1	19	Project ELL training and use	263-11-6399-00-105-7-25-000	$179.00
				Sub-Total	$279.00
211 TITLE I					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$500.00
1	1	4			$1,357.00
1	1	4	dolphin cove incentives		$250.00
1	1	10			$1,357.00
1	1	13	books		$1,500.00
1	1	14	Success Maker, Waterford, Ellis, Read Naturally, Schedule of students targeted	6129 (1/2 day Title I Aide)	$6,538.46
1	1	17			$400.00
1	2	8			$500.00
1	3	3	Display Boards, Computer Lab, Supplies & materials, Animal supplies	Display Boards & supplies	$125.00
1	3	6			$149.28
1	4	2	Scholastic News	Scholastic	$500.00
1	5	1	GT 6 hr. update training		$170.00
1	5	3			$250.00
2	1	5			$450.00
3	2	4			$250.00
4	1	11			$135.00
5	1	5			$100.00
5	1	9			$50.00
				Sub-Total	$14,581.74

461 CAMPUS ACTIVITY ACCOUNT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			$100.00
				Sub-Total	$100.00

224 IDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	1			$500.00
				Sub-Total	$500.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		270-11-6399-00-105-5-30-000	$2,800.00
1	2	8		270-11-6399-00-105-5-30-000	$2,800.00
1	3	6		270-11-6399-00-105-5-30-000	$2,800.00
2	1	2		270-11-6399-00-105-6-30-0-00	$3,206.00
				Sub-Total	$11,606.00
				Grand Total	$30,013.66

Addendums

2016-2017 Campus Leadership Team

Committee Role	Name	Position	Signature
Administrator	Dana Dworaczyk	Principal	
Classroom Teacher	Judy Anderson	Teacher	
Classroom Teacher	Lia Dawson	Teacher	
Classroom Teacher	Jenny O'Neill	Teacher	
Classroom Teacher	Monica Peters	Teacher	
Paraprofessional	Carol Rosenboom	Principal's Secretary	
Parent	Candice Stryker	Parent	

TEXAS EDUCATION AGENCY
2016 Accountability Summary
PORT O CONNOR EL (029901105) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

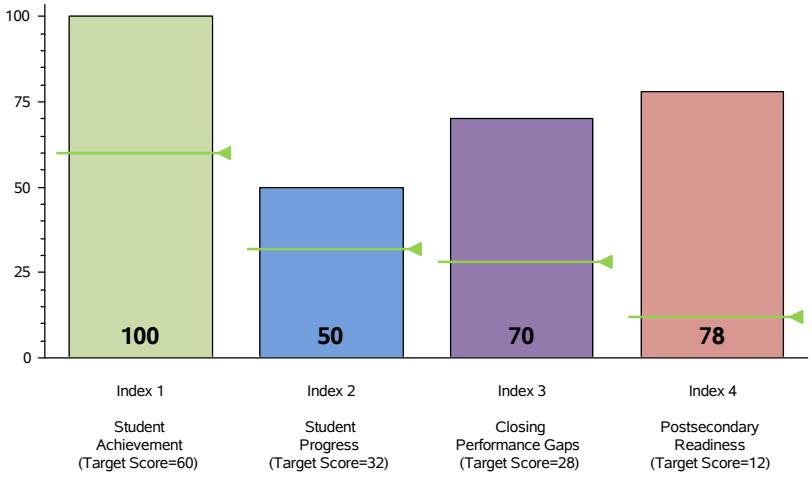
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	69	69	100
2 - Student Progress	100	200	50
3 - Closing Performance Gaps	556	800	70
4 - Postsecondary Readiness			
STAAR Score	78.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		78

Campus Demographics

Campus Type	Elementary
Campus Size	77 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	55.8
Percent English Language Learners	13.0
Mobility Rate	26.9

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	4 out of 4 = 100%
Participation Rates	2 out of 2 = 100%
Graduation Rates	N/A
Total	**6 out of 6 = 100%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

POC Elementary 2016-17

CIP Talking Points

TPRI	Screening	**Phonemic Awareness**: understanding the ways sounds function in words.					**Graphophonemic Knowledge**: combined legger and sound representation in order to decode words.		Listening Comprehension
		Rhyming	Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds	Letter Name Identification	Letter-Sound Linking	
	Dev	Dev	Dev	Dev	Dev	Dev	Dev	Dev	Dev
K	92%	100%	100%	100%	100%	69%	100%	100%	92%

TPRI	Phonemic Awareness	Graphophonemic Knowledge	Word Reading	Fluency 60+	Reading Comprehension
1st	93%	100%	100%	71%	86%

TPRI	Graphophonemic Knowledge: Spelling	Word Reading	Reading Comprehension	Average Fluency	
				70+	90+
2nd	91%	100%	100%	91%	82%

STAAR	3rd Math			4th Math			5th Math		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Level 2: Satisfactory	92%	100%	100%	87%	100%	100%	100%	100%	100%
Level 3: Advanced	0%	57%	42%	20%	25%	78%	47%	45%	67%
STAAR	3rd Reading			4th Reading			5th Reading		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Level 2: Satisfactory	85%	100%	100%	93%	100%	100%	100%	100%	100%
Level 3: Advanced	0%	71%	50%	33%	0%	44%	20%	36%	33%
STAAR				4th Writing			5th Science		
				2014	2015	2016	2014	2015	2016
Level 2: Satisfactory				93%	100%	100%	93%	100%	100%
Level 3: Advanced				21%	13%	11%	20%	18%	0%

Strategies:

Writing buddies across grade levels … Writers Hall of Fame … Built-in tutorial/enrichment for 4th/5th grades … After school interventions … During school computer interventions … Dolphin Cove store opens every nine weeks … PK-2nd-grade teachers work with small groups throughout the day … Vertical team planning focusing on assessment data … Parental contact after one absence … Anti-Bullying program announcements … Hero program announcements … Parental involvement activities … Mentors/Tutors from community … Integrated lessons using tablet/chrome books … District-wide curriculum planning

Changes in CIP:

Additional Pre-K teaching strategies based on summer workshops … Removed crime prevention program … Adjusted intervention programs due to reduction in staff … Added library time with librarian for Kinder and 1st

Calhoun County Independent School District

HJM Elementary

2016-2017 Campus Improvement Plan

Mission Statement

HJM students, staff, and parents will work hand in hand to be the best that we can be.

Comprehensive Needs Assessment

Demographics

Demographics Summary

HJM Elementary serves students in Pre-Kindergarten through grade five. In addition to the regular classroom, HJM has Early Childhood Education for three and four year old children with special needs. The composition of students consists of approximately: Male 51%, Female 49%, Asian 10%, Black 3%, Hispanic 68%, and White 18%. Twenty nine percent (29%) received services through the school's student tutorial programs; 79% participate in Young Astronauts, Safety Patrol, Newspaper, Sharktown, Banking, Wal-Mart, Future Teachers, Future Librarians, Shark Bite Cove, H.E.B., Post Office, JAWS Center 25, Recycling and Student Council through our enrichment programs; and less than 2% received additional support through the school's summer school program.

Demographics Strengths

Declining number of students referred to special programs due to Response to Intervention and Positive Intervention Teams. Tier 3 students are monitored closely and are pulled to work with our RTI Intervention specialist.

Tier 2 RtI students are monitored closely and teachers are providing those additional minutes during small group instruction.

I-Stations, Think Thru Math, Waterford will be utilized to meet individual needs and scaffold learning.

Our struggling ESL students are pulled for language rich support.

Demographics Needs

We lost a content mastery para-professional position and a PK para-professional position. These cuts have created many challenges and we are having to make constant adjustments in order to meet the needs of our students.

A 5th grade teaching position was cut therefore class sizes increased. Two 5th grade teachers are now self contained and teaching every subject. This has created some challenges for this grade level.

Continue to promote writing in all subject areas and grade levels; the goal is to increase scores across ethnicity groups, as well as subject areas.

67% of the student population is at-risk and 70% of the student population is on free or reduced meals; counselors will work closely with these students to ensure basic needs are met in order to foster academic achievement in the classroom.

Student Achievement

Student Achievement Summary

HJM Elementary is an outstanding achieving campus. In 2015-2016 HJM earned 4 Distinctions Designations in the area of Academic Achievement in Math, Academic Achievement in Science, top 25 percent in closing performance gaps, and Post Secondary Readiness. This is largely due to a viable curriculum along with initiatives focusing on high performance, common assessments, and the use of effective teaching strategies. In index 1 referring to Student Achievement we earned 85 (target is 60). The purpose of this index is to provide a snapshot of performance across the content areas on both general and alternative assessments, at the satisfactory performance standard. In Index 2 referring to Student Progress we earned 46 (target is 32). The purpose of this index is to provide a measure of student progress by subject and content area and student group independent of overall student achievement levels. Growth is evaluated by subject and student group. The growth measure is based on a change score that is the difference between the student's current and prior year scores. The target for index 2 is set at the percentile because the commissioner determined that campuses that are the lowest fifth percentile should receive the appropriate interventions needed to be successful in future years. In index 3 referring to closing performance gaps we earned 50 (target 28). The purpose of index 3 is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups. Index 3 is designed to compare the performance of the lower performing student group to an external target. The external target is one that allows the state to meet the statutory and accountability goal that Texas will be among the top ten states in post secondary readiness by 2020 with no significant achievement gaps by race, ethnicity or socioeconomic status. In index 4 we earned 55 (target 12). The purpose of Index 4 is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

Student Achievement Strengths

- In 3rd grade Math 94% met satisfactory level 2 and 28% met advanced level 3
- In 4th grade Math 92% met satisfactory level 2 and 33% met advanced level 3
- In 5th grade Math 98% met satisfactory level 2 and 40% met advanced level 3
- In 4th grade Writing 85% met satisfactory level 2 and 19% met advanced level 3
- In 5th grade Reading 85% met satisfactory level 2 and 37% met advanced level 3
- In 5th grade Science 85% met satisfactory level 2 and 24% met advanced level 3
- Interventions are provided for the students as needed to ensure they are being successful.
- Instructional calendars are developed by the grade level teachers for the entire district.
- Special Education teachers are included in conference and block time with their regular education teaching team.
- Special Education teachers monitor all mainstream students and ensure the regular education teacher have the tools necessary for the students to be successful.

- Most staff members have autism certifications

Student Achievement Needs

- In 3rd grade Reading 79% met satisfactory level 2 and 24% met advanced level 3. We are working with 2nd grade teachers and 3rd grade to evaluate curricular needs.
- In 4th grade Reading 84% met satisfactory level 2 and 20% met advanced level 3. We are working with these students as 5th graders and 4th grade teachers to evaluate curricular needs.
- Additional chrome books needed
- Classroom instruction needs to reach the depth and complexity of rigor that is needed for STAAR.
- Waterford lab for ELL population and K-2 at Risk students close the achievement gap for ELL students.
- The majority of ELLs entering our schools face a variety of obstacles, their need for systemic instructional support is significant. Our teachers provide an effective framework that can be extremely helpful for assessing and understanding the needs of ELLs and they have done an excellent job daily using some of the following to help reach our ELL students: paired reading, choral reading, drill and practice, repeated reading, combine verbal directions with visual aids, picture supports, modeling peers, teacher demonstration, teacher modifications of questions to match level of English acquisition, Florida Center for Reading Research and many more. We have used Waterford for the past 7 years and have had tremendous success with our students.
- In 5th grade Reading, 57% met the progress measure of 1 or greater.

School Culture and Climate

School Culture and Climate Summary

HJM Elementary serves students beginning at 3 years of age through 5th grade. Students recite the mission statement each day during morning announcements. "HJM students, staff, and parents will work hand in hand to be the best we can be." HJM stresses the importance of being at school everyday. Teachers call home during the 1st absence and will work closely with students/parents regarding the importance of attendance. We have implemented a new discipline plan this year (5 phase process). It has been successful and parents/teachers/students are communicating regularly. Parental involvement has increased and our parent liaison is working hard to help bridge that gap.

School Culture and Climate Strengths

- HJM staff works with parents to maintain the open door policy and have an open communication between home and school.
- Teachers call the parents each day when a student is absent from school.
- School Remind, campus website, social media, and marque is used to contact parents for events at school.
- HJM Counselors work with students to prevent bullying and various groups are scheduled to present programs.
- HJM has a highly qualified, motivated, and devoted staff.
- Our PTO host chili supper event
- Book Fair night promotes positive family interactions
- Grandparent breakfast was a big success
- Watch DOGS program
- Meet the teacher
- Sharktown
- Choir enrichment
- Muffins with daddies
- Red Ribbon Week
- Veterans Day Program
- Christmas Store
- Christmas musical
- Mentoring Program
- Lemonade Day

School Culture and Climate Needs

HJM has a population of Karen students that need additional help transitioning due to language and culture differences.

HJM has a population of special needs students, beginning at three years old and continuing through age 12. Some of these students have emotional needs and require additional staff, so they can be successful in the public school environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Calhoun County Independent School District does an excellent job attracting and hiring employees that are highly qualified. HJM has a very talented staff that meet 100% of the requirements of highly qualified. Before teachers are hired, they go through an interview process with a team from the school and the team chooses the new staff member. Each new teacher is assigned a mentor, and the mentor helps to monitor and train the new teacher regarding policies and procedures of our school. Para-professionals are also hired using a team from the school for the interview process. Our para-professionals are all highly qualified and support our teachers in the classroom. The para-professionals are an integral part of our academic success. HJM has many long term teachers, and in order to keep current with all the changes, professional development provides an important role in our teachers' success in the classroom. Keeping all of our staff current in the latest trends in staff development is a vital part of each grade level being successful. Strategies are implemented in the grade level meetings. Webinars, DVD's and Net 3 are available to teachers for use before and after school. Teachers share their training with team members during block planning time.

Staff Quality, Recruitment, and Retention Strengths

- Teachers are given the opportunity to attend professional development training in order to provide the best instruction for their class. Region 3 and other trainers are brought to HJM to train teachers during block time. This enables teachers to remain in their classrooms as much as possible.
- CCISD pays for teachers to have the opportunity to add certifications to their teaching certificate (example: ESL certification)
- HJM teachers are always willing to go above and beyond to ensure all students are successful.
- Kindergarten through fifth grade teachers are given a block of time each week to meet together as a team, while the students are in Art, Music, Library, computer lab and guidance lessons.

Staff Quality, Recruitment, and Retention Needs

- Class size reduction- to ensure teacher to student ratio is such that individual and diverse needs can be addressed.
- Finding creative ways to ease the load of teachers. This year they are creating CA'S and learning a new lesson planning process (forethought)
- Learning the new appraisal system (T-TESS)
- Managing the "breakfast in the classroom" initiative
- Writing training follow-up

- Integrating technology in the classroom
- In depth teaching

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Continuous and focused data analysis is recognized as an essential process. HJM staff is working collaboratively with the other elementary campuses, as well as district office to develop the instructional calendars. Curriculum decision are data driven and we strive for continuous improvement in all populations and student groups. Full implementation of the district's curriculum is expected in every classroom and is closely monitored. Teachers experiencing difficulty with district/campus expectations will be identified and given support.

Common assessments are used across the district as a teaching tool in order to generate data. These assessments are rigorous and they raise expectations for student achievement. Another assessment regularly monitored are weekly reports from our intervention programs, Think Through Math and Istations. The district and campus goals reflect its commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Curriculum, Instruction, and Assessment Strengths

- Implementation of the districts scope and sequence is very consistent. Teachers understand the value of providing a guaranteed and viable curriculum.
- Teachers use the data from common assessments to plan tutorials and small group lessons. This helps determine flexible groupings.
- Teachers are willing to integrate technology in their instruction and expect students to work with technology to prepare projects, homework and communicate with the teacher.

Curriculum, Instruction, and Assessment Needs

- Professional development for all staff working with special education students in a mainstream setting
- Need to increase fluency and comprehension skills in first and second grade
- Differentiated instruction training
- Depth, complexity, and rigor need to be raised in all subject areas to meet the demands of STAAR.
- A focus on vocabulary development across the grade levels.
- Continued data collection and training to improve student achievement in all core subjects.

Family and Community Involvement

Family and Community Involvement Summary

HJM Elementary has a shared vision and plan for promoting, enhancing, and sustaining parental involvement where students have all the opportunities and resources necessary to be successful. We have an open door policy and have a large number of volunteers that are at school on a regular basis to help teachers and students. Since every school is unique, it is important to consider its history, community, strengths, and needs in order to encourage parental involvement. Our vision is for our children to achieve lifelong success.

Family and Community Involvement Strengths

- HJM is excited to have a metropolis within our school that includes help from our partners in the community, such as H.E.B., I.B.C., Walmart, U.S. Post Office, Utilities, I.R.S. and JAWS Channel 25. Students receive incentives for attendance and behavior.
- We are implementing a 9 weeks awards assembly every 9 weeks
- The Port Lavaca Kiwanis Club, "Bringing Up Grades" (BUGS), visits each six weeks and rewards students that are not on the A/B honor roll, but have improved their grades.
- Remind is used to contact parents about upcoming events.
- Teachers are in constant contact with parents regarding academic concerns/successes
- Mentors and tutors assist students with academic and behavioral challenges through Partners in Education.
- Chili Supper
- Grandparent breakfast
- Veterans Day Program
- Book Fair
- Christmas Store

Family and Community Involvement Needs

- Due to work, limited resources, priorities, many parents find it difficult to spend adequate time preparing their children academically and socially.
- Teachers send an information folder home each day with every student, parents are asked to look at the information and sign the folder indicating they have read it. This daily communication is a challenge for many of our teachers because parents are not willing to sign the folder on a daily basis. Due to the mobility of our families within our community, and the excess use of prepaid phones it is a challenge to keep current, adequate address and phone numbers.
- Our non-English speaking parents, from the 10 different languages spoken at home, offer a challenge for communication from school to home.

Technology

Technology Summary

Teachers have access to Poly-vision boards, ELMO's, LCD projectors, and Mobi's for classrooms. Students use chrome books, ipads, and/or tablets. The campus communicates using our campus face book page, twitter page, and our website. Students have the opportunity to advance learning with the use of individualized computer programs. Technology is innovative and engaging and teachers are encouraged to use these programs.

Technology Strengths

- New technology ideas are shared with teachers at block planning time and faculty meetings.
- We have 2 chrome carts used for interventions
- iPads were purchased for teachers to use in their classroom
- WiFi is available through out the campus.
- Pre-K Computer Lab
- Pre-K through 5th and computer labs are equipped with document cameras.
- Mobile laptops

Just as every student grows and develops at different rates, they learn in different ways and at different speeds. Technology makes it possible to pace lessons appropriately for each student's academic level.

Technology Needs

- First grade hallway lab to be updated-computers are often down
- Additional chrome books

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CCISD will participate in ELAR activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 1: 100% of HJM students will show one or more years growth and/or meet the state standards on Reading and Writing STAAR/Cumulative Assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.	1, 2, 3, 8, 9	Admistration and Teachers	100 % of all students will meet minimum state standards on STAAR and EOY testing				
2) Grade levels will meet together once a week during scheduled block time to evaluate students and plan instruction to increase student achievement and knowledge.	1, 2, 3, 8, 9	Teachers, STAAR Facilitator, and Administration	Common Assesment (CA), weekly assessments, TPRI, STAAR, EOY assessments and Universal Screener, progress monitoring.				
3) HJM will implement the district Instructional Model: Instructional Calendars (Scope &Sequence): Instructional focuses (daily Obj.): Regular Assessments (Spot Check for Mastery); Maintenance (Spiral TEKS throughout the week, month, year): Conferences (Principals to Teachers): and Accountability Meetings (District Office) to ensure all Readiness, Supporting, and Process Standards are being taught and assessed. Instructional Specialist will assist teachers.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, and Administration	Instructional Specialist will use CA, weekly based assessments, TPRI, STAAR, EOY assessments and Universal Screener, progress monitoring.				
	Funding Sources: 211 TITLE I - $47,150.00						
4) Teachers will use rigorous research based materials such as: Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Writing to Read lab, Brain Pop, Focus on the STAAR, Saxon Phonics and Spelling, Thinking Maps, I-station, Waterford and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration, and problem solving. Students will earn shark dollars for successful intervention lessons. They will have the opportunity to spend it each 9 weeks at shark bite cove.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, counselors	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $5,000.00, 270 TITLE VI - $12,000.00						

Critical Success Factors CSF 2 5) Teachers will review and dissaggregate CA and STAAR test data to identify the academic needs of students and use research based monitoring to meet academic needs.	1, 2, 3, 8, 9	Teachers, Instructional facilitator, Administration	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
6) Read Naturally, I-Station Reading, and Waterford will be used by teachers and staff to help develop comprehension and fluency.	1, 2, 3, 8, 9	Denise Henk and Teachers	Teachers will test fluency in assessments conducted.				
7) K-5 students will be screened and provided differentiated reading instruction. Students will be progress monitored.	1, 3, 8, 9	RtI	Students will be reading on grade level.				
8) A Response to Intervention teacher will provide intensive systematic instruction using Handwriting without Tears, and Wilson to strengthen the foundation of reading development and fine motor skills.	2, 3, 8, 9	RtI, Elizabeth Grubbs and Emily Ondreas	Students will be reading on grade level.				
9) Homeless students will meet district criteria. They will be provided with supplies, clothing, and necessities needed to ensure success academically and socially.	1, 2, 9	Teachers, Counselors and Administration	Monitoring of student's needs.				
	Funding Sources: 211 TITLE I - $0.00						
10) Instructional materials including additional stories for listening centers will be purchased to support the academic and social goals of the campus. Replacement headphones and will also be purchased as needed.	1, 2	Administration and Teachers	Students will be reading on grade level.				
	Funding Sources: 211 TITLE I - $500.00						
11) Students will also be provided snacks and water during testing.	1, 2, 8, 9	Denise Henk	Students meet state standard on STAAR test				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $600.00						
12) Each nine weeks, the grade level Reading teachers will meet together with other teachers from the district along with the district instructional specialist to create a reading calendar for the district and campus generated CA.	1, 2, 4, 5	Tiffany O'Donnell, Julie Duckett-Casey, Denise Henk, and Teachers	Lesson plans will be monitored to demonstrate the use of effective reading instruction methods within the classroom.				
Critical Success Factors CSF 1 13) 5th grade students who do not meet satisfactory performance on STAAR Reading will receive intense interventions after STAAR results from 1st and 2nd testing and during Summer School.	1, 2, 9	Tiffany O'Donnell, Julie Duckett-Casey, and Teachers	Students will be reading on grade level.				
14) Will provide relevant student services including GT instruction for students that exceed expectations on TPRI and STAAR assessment.	1, 2, 3, 4, 5	Tiffany O'Donnell, Julie Duckett-Casey, and Teachers	Reading above grade level on end of year TPRI and receive advanced scores on STAAR assessments.				
15) PLC's will provide collaboration and professional development to staff during block planning time.	1, 2, 3, 4	Denise Henk	Teachers will be provided with professional skills necessary to succeed in a 21st Century classroom.				

16) A ESL teacher will provide intense intervention to ELL students that need additional support outside of tier 1 instruction. Appropriate resources (dictionaries, headphones, cd players, books on tape) will be readily available to meet educational needs. *Reading Smart Reading Mate for ELL (Title III) Project ELL (Title III)	2	Carol McFall	ESL students will meet expectations on state mandated assessments.				
	Funding Sources: 263 TITLE III - $2,726.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CCISD will participate in Math activities that promote creativity, collaboration and problem solving.

Evaluation Data Source(s) 2: 100% of HJM students will show one or more years growth and/or meet the state standards on Math STAAR/Cumulative Assessments.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.	1, 2, 3, 8, 9	Aministration and Teachers	100% of all students will be at minimum state standards on STAAR and EOY testing				
2) Grade levels will meet together once a week during scheduled block time to evaluate students and plan instruction to increase student achievement and knowledge.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly assessments, STAAR, EOY assessments				
3) Instructional Specialist will assist teachers in the use of instructional calendars, regular assessments, and Common Assessments (CA) to ensure all Readiness, Supporting, and Process Standards are being taught and assessed.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly asessements, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $0.00						
4) Teachers will use rigorous research based materials such as Motivational Math, Lone STAAR Math, Kim Sutton, Motivational Math Classroom Assessment Packs, Countdown to STAAR daily rigor, State Adopted Curriculum, STAAR Ready, Math Academy, Brain Pop, Marcy Cook, Splash Math, Waterford and computers to achieve performance objectives. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, Administration	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $500.00, 270 TITLE VI - $12,000.00						
Critical Success Factors CSF 2 5) Teachers will review and disaggregate CA and STAAR data to identify the academic needs of students and use research based materials to meet academic needs.	1, 2, 3, 8, 9	Teachers, Instructional facilitator, Administration	CA, weekly assessments, STAAR, EOY Testing Data				

6) Each nine weeks, the grade level math teachers will meet together with other teachers from the district along with the district instructional specialist to create a math calendar for the district.	1, 2, 3, 4, 5, 8, 9	Tiffany O'Donnell, Julie Duckett-Casey, Denise Henk, and Teachers	Lesson plans will be monitored in Eduphoria Forethought to demonstrate the use of effective math instructional methods and experiments within the classroom.				
7) Will provide relevant student services for students that exceed expectations STAAR assessment.	1, 2, 3, 4, 5, 8	Tiffany O'Donnell, Julie Duckett-Casey, and Teachers	Receiving advanced scores on STAAR assessments and EOY assessments.				
8) PLC's will be implemented to provide collaboration and professional development to staff.	1, 2, 8, 9, 10	Denise Henk	Students will be above grade level on EOY math assessments and will score advanced on the STAAR assessment.				
9) Students will be provided breakfast prior to taking the STAAR test. Students will also be provided snacks and water during testing.	1, 2, 9	Denise Henk	Students meet state standard on STAAR tests.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $600.00						
Critical Success Factors CSF 1 10) 5th grade students who do not meet satisfactory performance on STAAR Math will receive intense interventions after STAAR results from 1st and 2nd testing and during Summer School.	1, 2, 9	Tiffany O'Donnell, Julie Duckett-Casey, and Teachers	Students meeting state standards				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CCISD will participate in Science activities that promote creativity, collaboration and problem solving.

Evaluation Data Source(s) 3: 100% of HJM students will show one or more years growth and/or meet the state standards on Science STAAR/Cumulative Assessments.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.	1, 2, 3, 8, 9	Administration and Teachers	100% of all students will meet minimum state standards on STAAR and EOY testing				
2) Grade levels will meet together once a week during scheduled block time to evaluate students and plan instruction to increase student achievement and knowledge.	1, 2, 3, 4, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly assessments, STAAR, EOY assessments				
3) Instructional Specialist will assist teachers in the use of instructional calendars, regular assessment, and Common Assessments (CA) to ensure all Readiness, Supporting, and Process Standards are being taught and assessed.	1, 2, 3, 4, 9	Teachers, Instructional Faciliatator, and Administration	CA, weekly assessments, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $0.00						
4) Teachers will use rigorous researched based materials such as: Science Measuring Up to the TEKS, AIMS: Life, Earth, Physical Science Curriculum, Brain Pop, Waterford, Motivational Science, FOSS Science Kits, ScienceSaurus, STAAR Ready, Stem Scopes, Waterford to achieve performance objectives. Instructional supplies, materials, educational programs (Hedge Hog) and support services will be purchased to support the academic and social goals of the campus.	1, 2, 3, 4, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly assessments, STAAR, EOY assessments				
	Funding Sources: 270 TITLE VI - $12,000.00, 211 TITLE I - $800.00						
5) Educational field trips and transportation will be provided to support academic and social goals of the campus.	1, 2, 6, 10	Administration and Teachers	100% of students will be present for trip.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $2,000.00						
6) Each nine weeks, the grade level science teachers will meet together with other teachers from the district along with the district instructional specialist to create a science calendar for the district	1, 2, 5, 8	Tiffany O'Donnell, Julie Duckett-Casey, Denise Henk, and Teachers	Lesson plans will be monitored to demonstrate the use of effective science instructional methods and lab experiments within the classroom.				

Critical Success Factors CSF 2 7) Teachers will review and disaggregate CA and STAAR test data to identify the academic needs of students and use of research based materials to meet individual academic needs.	1, 2, 8, 9	Teachers, Instructional Facilitators, and Administration	CA, weekly assessments, Eduphoria Forethought, STAAR, EOY testing data.				
8) Students will be provided snacks and water during testing.	1, 2, 9	Denise Henk	Students meet state standard on STAAR tests				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $600.00						
9) Will provide relevant student services for students that exceed expectations on STAAR assessment.	1, 2, 4, 6	Tiffany O'Donnell, Julie Duckett-Casey, and certified GT teachers	Students will receive an advanced score on the STAAR assessment.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CCISD will participate in Social Studies activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 4: 100% of HJM students will show one or more years growth and/or meet the state standards on Social Studies Cumulative Assessments.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will provide student services including tutorials for targeted students in areas of Social Studies.	1, 2, 3, 8, 9	Administration and Teachers	100% of all students will meet minimum state standards on 8th grade STAAR and EOY testing.				
2) Grade levels will meet together once a week during scheduled block time to evaluate students and plan instruction to increase student achievement and knowledge.	1, 2, 3, 8, 9	Teachers and Administration	Weekly Assessments				
3) Teachers will use rigorous research based materials such as instructional calendars, Social Studies Weekly, CA, and Brain Pop to ensure readiness, supporting, and process standards are being taught and assessed. Instructional supplies, and relevant resources will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving. Lessons will reflect a diverse range of teaching techniques and approaches. *Mock election	1, 2, 3, 8, 9	Teachers and Administration	Weekly Assessments				
	Funding Sources: 211 TITLE I - $300.00						
4) Educational field trips and transportation will be provided to meet academic and social goals of the campus.	1, 2, 3, 6, 9	Administration and Teachers	100% of students will be present on trips.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $2,000.00						
5) Each nine weeks, the grade level Social Studies teachers will meet together with other teachers from the district along with the district instructional specialist to create a Social Studies calendar for the district.	1, 2, 5, 8, 9	Tiffany O'Donnell, Julie Duckett-Casey, Denise Henk, and Social Studies teachers	Lesson plans will be monitored to demonstrate the use of effective Social Studies instructional methods and experiments within the classroom.				
	Funding Sources: 211 TITLE I - $0.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1: HJM uses our resources to provide engaging, rigorous, and relevant instruction to all students and monitor the progress of each individual child. All students are provided with the tools they need to be successful in an academic setting.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.	1, 2, 3, 8, 9	Admistration and Teachers	100 % of all students will meet minimum state standards on STAAR and EOY testing				
	Funding Sources: 224 IDEA - $3,950.00						
2) Grade levels will meet together once a week during scheduled block time to evaluate students and plan instruction to increase student achievement and knowledge.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, and Administration C	Common Assessment (CA), weekly assessments, TPRI, STAAR, EOY assessments and Universal Screener, progress monitoring.				
3) Teachers will use instructional calendars, regular assessments, and Common Assessment (CA) to ensure all Readiness, Supporting, and Process Standards are being taught and assessed.	1, 2, 3, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly assessments, TPRI, STAAR, EOY assessments and Universal Screener, progress monitoring.				
4) Teachers will use Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Writing to Read lab, Brain Pop (Title VI), Focus on the STAAR, Thinking Maps, Waterford (Title VI), Istation and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration, and problem solving.	1, 2, 8, 9	Teachers, Instructional Facilitator, Administration	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $0.00, 270 TITLE VI - $13,477.00						
Critical Success Factors CSF 2 5) Teachers will review and dissaggregate CA, and STAAR test data to identify the academic needs of students and use research based monitoring to meet academic needs.	1, 2, 3, 8, 9	Teachers, Instructional facilitator, Administration	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
6) Read Naturally, Istation Reading, and Waterford will be used by teachers and staff to help develop comprehension and fluency.	1, 2, 3, 8, 9	Denise Henk and Teachers	Teachers will test fluency in assessments conducted.				
	Funding Sources: 211 TITLE I - $0.00						

7) K-5 students will be screened and provided differentiated reading instruction. Prescribed interventions will be individualized and tracked through progress monitoring and cumulative assessments.	1, 2, 3, 8, 9	RtI	Students will be reading on grade level.				
8) A Response to Intervention teacher will provide intensive systematic instruction using Wilson, and Handwriting Without Tears.	1, 2, 8, 9	RtI, Elizabeth Grubbs, and Emily Ondreas	Students will be reading on grade level.				
9) Homeless students will meet district criteria. They will be provided with supplies, clothing, and necessities needed to ensure success academically and socially.	1, 2, 9	Teachers, Counselors, Parent Liaison, and Administration	Monitoring of student's needs.				
	Funding Sources: 211 TITLE I - $0.00						
10) Instructional materials, including additional stories for listening centers, will be purchased to support the academic and social goals of the campus. Replacement headphones will also be purchased as needed.	1, 2	Administration and Teachers					
	Funding Sources: 211 TITLE I - $0.00						
11) All 3-5 students will be provided breakfast prior to taking the STAAR test. Students will also be provided snacks and water during testing.	1, 2, 8, 9	Denise Henk	Students meet state standard on STAAR test				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $600.00						
12) Each nine weeks, grade level teachers will collaborate with other teachers from the district, along with the district instructional specialists, to create an instructional calendar for each subject.	1, 2, 4, 5	Tiffany O'Donnell, Julie Duckett-Casey, Denise Henk, and Teachers	Lesson plans will be monitored to demonstrate the use of effective reading instruction methods within the classroom.				
13) 5th grade students not meeting satisfactory performance on STAAR Reading will receive interventions during summer school.	1, 2, 9	Tiffany O'Donnell, Julie Duckett-Casey, and summer school Teacher	100% of all students will meet minimum state standards on STAAR and EOY testing.				
14) Will provide relevant student services for students that exceed expectations on TPRI and STAAR assessment.	1, 2, 3, 4, 5	Tiffany O'Donnell, Julie Duckett-Casey, and GT Teachers	Reading above grade level on end of year TPRI and receive advanced scores on STAAR assessments.				
15) PLC's will be implemented to provide collaboration and professional development to staff.	1, 2, 3, 4	Denise Henk	Teachers will be provided with professional skills necessary to succeed in a 21st century classroom.				
16) Teachers will use rigorous research based materials, such as Motivational Math, Lone STAAR Math, Kim Sutton, Motivational Math Classroom Assessment Packs, State Adopted Curriculum, Waterford, STAAR Ready, Brain Pop, Marcy Cook, Splash Math, and computers to achieve performance objectives. Instructional supplies, hands on activities and materials, and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	1, 2, 8, 9	Teachers, Instructional Facilitator, Administration	CA, weekly assessments, TPRI, STAAR, EOY Testing Data				
	Funding Sources: 211 TITLE I - $2,000.00						

17) Teachers will use Science Measuring Up to the TEKS, AIMS: (Life, Earth, Physical Science Curriculum), Brain Pop, Motivational Science, FOSS Science Kits, ScienceSaurus, STAAR Ready, and Stem Scopes to achieve performance objectives. Instructional supplies, materials, educational programs (Hedgehog) and support services will be purchased to support the academic and social goals of the campus.	1, 2, 8, 9	Teachers, Instructional Facilitator, and Administration	CA, weekly assessments, STAAR, EOY assessments				
	Funding Sources: 211 TITLE I - $0.00						
18) Educational field trips and transportation will be provided to support academic and social goals of the campus.	1, 2, 6, 8, 9	Administration and Teachers	100% of students will be present for trips.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $2,000.00, 224 IDEA - $100.00						
19) Social Studies teachers will use rigorous, research based materials, such as instructional calendars, classroom tests, Weekly Reader, and Brain Pop, to ensure readiness, supporting, and process standards are being taught and assessed. Instructional supplies, hands on activities and materials, and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration, and problem solving.	1, 2, 3, 9	Teachers, Instructional Facilitator and Administration	Weekly Assessments				
	Funding Sources: 211 TITLE I - $0.00						
20) Teachers will call parents for all absences/tardies. Parent Liaison will assist teachers with parental contact.	2, 6, 9	PEIMS clerk, Parent Liaison, and Teachers	PEIMS clerk and HJM Teachers will meet AYP standards in attendance of 97%				
21) Teachers will make parent contact the morning of the first absence.	2, 6, 9	Teachers and Administration	HJM will meet AYP standards with attendance of 97%				
22) PTO will provide a reward for classes who achieve Perfect Attendance each 9 weeks.	1, 2, 5, 8, 9	Teachers and Administrators	HJM will meet AYP standards with attendance of 97%				
23) Counseling will be available to students and parents to resolve issues of attendance. Home visits will be conducted as necessary. Parent Liaison will assist teachers with parental contact.	1, 2, 6, 9	Teachers, Parent Liaison, and Administration	HJM will meet AYP standards with attendance of 97%				
	Funding Sources: 211 TITLE I - $60,302.00						
24) Students will be given rewards and pencils for perfect attendance each 9 weeks. Parent Liaison will assist teachers with parental contact.	1, 2	Administrators, PEIMS Clerk, Parent Liaison, and Instructional facilitator	HJM will meet AYP standards with attendance of 97%				
	Funding Sources: 211 TITLE I - $0.00						
25) District Attendance Officer will work with administration on truancy cases. Parent Liaison will assist teachers with parental contact.	1, 2, 6, 9	Adminstration, Parent Liaison, and Teachers	HJM will meet AYP standards with attendance of 97%				
26) Each 9 weeks, students with perfect attendance will be rewarded with an additional shopping experience at Sharktown.	2, 9	Administration and Teachers	HJM will meet AYP standards with attendance of 97%				
27) Counselor guidance lessons address topics such as bullying, homework, positive self-concept, respect, appreciation for others, problem solving strategies, emotional awareness, interpersonal skills, self-safety, and healthy lifestyle choices. The Harbor, IBC, and Midcoast family services will also implement character building programs.	1, 2, 9	Administrators, Teachers, Counselors, and The Harbor	Activities that accompany lessons, teacher observation, and counseling referrals				
	Funding Sources: 211 TITLE I - $0.00						

28) Campus will meet the needs of Special Education students in life skills and those with severe behavior issues.	1, 2, 4, 9	Tiffany O'Donnell, Jeana Bethany	100% of life skills and severe behavior students will be successful.				
	Funding Sources: 224 IDEA - $4,400.00						
29) Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) will be provided to students that meet the district criteria for eligibility. These students will receive small group Reading and Math instruction during the day.	1, 2, 5, 9	Administrators, Reading Specialist, Math Specialist, Instructional Facilitator, and Teachers	CA, TPRI, QRI, daily instrucitonal assessments, STAAR data				
30) Monitor identified Special Education students closely in order to assure STAAR testing accommodations are appropriate and adequate for the individual learner.	1, 2, 9	Administration, Diagnostician, Special Education Team, Teachers	Decreased testing accommodations				
Critical Success Factors CSF 1 31) HJM will surpass the state average in the sub-pop areas of our Hispanic and Economically Disadvantaged population through tutorials and small group instruction. Peer tutoring will be utilized to improve student scores for ELL students.	2, 8, 9	Administrators, Teachers and Instructional Specialist	Increase in AYP Campus Scores				
32) RtI process will continue in order to decrease the number of students needing special education assistance.	1, 2, 8, 9	Administration, Reading Specialist, Instructional Specialist, and Teachers	Decrease in Special Education Referrals				
33) HJM will use a class size reduction teacher in First to lower the class size.	1, 2, 4, 9	Administraion	90% of students will be developed in TPRI Testing and 90% will read 60 wpm				
	Funding Sources: 255 TITLE II - $49,051.00						
34) Waterford lab to be used for ELL and at risk students.		Teachers, Instructional Specialist, and Administration	ELL students and at risk students will be on grade level				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 2: CCISD will apply technology usage in curriculum through updated training, personal usage, and integrating technology expectations on a weekly basis for students.

Evaluation Data Source(s) 2: HJM provides support to teachers dealing with new technology. All staff members have the opportunity to advance themselves in technology.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase replacement Elmos and chrome books for classrooms for instructional and educational usage.	1, 2	Technology and Administration	Students and teachers actively using new technology in classrooms.				
	Funding Sources: 211 TITLE I - $0.00, 199 LOCAL - $2,700.00						
2) Instructional assistant will help facilitate instruction in computer labs.	1, 2	Administration and Instructional Assistants	RtI process, TPRI scores, STAAR testing, EOY test				
	Funding Sources: 211 TITLE I - $25,228.00						
3) Read Naturally, Istations, and Waterford will be used for Rtl mandates. Headphones and supplies will be purchased for these technology programs.	1, 2, 9	Instructional assistant, Administration and Reading Specialist	RtI process, weekly assessments, TPRI, STAAR, EOY testing data.				
	Funding Sources: 211 TITLE I - $200.00						
4) Eduphoria will be utilized for the teacher appraisal system and to aid in dis aggregating data and maintaining professional development records.	1, 2, 4, 8	Tiffany O'Donnell and Julie Duckett-Casey	Teachers will show instructional growth as needed, CA, weekly assessments, TPRI, STAAR, EOY Testing data, professional development records in Eduphoria will be used.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessionals are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of HJM students will show one or more years growth and/or meet the state standards on STAAR/Cumulative Assessments based on best classroom practices and innovative classroom techniques.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A book study will be conducted as needed concerning the latest research based information.	1, 2, 4, 5	Administration	Teachers will participate and gain knowledge in field of research based education as needed.				
	Funding Sources: 211 TITLE I - $0.00						
2) Health Club Committee, Prayer Club, and PTO	1, 2, 4, 5, 8	Cathie Self and John Amador	To establish and promote unity among the staff				
3) All students will be served by highly qualified teachers and a compassionate, effective staff.	1, 2, 9	Tiffany O'Donnell, Julie Duckett-Casey, and administration	100% of staff will be highly qualified.				
4) Teachers and administrators will attend staff development training at Region Service Centers, Lead4Ward training, Thinking Maps training, Texas Librarian Assoc Conference, TEPSA, Susan Fitzell Training, Texas Music Educators Assoc, and grade level conferences including tavel and substitutes, along with supplies to enhance training. *Reading Smart Reading Mate (Title III) *ProjectELL (Title III)	1, 2, 3, 4, 5	Administration	100% of staff will be highly qualified.				
	Funding Sources: 211 TITLE I - $400.00, 263 TITLE III - $624.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: The district and each campus will provide learning environments that are safe and secure for all students, faculty, and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: HJM staff members serve the needs of all students and provide an environment that promotes learning and success; Attendance will increase by .5% (96.9%), Discipline Referrals will decrease.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Safety Committee will implement daily safety tips on announcements, safety wall displays, and marquee tips for parents. Student safety patrol committee will work hand and hand with administration to help ensure the safety of all students. Safety supplies and material will be purchased to support the safety and social goals of the campus.	1, 2, 6	Mr. Tompkins, Administration, Staff and students	District feedback from safety meetings, as well as student and staff feedback				
	Funding Sources: 211 TITLE I - $0.00						
2) School-wide Character Education focus through daily announcements, and special activities.	1, 2	Administration and Counselors	Decreased discipline referrals				
3) Drug Awareness Programs (Red Ribbon Week). Many activities will take place during Red Ribbon Week including "Career Day".	1, 2	Administration and Counselors	At the elementary level, this program is proactive rather than reactive. Our goal is to increase our students' awareness of the dangers of using drugs, in an age appropriate manner, and promote positive self-concept.		✓	✓	
4) Educational Motivator for grades PK-5. Promoting self awareness, respect for others, healthy life and anti-bullying.	1, 2	Administration and Counselors	Positive peer relations				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $645.00						
5) Officers from the Port Lavaca Police Department, Sheriffs Department, Fire Department will play an active role in the 9 weeks awards assembly recognizing perfect attendance, citizenship and academic success.	1, 2, 9	Administrators and Counselors	Students reaffirm their pledge to remain drug-free and not take part in bullying others.				
6) Counselor guidance lessons, Midcoast, and The Harbor address topics such as bullying, homework, positive self-concept, respect, appreciation for others, problem solving strategies, emotional awareness, interpersonal skills, self-safety, and healthy lifestyle choices during block time.	1, 2, 4, 9	Administrators and Counselors	Activities that accompany lessons, teacher observation, and counseling referrals				
	Funding Sources: 211 TITLE I - $0.00						
7) The Port Lavaca Fire Department will speak with students about fire prevention and safety in the school and in the home.	1, 2, 4, 9	Administrators and Teachers	Classroom activities and student participation in fire drills exhibit age-appropriate understanding.	✓	✓	✓	

8) Local Agencies will provide information to students about the importance of hygiene to keep their bodies healthy and our living environment clean.	1, 2, 9	Administrators	Increased awareness of the importance of personal hygiene				
9) The local Rotary Club will work with HJM staff to implement the character ed program in all classrooms.	1, 2, 6, 9	Tiffany O'Donnell, Julie Duckett-Casey, Tammy Boehl, and Teachers	Reduction in office referrals				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: All CCISD will participate in parent and community involvement programs that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 1: HJM School events and activities will be posted to the Calhoun County Independent School District and HJM website.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HJM will have special guest come to read.	1, 2	Administration and Librarian	Increased appreciation of literature				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $1,250.00						
2) Parents and counselors will attend a parent conference sponsored by Region III. *State Parental Involvement Conference	1, 2, 4, 6, 8, 9	Administration, Parent Liaison, and Couselors	Parent Attendance				
	Funding Sources: 211 TITLE I - $400.00						
3) Parents and community members volunteer to assist with the Tutor and Mentor program along with the Watch D.O.G.S. program.	1, 2, 6, 8, 9	Administration and Counselors	Documented hours volunteered				
4) Active participation in the Fair Booth, Chili Supper, Dad's Donuts, Grandparent's Day, Muffins for Moms, Dr. Seuss's birthday, Character Pumpkin, Literacy Fair, Kinder Texas Program as well as the Veteran's Day Program.	1, 2, 6	Administration, Counselors, and Teachers	Community and Parental Involvement				
	Funding Sources: 199 LOCAL - $100.00						
5) Active participation in community writing and art contest: Soil and Water Conservation, Fire Prevention, Adopt a Beach, Harbor, Fair exhibits, Technology Showcase, and Air Center.	1, 2, 6	Administration, Counselors, and Teachers	Increased Student Participation				
	Funding Sources: 199 LOCAL - $75.00						
6) Community and parents will continue to play an active role in supporting the HJM Sharktown.	1, 2, 6	Administration, Teachers, Community Members	Active participation				
7) Bringing Up Grades (BUG) program will encourage students to strive academically.	1, 2, 5, 6, 9	Administration, Counselors, Gwen Grigsby, and Teachers	Academic success among students				
8) Teachers will call parents immediately upon noticing their absence.	1, 2, 6, 9	Administration and Teachers	100% of the parents contacted as shown on Teacher Contact Log				

9) Parents will have a choice of receiving a hard copy of the CCISD handbook or viewing it online at the beginning of year or as registering throughout the year.	1, 2, 6	Carolina Dowell	100% of parents will sign documentation indicating they have either viewed the handbook online or received a hard copy. Parents who request a hard copy will be given one.				
10) Attendance letters will be mailed out to parents of students exceeding attendance policy. Postcards will be mailed out at the beginning of school to promote positive communications between the parents and school. Postage will be provided for letters and postcards.	1, 2, 6, 9	Administration and Teachers	Increase positive parental response to, Remind App, documented attendance letters, and open house participation				
	Funding Sources: 211 TITLE I - $200.00						
11) Grandparents's Day Breakfast will be hosted every year.	1, 2, 6	Counselors	Grandparent participation				
12) Communicate regularly with parents through open house, Title I compacts, newsletters, parent conferences, fall/spring parent involvement conference, CCISD website, Social Media, and public accountability hearings.	1, 2, 6, 8, 9	Administration, Counselors, and Teachers	Parental involvement through awareness				
	Funding Sources: 211 TITLE I - $0.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for HJM Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-999-101-330000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$253,234.60
199-11-6119-9RR-101-330000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$19,220.00
199-11-6129-999-101-330000	6129 Salaries or Wages for Support Personnel	$15,629.25
	6100 Subtotal:	**$288,083.85**
6300 Supplies and Services		
211 11 6399 00 101 430000	6399 General Supplies	$1,600.00
	6300 Subtotal:	**$1,600.00**

Personnel for HJM Elementary:

Name	Position	Program	FTE
Burris, Maceleigh	1st Grade Teacher	30	.14
Abbott, Brandi	4th Grade Teacher	30	.14
Boehl, Tammy	K-2 Counselor	30	1.
Canion, Vicki	5th Grade Teacher	30 - At Risk	.28
Cano, Irene	5th Grade Teacher	30 - At Risk	.14
Chambless, Amy	2nd Grade Teacher	30	.14
Colley, Margaret	3rd Grade Teacher	30 - ARI	.14
Conner, Diane	4th Grade Teacher	30	.14
Crabtree, Stephanie	2nd Grade Teacher	30 - At Risk	.14
DeLaGarza, Laura	Parent Liaison	30	1.
Etzler, Kathleen	1st Grade Teacher	30	.14
Ficklen, Skyeleigh	Title 1 Aide	30	1.
Gibson, Jill	4th Grade Teacher	30 - At Risk	.50
Glenn, Ashley	1st Grade Teacher	30-ARI	.14
Grabener, Charlene	Kinder Teacher	30-ARI	.14
Grantland, Kelly	5th Grade Teacher	30 - ARI	.28
Gregory, Sherry	1st Grade Teacher	30 - ARI	.14
Grubbs, Elizabeth	Art Teacher	30 - Dyslexia	.42
Hardee, Leslie	1st Grade Teacher	30 - ARI	.14
Hartl, Jaclyn	3rd Grade Teacher	30 - ARI	.14
Henk, Denise	Instructional Specialist	30	1.
Holsey, Rachel	4th Grade Teacher	30	.14
Housworth, Kelli	5th Grade Teacher	30 - ARI	.14
McGillis, Arielle	1st Grade Teacher	30	.14

McGrew, Sherron	4th Grade Teacher	30 - ARI	.14
Meza, Kathryn	1st Grade Teacher	30	.14
Motl, Gay	RTI	30	.50
Mutchler, Amanda	5th Grade Teacher	30	.14
Rangel, Katie	Kinder Teacher	30	.14
Reynolds, Courtney	2nd Grade Teacher	30	.14
Rodriguez, Gloria	2nd Grade Teacher	30 - ARI	.14
Salinas, Joanie	3rd Grade Teacher	30 - ARI	.14
Self, Cathie	2nd Grade Teacher	30 - ARI	.14
Sharp, Sara	Kinder Teaacher	30	.14
Smith, Lorrie	Kinder Teacher	30 - ARI	.14
Stancik, Sarah	3rd Grade Teacher	30 - ARI	.14
Stellman, Jennifer`	Kinder Teacher	24	1.
Stroup, Carolyn	4th Grade Teacher	30	.14
Vehrenkamp, Mandy	3rd Grade Teacher	30	.14

Title I

Schoolwide Program Plan

HJM Elementary is a schoolwide Title I campus. All students and staff are held to high standards and we provide opportunities for all children to excel. HJM teachers provide Response to Intervention to all students to ensure they are successful in the classroom. Teachers differentiate instruction to meet the needs of all students. Teachers constantly monitor students progress and students are given multiple opportunities to learn and offered tutorials to be successful.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Comprehensive Needs Assessment

The entire HJM School Staff is involved in the process of creating a school culture that engages them in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Looking at this data then allows the staff to set forth a plan of action that will raise student achievement. Throughout the year all students are closely monitored and interventions are initiated immediately if there is a need. Acting on these interventions helps to close the gap in skills before it widens more. Helping students to be successful early in their educational endeavors, makes the learning process more pleasant.

2: Schoolwide Reform Strategies

2. School wide reform with Scientifically Based Research Methods and Strategies.

HJM School has chosen reform strategies that promote staff buy-in through decision making committees. All students are continuously held to the highest of standards. Teachers use effective instructional strategies that are based on scientific research. HJM is constantly monitoring student performance through an assortment of programs and assessment data.

3: Instruction by highly qualified professional teachers

3. Instruction by highly qualified teachers.

HJM school is a Title 1 campus and prides itself on employing only highly qualified teachers and paraprofessionals. HJM keeps documentation of teacher certificates and qualifications. HJM also makes the effort to call upon highly qualified substitute teachers when possible.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Staff members at HJM are encouraged to attend high quality professional development sessions. All teachers attend at least one per year. Staff development is based on a comprehensive needs assessment. Staff members are given the opportunity to discuss the implementation of new programs based on the staff development they have attended. Administrators monitor the effectiveness of the professional development by observing the implementation of strategies in the classroom.

5: Strategies to attract highly qualified teachers

HJM provides teachers with ample planning time through conference periods and block. The atmosphere at HJM is team-oriented. Teachers are given the opportunity to voice their concerns and ideas.

6: Strategies to increase parental involvement

At HJM, teachers are provided with tools to provide them with the skills and knowledge to work appropriately with the parents of their students. Parents are also encouraged to join PTO and volunteer during school functions. Parents are sent home reminders and calendars highlighting student events.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

HJM Pre-Kindergarten teachers have been trained in e-circle curriculum to help with the transition to Kindergarten. HJM counselors always work with Headstart to invite those teachers over for a school visit. HJM holds a "Meet Your Teacher" the Thursday before school begins.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

HJM teachers meet weekly to discuss student progress with team members and administration. Test data drives the decisions that are made in the classroom. Teachers are provided with all the tools necessary to identify needs.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

At the beginning of the year, HJM uses the state criteria to code students as at-risk. Students are also tested with TPRI and QRI to check for needs. The students that need extra assistance are monitored carefully and provided with a multitude of programs to increase academic proficiency. HJM also provides tutorials to students who need extra help in academic areas. All are held to the highest of expectations.

10: Coordination and integration of federal, state and local services and programs

At HJM, we feel it is imperative to use all our resources to aid in the education of children. Therefore, we continue to utilize services such as Mid Coast

Family services (Drug and alcohol awareness), The Harbor (character education), and Partners in Education (mentors and tutors). The Kiwanis Club, Lions Club, Law Enforcement agencies, HEB, IBC and Walmart also provide services for HJM Elementary. We understand the importance of community and business involvement in education. The benefits are priceless.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tiffany O'Donnell	Principal
Administrator	Julie Duckett-Casey	Assistant Principal
Business Representative	Janie Garza	Business Representative
Classroom Teacher	Vicki Canion	5th teacher
Classroom Teacher	Stephanie Crabtree	2nd teacher
Classroom Teacher	Kathy Etzler	1st teacher
Classroom Teacher	Jaclyn Hartl	3rd teacher
Classroom Teacher	Rachel Holsey	4th teacher
Classroom Teacher	Cindy Mutchler	Pre-K teacher
Classroom Teacher	Emily Ondreas	Special Services
Classroom Teacher	Lorrie Smith	Kinder teacher
Community Representative	Laura Crain	Community Representative
District-level Professional	Linda Jurica	District Math Specialist
Non-classroom Professional	Tammy Boehl	Counselor
Non-classroom Professional	Denise Henk	Instructional Specialist
Paraprofessional	Sherry Roberts	Secretary
Parent	Jennifer Morales	Parent

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$2,700.00
5	1	4			$100.00
5	1	5			$75.00
				Sub-Total	$2,875.00
255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	33			$49,051.00
				Sub-Total	$49,051.00
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16		26311639900101725000	$2,726.00
3	1	4	Training for Reading Smart Reading Mate	263136299001017250000	$524.00
3	1	4	Sheltered Instruction training	26313623900101725000	$100.00
				Sub-Total	$3,350.00
211 TITLE I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$47,150.00
1	1	4		211-11-6399-00-101-430000	$5,000.00
1	1	9		211-11-6399-00-101-430000	$0.00
1	1	10		211-11-6399-00-101-430000	$500.00
1	2	3		211-11-6399-00-101-430000	$0.00
1	2	4		211-11-6399-00-101-430000	$500.00
1	3	3			$0.00
1	3	4			$800.00

1	4	3		211-11-6399-00-101-4-30-000	$300.00
1	4	5			$0.00
2	1	4		211-11-6119-99-101-43-0-999	$0.00
2	1	6		211-11-6399-00-101-430000	$0.00
2	1	9		211-11-6399-00-101-43-000	$0.00
2	1	10		211-11-6399-00-101-43-000	$0.00
2	1	16		211-11-6399-00-101-4-3000	$2,000.00
2	1	17		211-11-6399-00-101-4-3-000	$0.00
2	1	19		211-11-6399-00-101-4-30-000	$0.00
2	1	23		211-31-6119-99-101-4-30-000	$58,774.00
2	1	23		211-31-6141-99-101-4-30-000	$852.00
2	1	23		211-31-6143-99-101-4-30-000	$676.00
2	1	24			$0.00
2	1	27			$0.00
2	2	1			$0.00
2	2	2		211-11-6129-99-101-4-40-000	$25,228.00
2	2	3			$200.00
3	1	1			$0.00
3	1	4			$400.00
4	1	1			$0.00
4	1	6			$0.00
5	1	2			$400.00
5	1	10			$200.00
5	1	12			$0.00
				Sub-Total	$142,980.00

461 CAMPUS ACTIVITY ACCOUNT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		461-11-6499-00-101-411-000	$600.00

1	2	9			$600.00
1	3	5		461-11-6412-00-101-4-11-000	$2,000.00
1	3	8		461-11-6499-00-101-4-11000	$600.00
1	4	4		461-11-6412-00-101-4-11-000	$2,000.00
2	1	11		461-11-6499-00-101-4-1100	$600.00
2	1	18		461-11-6412-00-101-4-11-000	$2,000.00
4	1	4			$645.00
5	1	1			$1,250.00
				Sub-Total	$10,295.00
224 IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$3,950.00
2	1	18			$100.00
2	1	28			$4,400.00
				Sub-Total	$8,450.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		270-11-6399-00-101-530000	$12,000.00
1	2	4		270-11-6399-00-101-530000	$12,000.00
1	3	4		270-11-6399-00-101-530000	$12,000.00
2	1	4		270-11-6399-00-101-6-30-0-00	$13,477.00
				Sub-Total	$49,477.00
				Grand Total	$266,478.00

Addendums

2016-2017 Site-Based Decision Making Committee

Meeting Date: August 17, 2016

Committee Role	Name	Position	Signature
Administrator	Tiffany O'Donnell	Principal	
Administrator	Julie Duckett-Casey	Assistant Principal	
Business Representative	Janie Garza	Business Representative	
Classroom Teacher	Vicki Canion	5th teacher	
Classroom Teacher	Stephanie Crabtree	2nd teacher	
Classroom Teacher	Kathy Etzler	1st teacher	
Classroom Teacher	Jaclyn Hartl	3rd teacher	
Classroom Teacher	Rachel Holsey	4th teacher	
Classroom Teacher	Cindy Mutchler	Pre-K teacher	
Classroom Teacher	Emily Ondreas	Special Services	
Classroom Teacher	Lorrie Smith	Kinder teacher	
Community Representative	Laura Crain	Community Representative	
District-level Professional	Linda Jurica	District Math Specialist	
Non-classroom Professional	Tammy Boehl	Counselor	
Non-classroom Professional	Denise Henk	Instructional Specialist	
Paraprofessional	Sherry Roberts	Secretary	
Parent		Parent	

TEXAS EDUCATION AGENCY
2016 Accountability Summary
HARRISON/JEFFERSON/MADISON COMPLEX (029901101) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

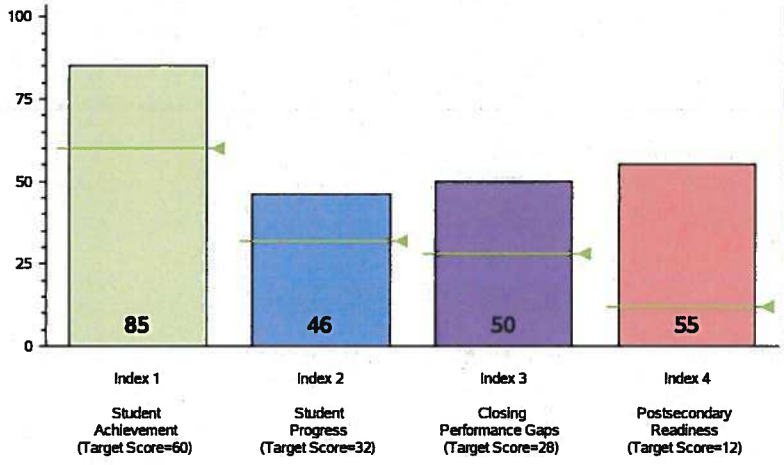
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	767 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	71.6
Percent English Language Learners	17.2
Mobility Rate	12.8

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	745	875	85
2 - Student Progress	556	1,200	46
3 - Closing Performance Gaps	1,009	2,000	50
4 - Postsecondary Readiness			
STAAR Score	55.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		55

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 20 = 90%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**32 out of 34 = 94%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TEXAS EDUCATION AGENCY
2016 Accountability Summary
HARRISON/JEFFERSON/MADISON COMPLEX (029901101) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

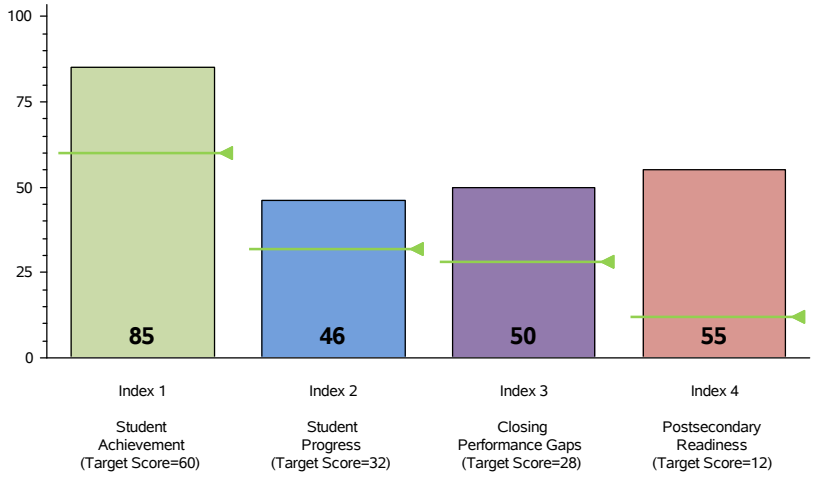
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	745	875	85
2 - Student Progress	556	1,200	46
3 - Closing Performance Gaps	1,009	2,000	50
4 - Postsecondary Readiness			
STAAR Score	55.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		55

Campus Demographics

Campus Type	Elementary
Campus Size	767 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	71.6
Percent English Language Learners	17.2
Mobility Rate	12.8

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 20 = 90%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**32 out of 34 = 94%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

Calhoun County Independent School District

JR Elementary

2016-2017 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jackson Roosevelt Elementary School has a large student population. JR is the second largest campus in the district with an enrollment of over 956 students. Our extremely large student population has become more diverse. We have a large ELL population which now consists of Spanish, Chinese, Karen, and Taiwanese speakers. This presents a challenge for teachers and staff to meet the needs of these students as they learn the English language. As a Title I campus, our population is approximately 67% economically disadvantaged.

Demographics Strengths

- Highly Qualified Bilingual and ESL certified Teachers
- The teacher to student ratio is 11 to one in PK.
- The teacher to student ratio is 22 to one or lower in grades 1-4.
- The teacher to student ratio is 23 to one in grade 5.
- A school environment where all children and parents are welcome.

Demographics Needs

- There is a need for intense interventions for students who have recently moved to the area and are learning the English language.
- Large LEP populations in each grade level. Actual subpops in grades: Kinder, 1st grade, 3rd grade, 4th grade, and 5th grade

1. Prekindergarten- 8
2. Kindergarten- 29
3. 1st Grade- 27
4. 2nd Grade- 23
5. 3rd Grade- 26
6. 4th Grade- 32
7. 5th Grade- 31

- Bilingual population per grade level

1. Prekindergarten- 6
2. Kindergarten- 21
3. 1st Grade- 18
4. 2nd Grade- 17
5. 3rd Grade- 13
6. 4th Grade- 18
7. 5th Grade- 0

- ESL population per grade level

1. Prekindergarten- 0
2. Kindergarten- 8
3. 1st Grade- 9
4. 2nd Grade- 6

5. 3rd Grade- 5
6. 4th Grade- 3
7. 5th Grade- 20

- Interventions to assist our economically disadvantaged population to equalize educational opportunities.
- More teachers to become ESL certified to keep up with increasing demands.
- Paraprofessionals needed to assist in large bilingual classes.
- Smaller class sizes for our bilingual students.

Student Achievement

Student Achievement Summary

During the 2015-2016 school year, the campus continued adapting instructional strategies to meet the state changes in STAAR math standards. We are very pleased with our overall growth and improvement on STAAR and look forward to continued progress. We implemented several new efforts aimed at improving our attendance rate for 2015-16 and saw a 0.5% increase to 96.1%.

Student Achievement Strengths

Math Strengths

Prekindergarten

- Percentage of Prekindergarten students passing the Math Composite as measured on E-Circle was 89%

First Grade

- The percentage of First Grade students passing the district end of year math exam increased 4% to 96%.

Second Grade

- The percentage of Second Grade students passing the district End of Year Math exam increased 15% to 99%.

Third Grade

- The percentage of students passing the 3rd grade STAAR Math test was 79%.

Fourth Grade

- The percentage of students passing the 4th grade STAAR Math test was 71%.

Fifth Grade

- The percentage of students passing the 5th grade STAAR Math test was 87%.

Special Education

- Mainstream with support Math Instruction in Grades 2-5 as much as possible according to ARD.

Reading Strengths

Prekindergarten

- The percentage of Prekindergarten students passing the EOY Phonological Awareness Composite as measured on E-Circle was 89%.

Kindergarten

- The percentage of Kindergarten students scoring developed on the district end of year TPRI was 95%.

First Grade

- The percentage of First Grade students scoring developed on the district end of year TPRI test was 72%
- The percentage of First Grade students passing the district EOY Reading Test was 84%.

Second Grade

- The percentage of Second Grade students passing the district EOY TPRI Reading Test increased to 97%.
- The percentage of Second Grade students passing the district EOY Reading Test incraesed to 94%.

Third Grade

- The percentage of students passing 3rd Grade STAAR Reading Test increased almost 10% to 85.5%.

Fourth Grade

- The passing rate percentage on the 4th Grade STAAR Reading test was 82%.

Special Education

- Special Education referrals kept to minimum and follow RTI and special service guidelines closely.

Science Strengths

Fifth Grade

- 86% of all fifth grade students passed STAAR Science.

Special Education

- Full inclusion of all special education students in regular education science classes with modifications and accommodations as per ARD decision.
- Full inclusion of all bilingual students in regular education science classes with accommodations as per LPAC minutes.

Writing Strengths

- 75% of 4th grade students passed STAAR Writing.

Student Achievement Needs

Math Needs

Prekindergarten

- Increased vertical planning with kindergarten.

Kindergarten

- Kindergarten lacks a comparable source of Math data to evaluate student growth from the beginning of the year to the end of the year.
- Large bilingual kindergarten class (22:1)

First Grade

- Align vertically with grade levels to increase mastery of mathematical skills prerequisites to be successful in 2nd Grade.

Third Grade

- 3rd Grade passing rate for STAAR Math Test increased 6% to 79%
- Math TEKS are still relatively new and resources are limited.

Fourth Grade

- 4th Grade passing rate for STAAR Math Test increased 19% to 71%.
- Math TEKS are still relatively new and resources are limited.

Fifth Grade

- Math TEKS are still relatively new and resources are limited.
- 5th Grade passing rate for STAAR Math Test increased to 87%.

Reading Needs

PreKindergarten

- The percentage of Prekindergarten students mastering vocabulary was 66%. This percentage includes ELL population.
- The percentage of Prekindergarten students mastering letter identification was 70%. This percentage includes ELL population.

Kindergarten

- Increased use of Texas Treasures resources
- Using testing teams to improve assessment of student mastery
- Increased vertical planning with PK and 1st grade
- Creation of Waterford lab to ensure participation for all kindergarteners
- AR Program used with advanced early readers
- Large bilingual kindergarten class (22:1)

First Grade

- Increased use of AR program
- Increased vertical planning with K and 2nd
- Creation of Waterford lab to ensure participation for all kindergarteners
- Using testing teams to improve assessment of student mastery

Second Grade

- Increased use of AR program
- The percentage of second grade students passing the EOY District Reading Test was 94%.
- Increase the use of Waterford in individual classrooms for struggling students.

- Increased vertical planning with 1st and 3rd grades
- Testing teams will be used to improve assessment of student mastery

Third Grade

- Continue working to increase the number of students mastering TEKS at advanced level.

Fourth Grade

- Continue working to increase the number of students mastering TEKS at advanced level.

Fifth Grade

- Our 5th grade reading teachers still lack experience. One is in her second year of teaching 5th grade reading, one is new to 5th grade reading, and one is a first-year teacher.

Special Education

- Loss of a Special Education teacher position
- We are now down to only three special education teachers to service our large campus.
- There will no longer be a STAAR A option.
- Continually increasing number of 504 and dyslexic students

Writing Needs

Fourth Grade

- Increased exposure to expository writing

Science Needs

Fifth Grade

- Science Lab updated regularly
- Stem Scope for Grades 3-5

Attendance Needs

Kindergarten

- Kindergarten attendance was 94.62% for the year.
- Prekindergarten and kindergarten will be held to the same attendance guidelines as other grade levels this year.

First Grade

- Average first grade student attendance for the year was 96.3%.

Second Grade

- Average second grade student attendance for the year was 96.11%.

Third Grade

- Third grade student attendance was 96.47%.

Fourth Grade

- Fourth grade student attendance was 97.25%.

Fifth Grade

- Fifth grade student attendance was 96.48% for the year.

School Culture and Climate

School Culture and Climate Summary

As a large campus, Jackson-Roosevelt Elementary School has the challenge of creating a warm climate of close family relationships. The staff works very closely with the families and community to create a friendly, inviting atmosphere where all children are able to achieve to their potential. Numerous school functions provide opportunities for parents to get involved in their child's education. We our in our fourth year of a very successful PBIS program to encourage positive behaviors and reward students for making good decisions.

School Culture and Climate Strengths

- Empathetic, dedicated, highly visible administrative team
- Open communication between the school and families
- Welcoming open door policy
- Bilingual support staff
- Strong PTO to support our staff and children
- Parent Liaison
- SOAR tickets to reward positive behaviors
- Campus-wide expectations for behavior
- Campus-wide expectations for voice levels

School Culture and Climate Needs

- Extremely large student and staff population to build close relationships
- Language barrier between bilingual parents and non-Spanish speaking staff

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Jackson-Roosevelt Elementary School, we are very blessed with an amazing staff. Out of our 55 classroom teachers, 47 from the 2015-2016 school year have returned to instruct again this year. Schoolwide expectations have been established and continue to be in place. We have a successful PBIS system and look for applicants that embrace these beliefs.

Staff Quality, Recruitment, and Retention Strengths

- Close faculty with administrative and parent support
- Open Door Policy with administration
- Teacher Surveys to determine staff needs
- Morale building activities to encourage family atmosphere
- Administration visibility and team effort to work together in all areas
- Recognition and rewards for staff

Staff Quality, Recruitment, and Retention Needs

- New staff to be trained in Aware, Forethought, and "Thinking Maps"
- Budgetary restraints
- ESL Certifications needed
- Classroom Management Training with PBIS
- Overall shortage of qualified applicants for regular education, special education, and bilingual education

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Jackson-Roosevelt staff works very closely with the district office personnel to make sure that the curriculum taught is current and meets the needs of the individual students. This year the four elementary schools continue to work collaboratively to create consistent instructional calendars which will ensure the curriculum is taught in the same sequence throughout the district.

Curriculum, Instruction, and Assessment Strengths

- Strong classroom teachers throughout the district working together and sharing insructional strategies for the good of all CCISD students
- Block instructional planning time to allow quality planning time and discussion of Tier I interventions for RTI
- Wilson instruction for our identified dyslexic students and selected Tier III RtI students by an intervention/Wilson teacher

Curriculum, Instruction, and Assessment Needs

- Budget restraints have limited our ability to purchase STAAR-based instructional materials and other supplies used to improve student achievement.
- Common planning time for all four campuses
- Distance between campuses for planning sessions
- STAAR materials and updated practice testing materials
- Professional development in the area of working with special programs students in an inclusion classroom
- Additional support for our English Language Learners

Family and Community Involvement

Family and Community Involvement Summary

Jackson-Roosevelt Elementary School is a large elementary school with 55 teachers, 5 professional staff, and 16 aides serving over 950 students PK - 5th grade. We work together as a staff to get to know the families and children personally and try to make them feel comfortable and welcome in the school setting. We strive to create a small, family atmosphere in a large school setting.

Family and Community Involvement Strengths

- Administrative team dedicated to helping the children and staff of Jackson-Roosevelt Elementary School be successful.
- Positive, highly motivated teaching staff
- Strong, extremely supportive PTO
- Watch Dog Program
- Parent Liaison
- Bilingual teachers and office staff
- Counseling staff devoted to working with our families and children to assist children to be successful in the classroom and in society.

Family and Community Involvement Needs

- Growing ELL population outside of the Spanish language
- Family mobility
- Economic challenges

School Context and Organization

School Context and Organization Summary

JR Elementary is a large PK-5 campus with nearly one thousand students. Our campus has self-contained classrooms for students in grades PK-2. In grades 3-5, our teachers are departmentalized by content area. We have three special education teachers that service grades 2-5 Language Arts, grades 2-5 Math/Behavior Unit, and a K-1/Life Skills class respectively. Our K-5 teachers have a weekly block time to create instructional calendars and plan as a grade level. It is consistent with other CCISD elementary campuses and provides an opportunity to collaborate with other campuses and the instructional facilitators for the district. Our administrative team has weekly faculty meetings to communicate regularly with staff and provide support as needed. Our SBDM committee consists of our five administrative team members, a representative from each grade level, elective teachers, and special education teachers.

School Context and Organization Strengths

- New teachers receive support from a mentor
- Principals hosted a new teacher mentor luncheon during new teacher inservice
- Monthly meeting with teachers new to our campus with administrators and instructional facilitor
- Ballet Folklorico dance group
- Choir Enrichments
- Dance Enrichments
- Art Enrichments
- Personnel adjustments to support academic growth
- Friday Focus e-mailed weekly to improve communication with faculty, staff and district administration
- Teachers utilize our "What Do The Eagles Do?" music video modeling and encouraging appropriate behaviors
- Tutorials are within the school day to ensure every child has the opportunity to receive the support needed

School Context and Organization Needs

- As the bilingual campus for district, we struggle to provide the necessary support to ensure the success of our ELL students.
- Our administrative team is stretched thin trying to accommodate the needs of nearly one thousand students and a

staff of close to one hundred.

Technology

Technology Summary

Our campus has many advanced technological educational tools, but we lack the training to use them to their full potential.

Technology Strengths

- Polyvision Boards in grades 2-5
- IPads used by all teachers
- Study Buddies used in Special Service and Bilingual classes in grades 3-5
- Elmo and Ladybug document cameras in K - 5th grades
- Two Computer Labs
- Think Through Math in 3rd - 5th grades
- IStation in 3rd - 5th grades
- Forethought Lesson Planning used by all teaching staff
- Waterford lab for grades K-1
- Security cameras placed throughout the building.

Technology Needs

- Document cameras needed in extra classrooms added after the school year began.
- Training on Forethought, Think Through Math, IStation and other programs we have purchased within the district for new staff
- Interactive whiteboards in grades K-1

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CCISD will participate in ELAR activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 1: 100% of students will show one or more years growth and or meet standard on Writing and Reading STAAR (Level II) and EOY Assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus in Reading.	1, 2, 9	Sherry Phillips, Dawn Brown Amber Caylor	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $2,500.00, 199 LOCAL - $300.00						
2) Title I funds will be used to order STAAR resources and intervention materials for the regular and tutorial programs.	1, 2, 9	Sherry Phillips, Amber Caylor, Dawn Brown	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $1,500.00, 199 LOCAL - $155.00						
3) JR will continue to aggressively pursue the implementation of new technology to support the academic program through the purchasing of equipment, programs (Accelerated Reader) and training (professional and paraprofessional). Accelerated Reader will be utilized in grades 1 - 5 to promote reading inside and outside the classroom. It will be purchased for kindergarteners who have demonstrated above level reading skills as an enrichment. Library will encourage competitions between classrooms.	1, 2, 9	Sherry Phillips, Dorinda Skipper, Amber Caylor	100% of the reading teachers in grades 1-5 will implement the Accelerated Reader Program. Students will strive to exceed their 2015-2016 point totals. Reading fluency and comprehension will increase on TPRI and QRI EOY tests.				
	Funding Sources: 211 TITLE I - $500.00						
4) An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day and summer.(STAAR administration, tutorials, etc.)	1, 2, 3, 8, 9	Sherry Phillips Amber Caylor	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $16,075.00						
5) Reading materials and supplies will be purchased for the school library and classrooms for support.	1, 2	Dorinda Skipper	Reading fluency rates will improve for all students as compared to BOY reading assessment results. Circulation of library materials will increase from the 2015-2016 school year.				

6) K, 1 & 2 will send home easy readers to involve parents and further reading skills. K - 5th grade will send home a weekly fluency passage to increase reading fluency.	1, 2, 9	K - 2 Teachers, D. Brown	100% of the students in grades K - 5 will show an increase in reading fluency as measured by TPRI and QRI EOY scores.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $200.00						
7) PK-2 will implement daily workstations and effective Guided Reading practice to improve spelling, comprehension, fluency, grammar, vocabulary and technology skills. Necessary supplies, materials and staff development will be provided.	1, 2, 9	PK - 2 teachers	100% of the JR PK-2 classrooms will have workstations and 100% of the PK-2 Reading teachers will implement Guided Reading.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $2,500.00						
8) A Bilingual Pre-K Aide will be provided to assist students instructionally and socially within the Bilingual Pre-K Classroom.	1, 2, 3, 7, 9	Sherry Phillips	All Bilingual Pre-K students will show a year's growth on EOY assessments.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $15,115.00						
9) Targeted students K-5 will receive additional focused Reading instruction during Eagle Tutorials according to ongoing assessment data provided in AWARE.	1, 2, 8, 9	Dawn Brown, Sherry Phillips, Amber Caylor	District, campus, and state assessments given will show continuous improvement in Reading scores.	✓	✓	✓	
10) Bilingual summer school will be provided for K and 1st grade bilingual students. If necessary, STAAR acceleration summer school will be provided for 5th grade students not passing the second STAAR administration.	1, 2	Dawn Brown, Sherry Phillips, Maggie Hernandez	Students who participate in the summer acceleration programs will show academic improvement.				
11) Enrichment Reading Programs will be provided to encourage reading for enjoyment. *BookIt Program-Sponsored by Pizza Hut, *Young Readers Day Program, Pajama Reading Day, PK-5th (guest readers invited to campus in November), and Monthly Reading Club Lunches.	1, 2	Dorinda Skipper, Amanda Massey, Alma Delgado, Sherry Phillips, Amber Caylor	All classrooms participate and reach grade level goals and increase number of books checked out.				
12) All 3-4-5 students will be provided water and mints during testing.		Dawn Brown	JR students will meet state standards as measured by STAAR.				
13) Read Naturally program will be used as a reading intervention in grades 1-5 to increase reading fluency.	1, 2, 9	1-5 grade teachers	Fluency will increase on the EOY TPRI and QRI in grades 1-5	✓	✓	✓	
14) Grade level language arts teachers will meet together weekly during block along with the Instructional Specialist to discuss instructional strategies and plan instruction according to the district calendars.	1, 2, 3, 9	Dawn Brown, Sherry Phillips, Amber Caylor, Teachers	Lesson Plans will be monitored in Eduphoria to demonstrate the use of effective language arts instructional methods in the classroom.	✓	✓	✓	
15) Each nine weeks, the grade level language arts teachers will meet together with other teachers from the district along with the district instructional specialists to create unified language arts calendars for the district.	1, 2, 3, 9	Dawn Brown, Sherry Philips, Amber Caylor, Kelly Taylor	District Language Arts Instructional Calendars will be utilized by all teachers in the district to ensure all children are receiving the same sequence of instruction district-wide. Lesson plans will be monitored in Forethought.	✓	✓	✓	
16) Administrators will demonstrate to students their value of reading by reading aloud to each class a minimum of once per semester.	1, 2	Sherry Phillips, Amber Caylor	Principals will document in their calendars classes which they have read to each week.				
17) Principals will visit classrooms each nine weeks and recognize students who have worked very hard or showed great improvement. The grade levels will set goals to be met for team rewards.	1, 2, 8	Sherry Phillips, Amber Caylor, Dawn Brown	Nine week test scores will improve throughout the school year.				

18) Fourth grade students will participate in a writing camp to review standards before the STAAR Writing test.	1, 2, 3, 8, 9	Dawn Brown, Sherry Phillips, Lisa Canales,	100% of students will meet standard on Writing STAAR, TELPAS, and EOY assessments.				
	Funding Sources: 211 TITLE I - $500.00						
19) Poetry will be shared weekly over announcements to increase exposure to the poetry genre.	1, 2, 9	Sherry Phillips, Amber Caylor	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.	✓	✓	✓	
20) Will continue to work toward school improvement (AYP) in Reading for students with disabilities and ELL students. The programs, IStation, Read Naturally, Raz, Moby Max, etc... will be used.	1, 2, 9	Sherry Phillips, Dawn Brown	Campus will meet AYP	✓	✓	✓	
	Funding Sources: 263 TITLE III - $1,500.00						
21) Fifth grade SE, ELL and regular education students will receive SSI intervention in Reading. *Reading Smart Reading Mate (Title III)	1, 2, 9	Dawn Brown, Amanda Massey, Kenneth Goode, and Sherry Phillips	District and state assessments given will show improvement in scores from 1st to 2nd administration on STAAR Reading.	✓	✓	✓	
	Funding Sources: 255 TITLE II - $500.00, 263 TITLE III - $1,500.00						
22) Poetry will be focused upon throughout the school year. Campus will conduct a poetry reading contest in the spring to promote the reading of poetry in grades PK - 5.	1, 2, 9	Sherry Phillips, Tracy Wooldridge	Poetry participation sign in sheets will be used to monitor campus participation.				
23) Funds will be used to provide high-quality, focused and sustained professional development that aligns with identified campus needs to include but not limited to technology integration, early reading intervention, math, science, differentiated instruction, student motivation and discipline...etc. Professional development may also be provided through quality book studies based on identified campus needs. *Reading Smart Reading Mate (Title III) *Sheltered Instruction	1, 2, 4	Sherry Phillips, Amber Caylor, Dawn Brown	T-TESS Evaluations and walkthroughs will demonstrate the use of newly acquired knowledge and strategies within the classrooms.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $1,500.00, 255 TITLE II - $880.00, 263 TITLE III - $540.00						
24) Campus Reading and Writing Committees will meet each nine weeks to vertically discuss curriculum issues and problem-solve strategies to improve reading and writing instruction PK-5.	1, 2, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown, Reading Chairperson - Kristen Kestler, Writing Chairperson - Lisa Canales	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.				
25) Waterford Lab to be used daily by all Kindergarten and 1st Grade classes. Each class will utilize the lab 30 minutes daily four times per week. 2nd Grade Bilingual class will use the Waterford Lab as an added intervention.	1, 2, 9	Debbie Sonsel, Sherry Phillips, Dawn Brown, K-1 Classroom teachers, Christine Nunez	EOY TPRI scores will show improvement from BOY.	✓	✓	✓	
26) Increased differentiation in 3-5 classroom instruction utilizing fluid grouping according to student abilities in specific skills.	1, 2, 8, 9	Teachers, Dawn Brown, Sherry Phillips	100% of students will show one or more years growth and or meet standard on Reading STAAR or EOY assessments.	✓	✓	✓	

27) Staff will promote reading independently for the joy of reading after participating in a book study of The Book Whisperer. Reading will be praised and recognized and grade level reading clubs will be formed to share books monthly.	1, 2, 9	Dorinda Skipper, Sherry Phillips	Book Whisperer Slide Show and Reading Club sign in sheets will be used to demonstrate success.Walkthroughs will document students reading silently upon completion of lesson activities.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CCISD will participate in Math activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 2: 100% of students will show one or more years growth and or meet standard on Math STAAR (Level II) and EOY Assessments.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus in Math.	1, 2, 9	Sherry Phillips	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $2,500.00, 199 LOCAL - $100.00						
2) Title I funds will be used to order STAAR resource and intervention materials for the regular and tutorial programs.	1, 2, 9	Sherry Phillips, Dawn Brown	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $2,000.00, 199 LOCAL - $150.00						
3) Targeted students K-5 will receive additional focused Math instruction during Eagle Tutorials.	1, 2, 8, 9	Dawn Brown	District, campus, and state assessments given will show continuous improvement in Math scores.				
4) K-5 teachers will meet regularly with the district math coordinator to dissaggregate data and plan for the next nine weeks.	1, 2, 3, 8, 9	Dawn Brown and K-5 Teachers	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
5) K-5 Math teachers will continue to implement the district developed 90 minute structured lesson plan. All teachers will work on basic math facts daily and administer a math facts quiz each 9 weeks.	1, 2, 3, 8, 9	Dawn Brown	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
6) All 3-4-5 students will be provided water during STAAR testing.		Dawn Brown	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
7) Grade level Math teachers will meet together weekly during block along with the Instructional Specialist to discuss instructional strategies and plan instruction according to the district calendars.	1, 2, 3, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown	Lesson plans will be monitored in Eduphoria to demonstrate the use of effective mathematics instructional methods within the classroom.				
8) Each nine weeks, the grade level math teachers will meet together with other teachers from the district along with the district instructional specialists to create unified math calendars for the district.	1, 2, 3, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown	District Mathematics Instructional Calendars will be utilized by all teachers in the district to ensure all children are receiving the same sequence of math instruction district-wide.				

9) Principals will visit classrooms each nine weeks and recognize students who have worked very hard or showed great improvement. The grade levels will set goals to be met for team rewards.	1, 2, 8	Sherry Phillips, Amber Caylor, Dawn Brown	Nine week test scores will improve throughout the school year.				
10) An instructional Facilitator will be available to provide instructional support to teachers and students during the school and(STAAR administration, tutorials, etc.)	1, 2, 3, 8, 9	Sherry Phillips	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $16,075.00						
11) Will continue to work toward school improvement (AYP) in Math for students with disabilities and ELL students.	1, 2, 3, 8, 9	Sherry Phillips, Dawn Brown	Campus will meet AYP.				
	Funding Sources: 263 TITLE III - $500.00						
12) 5th grade students and 5th ELL students will receive SSI intervention in Math.	1, 2, 8, 9	Dawn Brown and Sherry Phillips	District and state assessments given will show improvement in scores from 1st to 2nd administration on STAAR Math.				
13) Funds will be used to provide high-quality, focused and sustained professional development that aligns with identified campus needs to include but not limited to technology integration, early reading intervention, math, science, differentiated instruction, student motivation and discipline...etc. Professional development may also be provided through quality book studies based on identified campus needs.	1, 2, 4	Sherry Phillips Amber Caylor Dawn Brown	Teacher Evaluations and walkthroughs will demonstrate the use of newly acquired knowledge and strategies within the math classrooms.	✓	✓	✓	
	Funding Sources: 263 TITLE III - $600.00						
14) Campus Math Committee will meet each nine weeks to vertically discuss math curriculum issues and problem-solve strategies to improve math instruction PK-5.	1, 2, 3, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown, Linda Jurica, Math Chairperson - Patrick Chrisco	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.				
15) A Waterford Lab has been created to be used daily by Kindergarten and 1st Grade. Each teacher takes her class to the lab for 30 minutes daily.Bilingual 2nd grade class will also utilize the Waterford Lab as an intervention.	1, 2, 9	Debbie Sonsel, Dawn Brown, Rachel Gonzalez, Sherry Phillips	EOY Math scores will imrove from BOY.	✓	✓	✓	
16) Increased differentiation in 3-5 classroom instruction according to student abilities utilizing fluid grouping according to student abilities in specific skills.	1, 2, 8, 9	Teachers, Dawn Brown, Sherry Phillips	100% of students will show one or more years growth and or meet standard on Math STAAR or EOY assessments.	✓	✓	✓	
17) JR 4th and 5th grade students will have the opportunity to participate in a Math Club which provides math enrichment activities after school and integrates technology.	1, 2, 9	Tina Marxmiller, Patrick Chrisco, Brock Sharp	Math Club Roster and attendance sheets throughout the year will document participation.	✓	✓	✓	

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CCISD will participate in Science activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 3: 100% of students will meet standard on Science STAAR (Level II) and EOY Assessments.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus in science.	2	Sherry Phillips, Amber Caylor, Dawn Brown	100% of students will meet standard on Science STAAR or EOY assessments.				
	Funding Sources: 211 TITLE I - $2,500.00, 199 LOCAL - $1,000.00						
2) Title I funds will be used to order STAAR resource and intervention materials for the regular and tutorial programs to include, but not limited to Stem Scopes	2	Sherry Phillips, Dawn Brown	100% of the classrooms will have necessary materials. 100% of students successful on STAAR Science and EOY assessment.s.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $1,500.00						
3) An Instructional Facilitator will be available to provide instructional support to teachers and students during school and (STAAR administration, tutorials, etc.)		Sherry Phillips	JR students will meet state standards on STAAR.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $16,075.00						
4) Targeted 5th grade students will receive additional focused Science instruction during tutorials.		Dawn Brown	District and state assessments given will show continuous improvement in Science scores.	✓	✓	✓	
5) 3rd - 5th grade will meet regularly with the district science coordinator to dissaggregate data and plan for the next nine weeks.		Dawn Brown, Robin Sonsel	100% passing science STAAR.	✓	✓	✓	
6) 5th grade Science teachers will work with 5th Special Education teachers to incorporate a mainstream with support Science program for all 5th grade resource students.		5th grade Science teachers and 5th grade Special Education aides.	100% passing Science STAAR.	✓	✓	✓	
7) Funds will be used to provide high-quality, focused and sustained professional development that aligns with identified campus needs to include but not limited to technology integration, early reading intervention, math, science, differentiated instruction, student motivation and discipline...etc. Professional development may also be provided through quality book studies based on identified campus needs.		Sherry Phillips, Amber Caylor, Dawn Brown	Teacher Evaluations and walkthroughs will demonstrate the use of newly acquired knowledge and strategies within the science classrooms.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $350.00						
8) Grade level Science teachers will meet together weekly during block along with the Instructional Specialist to discuss instructional strategies and plan instruction according to the district calendars.		Sherry Phillips, Amber Caylor, Dawn Brown	Lesson plans will be monitored in Eduphoria to demonstrate the use of effective science instructional methods and lab experiments within the classroom.	✓	✓	✓	

9) Each nine weeks, the grade level science teachers will meet together with other teachers from the district along with the district instructional specialists to create unified science calendars for the district.		Dawn Brown, Science teachers, Robin Sonsel	District Science Instructional Calendars will be utilized by all teachers in the district to ensure all children are receiving the same sequence of science instruction district-wide.				
10) Principals will visit classrooms each nine weeks and recognize students who have worked very hard or showed great improvement. The grade levels will set goals to be met for team rewards.		Sherry Phillips, Amber Caylor, Dawn Brown	Nine week test scores will improve throughout the year.				
11) Students will participate in a voluntary Science Fair to promote the use of the Scientific Method and science knowledge throughout the school. The Science Fair will be open to Grades PreK-5.		Sherry Phillips, Amber Caylor, Dawn Brown	All students will visit the Science Fair. Winners will be recognized in the community.				
	Funding Sources: 199 LOCAL - $350.00						
12) Stem Scopes will be utilized by grades 3-5 to reinforce science instruction.		Sherry Phillips, Amber Caylor, Dawn Brown	Students will be successful on the Science STAAR Test.				
13) Campus Science Committee will meet each nine weeks to vertically discuss science curriculum issues and problem-solve strategies to improve science instruction PK-5.		Sherry Phillips, Amber Caylor, Dawn Brown, Robin Sonsel, Science Chairperson - Dawna Meeks	Science scores on district assessmentswill improve and 100 % of students taking STAAR will meet standard.				
14) JR students will have the opportunity to participate in the Science Club and Robotics Team which promotes science.		Dawna Meeks and Megan Rodriguez	Science Club and Robotics Team Roster and attendance sheets throughout the year will document participation.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CCISD will participate in Social Studies activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 4: 100% of students will be successful on Social Studies EOY Assessments.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus in Social Studies, encouraging knowledge in current events around the world.	1, 2, 9	Sherry Phillips, Amber Caylor, Dawn Brown	100% of students will be successful on Social Studies EOY assessments.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $500.00						
2) Social Studies "Map Quest" questions will be announced once weekly on the morning announcements. Students will turn in responses to the office for reward tickets.	1, 2, 9	Sherry Phillips	Weekly questions and number of student responses tallied weekly to show participation.	◔	◔		
3) Social Studies Weekly magazine, a teaching tool will be used by K - 5th grade classrooms as an instructional focus lesson.	1, 2, 9	Sherry Phillips, Dawn Brown	100% of students will be successful on Social Studies assessments.	✓	✓	✓	
4) An Instructional Facilitator will be available to provide instructional support to teachers and students during the school.	1, 2, 3, 8, 9	Sherry Phillips	Students will be more prepared for social studies at the middle school level.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $16,075.00						
5) 3rd - 5th grade will meet regularly with the district Social Studies coordinator to dissaggregate data and plan for the next nine weeks.	1, 2, 3, 8, 9	Dawn Brown	100% pass Social Studies EOY assessments.	✓	✓	✓	
6) Grade level Social Studies teachers will meet together weekly during block along with the Instructional Specialist to discuss instructional strategies and plan instruction according to the district calendar.	1, 2, 3, 9	Sherry Phillips, Amber Caylor, Dawn Brown	Lesson plans will be monitored in Eduphoria to demonstrate the use of effective social studies instructional methods within the classroom.	✓	✓	✓	
7) Campus Social Studies Committee will meet each nine weeks to vertically discuss social studies curriculum issues and problem-solve strategies to improve social studies instruction PK-5.	1, 2, 3, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown, Robin Sonsel, Social Studies Chairperson - Rona Kallus	District Social Studies assessment scores will improve.	◔	◔		

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding.

Evaluation Data Source(s) 1: Based on the yearly audit of finances and program budgets, CCISD shows financial stability.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Wilson Language Program will be implemented for all Tier III, dyslexia and prioritized high needs reading students in grades 2-5.	1, 2, 3, 9	Amber Caylor, Glenda Franke, Amanda Massey, Sherry Phillips	Identified Dyslexic students will improve reading scores in reading on QRI, TPRI, district, and state assessments.	✓	✓	✓	
2) Research based materials, models and programs will be used to support early intervention. *Florida Center Activities, *Reading A-Z, *Science A-Z, *Razz Kids, *TPRI Reading Intervention Strategies, *Read Naturally, *Istation, *Success Maker, *Brain Pop (Title VI), * Educ. City, *Waterford (Title VI), *Think Through Math, IStation	1, 2, 8, 9	Teachers	Reduce number of special education referrals. At-risk stdents will be academically successful.100% of students will show one or more years growth and or meet standard on STAAR or EOY assessments.	✓	✓	✓	
	Funding Sources: 270 TITLE VI - $13,477.00, 211 TITLE I - $1,500.00, 263 TITLE III - $1,500.00						
3) The campus CRC Committee will meet each grading period to review at-risk students, offer suggestions to teachers and work to improve performance and behavior of at-risk students.	1, 2, 3, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown, Samantha Judd, Kelly Blanco, Amanda Massey, Glenda Franke	Reduce number of special education referrals. At-Risk students will be academically successful.	✓	✓	✓	
4) Grade levels will meet weekly at Block with their assigned CRC representative, Dawn Brown to discuss progress of RtI students. They will share Tier I intervention strategies to be used in the regular education classroom to meet the students' academic needs.	1, 2, 9	Grade level CRC Team	Reduce number of special education referrals. At-risk students will be academically successful.	✓	✓	✓	
5) The campus CRC committee will train all staff on the campus RtI model and required documentation (purple folders).	1, 2, 3, 9	Dawn Brown, Amber Caylor	Reduce number of special education referrals. At-risk students will be academically successful.	✓	✓	✓	
6) AIMS Web monitoring system will be used to track the progress of identified RtI students K-2.	1, 2, 8	Dawn Brown	Reduce number of special education referrals. At-risk students will be academically successful.	✓	✓	✓	

7) Tutorial program will be included in the regular school day schedule. Tutorials will be fluid and based on the instructional needs of the students. Academic enrichment programs will be used to provide a smaller teacher/student ratio during the tutorial program. This is being done to make tutorials more readily available to the students.	1, 2, 9	Sherry Phillips, Amber Caylor, Dawn Brown	Tutorial attendance sheets and classroom mastery reports will reflect improvement of student scores. Walkthroughs will be done weekly during tutorials to ensure quality small group instruction and will be documented in Eduphoria.				
8) Teachers of bilingual and ESL students will meet with administration after each nine weeks period to discuss student progress and needs in order to assist students successfully advance levels on TELPAS and to meet STAAR requirements.	1, 2, 3, 8, 9	Sherry Phillips, Dawn Brown, LPAC Committee	Sign in sheets from teacher meetings. TELPAS scores will rise and students will demostrate success on STAAR. JR will meet ELL subpopulation AYP goals.				
9) Teachers of bilingual and ESL students will keep profiles of students according to TELPAS ratings. They will meet with administration to discuss goals and strategies used to ensure the students advance levels on TELPAS and perform successfully on district and state assessments.	1, 2, 3, 8, 9	Sherry Phillips, Dawn Brown	Sign in sheets from teacher meetings. TELPAS scores will rise and students will demostrate success on STAAR. JR will meet ELL subpopulation AYP goals.				
10) Research based materials, models and programs will be used to support early intervention. *Waterford, *Success Maker, *Think Through Math, *IStation.	1, 2, 8, 9	Sherry Phillips	At-risk students will be academically successful.				
11) Orchard program will be utilized within the special service classroom and will also be available as an intervention to be used with mainstreamed and inclusion students.	1, 2, 8, 9	Jeana Bethany, Amanda Massey, Kenneth Goode	100% Special Education sudents successful on STAAR Math.				
12) All Bond funds will be managed effectively to enhance the instruction of all students. Items purchased will include but not limited to student desks, keyless entry and communication digital sign.	1, 2, 6	Sherry Phillips, Amber Caylor	Bond passed and work continues.				
13) All Federal and District funds will be managed effectively to enhance instruction of all students.	1, 2, 10	Sherry Phillips	Balance Budget				
14) A class size reduction teacher will be used in grade 4.	1, 2, 3	Sherry Phillips	4th grade meets the number necessary to qualify.				
	Funding Sources: 255 TITLE II - $40,020.00						
15) Provide materials and services to meet the diverse needs of all learners	2	Sherry Phillips, Amber Cayor and Jeanna Bethany	Increase student achievement with 100% of students in Special Ed and/or at risk students, improving/passing STAAR				
	Funding Sources: 255 TITLE II - $500.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessionals are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of students testing in all subject areas will make one year or more of growth and or meet standard (Level II) on STAAR based on effective use of technology in the classrooms and up to date staff development that meets the needs of the CCISD students and teachers.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JR will continue to aggressively pursue the implementation of new technology to support the academic program through the purchasing of equipment, programs, and training. (IPads, Elmos, Ladybugs, etc...)	1, 2, 8, 9	Sherry Phillips, Amber Caylor, Dawn Brown	Teachers will attend staff development for technology.				
2) JR staff will be provided opportunities to attend state/regional academic conference and staff development. To include but not limited to: *Region 3, *Reading/Math/Science, and TMEA Conference	1, 2, 4	Sherry Phillips, Dawn Brown, Amber Caylor	Teacher lesson plans and walkthroughs will demonstrate use of newly gained knowledge and skills.				
	Funding Sources: 211 TITLE I - $500.00, 255 TITLE II - $1,500.00						
3) Counselors will be provided opportunities to attend regional staff development to at Region 3.	1, 2, 4	Sherry Phillips, Samantha Judd, Kelly Blanco	Counselor Evaluation				
4) Teachers will be trained to use the AWARE program to review their nine week test results and disaggregate student data.	1, 2, 4, 8	Sherry Phillips, Dawn Brown, Pam Snyder	Teachers able to review data in a timely manner. Data will be used to create monitor lists and identify tutorial groups weekly.				
5) Staff technology skills and awareness will be enhanced through the JR shared folder, Google training, and assistance will be provided regularly to all staff. *IStation, Think Through Math	1, 2, 4, 8, 9	Dawn Brown, Barbara Sides, Marcus Martinez	Staff sign in sheets for trainings.				
6) Eduphoria Forethought program will be utilized by all staff to submit lesson plans as istructional grade level teams. Continued training of new staff on the Forethought program.	1, 2, 4	Sherry Phillips, Amber Caylor, Dawn Brown	Lesson plans in Eduphoria will be used as evidence of its use.				
7) Eduphoria will be utilized for the Teacher Appraisal System, to aid in disaggregating data, and maintaining professional development records.	1, 2, 4, 8	Debra Sonsel, Sherry Phillips, Amber Caylor	Professional development records in Eduphoria will be used as evidence of use.				

8) Funds will be used to provide high-quality, focused and sustained professional development that aligns with identified campus needs to include but not limited to technology integration, early reading intervention, math, science, social studies, differentiated instruction, student motivation and discipline...etc. Professional development may also be provided through quality book studies based on identified campus needs.	1, 2, 4	Sherry Phillips, Amber Caylor, Dawn Brown	Teacher Evaluations and walkthroughs will document use of newly gained knowledge.				
	Funding Sources: 211 TITLE I - $500.00, 255 TITLE II - $250.00						
9) The district will reimburse the cost of training and the cost of state tests necessary to ensure all staff are highly qualified. All staff will be encouraged to become ESL certified. Campus/district will reimburse cost. Sheltered instruction training will be provided for teachers not ESL certified in 3rd-5th grades.	1, 2, 3, 4, 9	Sherry Phillips, Amber Caylor, Maggie Hernandez	All teachers are highly qualified. Increased number of ESL certified teachers on staff.				
10) JR Language Arts teachers will learn and utilize the "Thinking Maps" model in writing of both narrative and expository writing.	1, 2, 3, 9	Sherry Phillips, Amber Caylor, Dawn Brown	Writing scores will continue to improve on nine weeks tests and 100% passing of STAAR Writing test.				
11) "Thinking Maps" instruction will continue for all new teachers and administration.	1, 2, 4	Sherry Phillips, Dawn Brown	Thinking Maps will be used in all subject areas. They will be displayed throughout the campus. Lesson plans will demonstrate the use of the "Thinking Maps" within the content areas.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: The district and each campus will provide learning environments that are safe and secure for all students, faculty, and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: Completed strategies will increase student safety awareness. Attendance will be at 97% with a reduction in discipline referrals from 2013-2014 to 2014-2015.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Outside speakers and resources will be secured for Character Education Programs to include but not limited to Mid-Coast, The Harbor.etc... A counselor will attend the sessions and elaborate on the message.	1, 2	Sherry Phillips, Amber Caylor, Kelly Blanco, Samantha Judd	Number of discipline referrals and/or bullying complaints will decrease from 2015-2016 to 2016-2017.	✓	✓	✓	
	Funding Sources: 255 TITLE II - $5,000.00						
2) A counselor will be available to assist students, parents and staff with support and materials as needed.	1, 2, 6, 9	Kelly Blanco, Samantha Judd	Positive feedback from students, parents and staff will be demonstrated on a counselor survey at the end of the school year.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $30,976.00						
3) K-5 students meeting the Academic Enrichment Guidelines will have opportunities to participate in the JR enrichment programs; enrichment music, special art classes, and computer.	1, 2, 8, 9	Sherry Phillips, Amber Caylor, Debbie Dawdy, Amy Watts and enrichment paraprofessionals	The JR enrichment program will continue to be a positive motivator for students to improve academic performances.	✓	✓	✓	
4) JR will continue the 3rd-5th Student Council Program. 2016-2017 will be open enrollment for students who meet the academic and discipline guidelines. Officers will be elected from the members by the student body.		Ashley Silvas, Emma Hernandez, Tina Marxmiller	Increased student participation in student council.	✓	✓	✓	
5) JR Student Council leaders and student officers will attend the October "Leaders R Us" Student Council area conference.		Emma Hernandez, Teresa Gutierrez	Student Council officers will return with positive ideas to implement on campus	✗	✗	✗	
6) Discipline committee will meet to evaluate and improve on the campus PBIS system of rewards, using tickets to promote and reinforce proper school behavior.		Sherry Phillips, Amber Caylor and Discipline Committee Members	Discipline referrals for 2016-2017 will decrease when compared to 2015-2016.	✓	✓	✓	
7) Principals will review student behavioral expectations using JR student videos.		Sherry Phillips, Amber Caylor	Number of discipline referrals will decrease 10% from prior year.	✓	✓	✓	

8) October Red Ribbon Week will be used to promote a safe and drug free school with daily participatory activities. Mid-Coast Counseling Services will participate in pep rally activities.		Kelly Blanco, Samantha Judd	Students will participate in daily Red Ribbon Week Activities				
9) Character Education will be stressed weekly through morning announcements using The Character Network Materials.		Amber Caylor, Kelly Blanco, Samantha Judd	Reduction in the number of office referrals related to bullying.				
10) The Eagle Pledge will be a part of daily announcements and recited by all students to reinforce good character choices.		Sherry Phillips, Amber Caylor	Pledge said daily on announcements.				
11) The Harbor will present a Bullying/Character program to all grade levels during Block once a month throughout the duration of the school year.		Kelly Blanco, Samantha Judd	Reduction in the number of office referrals related to bullying.				
12) A counselor sponsored by Mid-Coast Family Services will present an 8 week "life skills" program to 5th grade.		Kelly Blanco	Positive feedback from teachers and students.				
13) The campus safety coordinator will work to keep safety in the forefront by collaboratively developing a safety plan that includes students, training, announcements, JR Flyer, hall displays...etc. the coordinator will keep a scrapbook of all events.		Amber Caylor	JR will again be the #1 CCISD safety Team.				
14) School safety procedures will be annually evaluated and clearly defined. Plans for 2016-2017 school year include: Driver's License Scanner to identify sexual offenders, Locked doors, Visitor/Staff I.D. procedures, Crisis Plan, and Student/Staff Awareness.		Amber Caylor, Sherry Phillips	There will be zero incidents that occur at JR where staff or student safety will be compromised.				
15) The campus safety coordinator will schedule a variety of safety events, activities and programs for students and staff - fire prevention - bus safety - safety danger - bicycle safety.		Amber Caylor, Samantha Judd	Completed activities will increase student safety awareness.				
16) Weekend Food Backpacks will be provided to all homeless students courtesy of The Golden Crescent Food Bank.		Martha Valero	Students will receive a backpack of non-perishable food for the weekend.				
17) Funds will be used to provide high-quality, focused and sustained professional development for counselors to provide a positive, safe environment for JR students.	4	Sherry Phillips	Counselor Evaluations				
18) Special Ed teachers will colaborate with counselors to develope behavior plans for challenging students	3	Sherry Phillips, Amber Caylor, Amanda Massey, Kenneth Goode, Kelly Blanco, Samantha Judd	Discipline referrals for 2016-2017 will decrease when compared to 2015-2016.				
19) Remind, JR Facebook, and JR Campus Website will be used to inform parents and students of school events.	6	Amber Caylor, Sherry Phillips	Positive feedback from parents during campus events. Favorable response on the parent survey concerning its use.				

20) Supplies and materials will be purchased to motivate students to achieve campus attendance and behavior goals.		Sherry Phillips, Amber Caylor, Dawn Brown, Kelly Blanco, Samantha Judd	Daily attendance reports will reflect 96.6 % or better attendance. Number of referrals will decrease from 2015-2016 to 2016-2017.				
21) Attendance clerk, assistant principal, parent liaison, and nurse will call as needed on students with excessive absences or with excessive tardies. The district attendance officer will also be used. Teachers will call daily when absences occur.		Mimi Bordovsky, Amber Caylor, Mary Martinez, Teachers, Tara Boedecker, Martha Valero	All parents of referred students will be contacted.				
22) Counseling will be available to students/parents to help resolve discipline and attendance issues.	6	Kelly Blanco, Samantha Judd, Amber Caylor, Sherry Phillips	Counseling will be available 100% of the time. Parent and student surveys will demonstrate knowledge of the counselors and their services.				
	Funding Sources: 211 TITLE I - $30,976.00						
23) Daily attendance phrase will be used to motivate all students to be at school. When all members of a class are present a letter of the phrase will be earned. Completion of the entire phrase will make the class eligible for an incentive.		Samantha Judd, PTO	Daily Attendance report will reflect 96.6% or better.				
24) An attendance incentive will be given to all students who earn perfect attendance each nine weeks. These students will also be recognized at the campus Success Celebration.		Samantha Judd	Daily attendance reports will reflect 96.6% or better.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stake holders as partners in the education of our students.

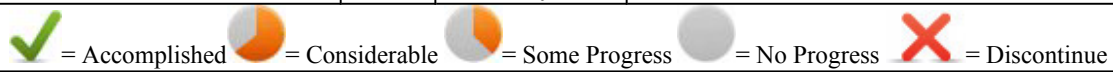
Performance Objective 1: CCISD parent and community involvement will be promoted at all CCISD campuses and departments.

Evaluation Data Source(s) 1: Campus will host a minimum of ten campus activities which encourages family participation.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A JR events calendar will be sent home monthly. The Eagle Flyer will be sent home monthly. The Eagle Flyer will also be posted on the JR Web page. The JR Website will be kept current with an up to date calendar and events posted regularly with pictures. The JR Facebook Page will post current events and pictures of students and families weekly.	6	Sherry Phillips, Mary Lou Rodriguez, Amber Caylor	Annual parent survey will reflect approval of campus parent communication.				
	Funding Sources: 211 TITLE I - $600.00						
2) A bilingual parent liaison will continue to work between the school and home.	6	Martha Valero	100% contact with referred parents.				
	Funding Sources: 211 TITLE I - $15,006.96						
3) The Parent Center will be utilized by parents as a Make-It, Take-It Center. Basic home manipulatives will be made by parents. A check out center for education games and materials is also available for parents.	6	Martha Valero	Parent volunteer hours will increase.				
	Funding Sources: 211 TITLE I - $700.00						
4) The staff will identify and provide available services to homeless students.		Kelly Blanco, Samantha Judd	Identified homeless students will receive necessary services.				
5) A grade level nine weeks newsletter will be sent to all parents and will communicate academic assurances for the nine weeks. (Bilingual grade level teachers will provide a Spanish copy). Pk, K and 1st will send newsletters bi-weekly.	6	Sherry Phillips, Amber Caylor	Parents indicate they are satisfied with increased school communication.				
	Funding Sources: 211 TITLE I - $300.00						
6) An after school Ballet Folklorico program will be made available for 3-5 JR students.	6	Sherry Phillips	Increased student enrollment. Increased parent involvement.				
7) All teachers will have at least two positive and informative parent conferences with each parent. K, 1 & 2 will have beginning of the year and mid year TPRI conference.	6	Sherry Phillips, Amber Caylor	All parents will be personally contacted by their children's classroom teacher(s). Parent Contact Logs will be turned in each six weeks.				

8) A variety of campus events will be scheduled to encourage parents, school and community partnerships. Choir Programs*Grandparents' Day, *Veteran's Day, *2nd Grade Program, *Christmas Program, *Success Celebrations, *Drug Free Week, *Cinco de Mayo Day, *First Grade Christmas Program, *EOY Volunteer Reception, *National Young Readers' Day with guest readers, *Super Fun Days	6	S. Phillips, A. Caylor M. Valero	Positive staff and parent feedback.				
	Funding Sources: 211 TITLE I - $70.00						
9) PK, K and 1st will continue to implement a variety of literacy events throughout the year to promote parent involvement. *Grandparents Day Celebration, *Thanksgiving Day Feast, *100th Day Celebration, *Dr. Seuss Birthday, *Mother's Day Makeover, *Heritage Day, *Donuts With Dad, *Family Literacy Night	6, 7	Teachers	100% parental attendance				
10) Mentors and tutors will be requested to work with at-risk and bilingual youth. The program will be monitored throughout the year.	1, 2, 6, 9	Kelly Blanco, Samantha Judd	100% of the mentor and tutor volunteers will work with at-risk students.	✓	✓	✓	
11) Informative parent workshops will be offered throughout the year. The Parent Liaison will research topics of interest to campus parents. (All training will have an interpreter). *Region III Parental Invovlement Conference *State Parental Invovlvement Conference	4, 6	Martha Valero	Attendance sheets will document parent participation.				
	Funding Sources: 211 TITLE I - $350.00						
12) The local newspaper and JR website will be used to recognize parents, staff, and students. Volunteers of the month will be recognized.	6	Sherry Phillips, Kelly Blanco, Amber Caylor	JR student activities will appear regularly in the newspaper.				
13) Parent liaison and Kinder team will attend the Headstart orientation meeting in the spring and work with them and other day cares to promote a positive transition into public school.	6, 7	Martha Valero, Samantha Judd, K Teachers	Pre-K students will experience a positive transition into public school from Headstart and other day cares.				
	Funding Sources: 211 TITLE I - $100.00						
14) The campus SBDM committee and the PTO executive board will be used to provide input for Title I campus initiatives. Title I Parent Compact and Parent Partnership Policy will be reviewed and passed out at first PTO meeting (dual language).	1, 2, 6, 9	Martha Valero, Sherry Phillips	Community and parent suggestons will be considered and incorporated into the CIP.	✓	✓	✓	
15) Bilingual parent meetings will occur in the fall and spring to discuss and review the JR Bilingual Program.	6	Mary Lou Rodriguez, Kelly Blanco, Bilingual teachers, Martha Valero	Atendance sheets will document parent participation and show an increase from 2016-2017 to 2015-2016.	✓	✓	✓	
	Funding Sources: 211 TITLE I - $20.00						
16) Watch D.O.G.S. Program will encourage positive male role models to be present and active on campus.	6	Kelly Blanco, Sherry Phillips, Amber Caylor	At least 10 dads will participate in the program and volunteer at JR at least once.	✓	✓	✓	



State Compensatory

Budget for JR Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-99-102-6-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$44,960.00
199-11-6119-99-102-6-34-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$109,734.00
199-31-6119-99-102-6-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$47,750.00
199-11-6129-99-102-6-30-000	6129 Salaries or Wages for Support Personnel	$7,617.00
199-11-6129-99-102-6-34-000	6129 Salaries or Wages for Support Personnel	$37,620.00
199-11-6119-99-102-6-30-000	6141 Social Security/Medicare	$652.00
199-11-6119-99-102-6-34-000	6141 Social Security/Medicare	$1,591.00
199-11-6129-99-102-6-30-000	6141 Social Security/Medicare	$583.00
199-11-6129-99-102-6-34-000	6141 Social Security/Medicare	$2,878.00
199-31-6119-99-102-6-30-000	6141 Social Security/Medicare	$692.32
199-11-6119-99-102-6-30-000	6143 Workers' Compensation	$665.41
199-11-6119-99-102-6-34-000	6143 Workers' Compensation	$1,624.00
199-11-6129-99-102-6-30-000	6143 Workers' Compensation	$113.00
199-11-6129-99-102-6-34-000	6143 Workers' Compensation	$3,435.00
199-31-6119-99-102-6-30-000	6143 Workers' Compensation	$706.70
199-11-6119-99-102-6-30-000	6145 Unemployment Compensation	$37.27
199-11-6119-99-102-6-34-000	6145 Unemployment Compensation	$91.00
199-11-6129-99-102-6-30-000	6145 Unemployment Compensation	$7.00
199-11-6129-99-102-6-34-000	6145 Unemployment Compensation	$31.00
199-31-6119-99-102-6-30-000	6145 Unemployment Compensation	$39.58
199-11-6129-99-102-6-34-000	6146 Teacher Retirement/TRS Care	$2,836.00

199-31-6119-99-102-6-30-000	6146 Teacher Retirement/TRS Care	$4,152.00
199-11-6119-99-102-6-30-000	6146 Teacher Retirement/TRS Care	$4,152.00
199-11-6119-99-102-6-34-000	6146 Teacher Retirement/TRS Care	$12,456.00
199-11-6129-99-102-6-30-000	6146 Teacher Retirement/TRS Care	$560.00
	6100 Subtotal:	**$284,983.28**

Personnel for JR Elementary:

Name	Position	Program	FTE
Cynthia Rubac	Prekindergarten	34	1.0
Glenda Franke	RTI/Wilson	30	1.
Kelly Blanco	Counselor	30	1.0
Maria Escalera	Prekindergarten	34	.40
Misty Curlee	Prekindergarten	34	1.0
Shannon Gregory	PK Aide	34	1.
Tasha Lahey	PK Aide	34	1.
Valerie Treaster	Content Mastery Aide	30	.50

Title I

Schoolwide Program Plan

As a Title I campus, Jackson/Roosevelt Elementary School Staff strives daily to meet the academic, social, and emotional needs of all students in Prekindergarten through Fifth grade. We have very high student expectations and use data gained from STAAR raw scores, district assessments, teacher-made tests, TPRI, QRI and teacher observation to adjust instruction and intervention to maximize student success and reduce student referrals to special programs.

Jackson/Roosevelt Elementary School strongly encourages parental involvement on campus by providing a friendly bilingual receptionist in the front office and a wonderful parent center equipped with a fantastic parent liaison. We listen to parents and work to create a safe, warm, accepting school atmosphere in which all children and their parents feel welcome and valued. We survey opinions of all populations and use the data in campus decision-making.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Jackson/Roosevelt Elementary School Needs Assessment identified academic areas of weakness in reading, writing, mathematics and science. As a staff, we addressed the needs and provided interventions to meet the needs of our diverse population. The administration and staff will continue to actively monitor student progress in order to provide meaningful professional development and effective student interventions to improve student progress.

2: Schoolwide Reform Strategies

Jackson/Roosevelt works closely with district facilitators and collaborates with other elementary campuses to efficiently utilize our professional resources. We have increased the use of innovative technology and research-based programs to enhance instruction and strengthen our academic program.

3: Instruction by highly qualified professional teachers

Jackson/Roosevelt Elementary's Instructional Staff is highly qualified in all areas. Staff members are encouraged to grow professionally and teacher morale is nurtured to create a work environment in which the teachers feel valued as professionals.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Jackson/Roosevelt Elementary Staff will continue to provide professional development in Thinking Maps, technology, reading, writing, math, science, and social studies according to the needs of our changing student population.

5: Strategies to attract highly qualified teachers

With a growing shortage of bilingual teachers, Jackson-Roosevelt will aggressively pursue avenues of attracting quality bilingual certified teachers to our district and campus.

6: Strategies to increase parental involvement

Jackson Roosevelt Elementary School Staff will utilize the JR campus website, JR Facebook page, and Remind along with daily student folders to actively communicate with parents and the community. We will provide opportunities for parents to become involved in their child's educational process and will involve them in the campus decision-making process through parent surveys and the SBDM Committee.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Jackson Roosevelt Parent Liaison and Counselors will coordinate Headstart and local daycare facility campus tours and provide welcome information packets to parents.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers, Instructional facilitator, and administrators will collaboratively disaggregate campus data from STAAR, TPRI, QRI, district curriculum assessments, teacher-made tests, etc... to adjust instruction according to the students' academic needs.
Jackson/Roosevelt Elementary School SBDM will meet regularly to discuss campus goals and assess progress towards them.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Jackson/Roosevelt Elementary School CRC Committee and Staff will regularly meet to evaluate individual student progress and provide intense intervention in response to student needs. AWARE will be utilized by staff and administration to disaggregate data and make instructional decisions to positively impact instruction.

10: Coordination and integration of federal, state and local services and programs

Jackson-Roosevelt will collaboratively work with district personnel to ensure compliance with all local, state and federal regulations and mandates.

Title I Personnel

Name	Position	Program	FTE
Brown, Dawn	Instructional Facilitator		1.0
Judd, Samantha	Counselor		1.0
Sanchez, Audelia	PK Aide		1.0
Valero, Martha	Parent Liaison		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Sherry Phillips	Principal
Business Representative	Rolando Reyes	Member
Classroom Teacher	Cassie Boyd	Kindergarten
Classroom Teacher	Lisa Canales	Fourth Grade
Classroom Teacher	Patrick Chrisco	Fifth Grade
Classroom Teacher	Misty Curlee	Pre-Kindergarten
Classroom Teacher	Yvonne Flores	First Grade
Classroom Teacher	Glenda Franke	Special Education
Classroom Teacher	Dorinda Skipper	Special Programs - Library
Classroom Teacher	Mary Torres	Third Grade
Classroom Teacher	Rhea Vickery	Second Grade
Community Representative	Dallas Franklin	Member
District-level Professional	Debbie Swope	Deputy Superintendent
Non-classroom Professional	Kelly Blanco	Counselor
Non-classroom Professional	Dawn Brown	Instructional Facilitator
Non-classroom Professional	Amber Caylor	Assistant Principal
Non-classroom Professional	Samantha Judd	Counselor
Paraprofessional	Linda Reyes	Recording Secretary
Paraprofessional	Martha Valero	Parent Liaison
Parent	Jennifer Camacho	Member
Parent	Heather Conde	Member

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$300.00
1	1	2			$155.00
1	2	1			$100.00
1	2	2			$150.00
1	3	1			$1,000.00
1	3	11			$350.00
				Sub-Total	$2,055.00
255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21			$500.00
1	1	23			$880.00
2	1	14			$40,020.00
2	1	15			$500.00
3	1	2			$1,500.00
3	1	8			$250.00
4	1	1			$5,000.00
				Sub-Total	$48,650.00
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	20			$1,500.00
1	1	21		26311639900102725000	$1,500.00
1	1	23	Training for Reading Smart Reading Mate	26313629900102725000	$440.00
1	1	23	Sheltered Instruction training	26313623900102725000	$100.00
1	2	11			$500.00

1	2	13			$600.00
2	1	2			$1,500.00
				Sub-Total	$6,140.00
211 TITLE I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	1	2			$1,500.00
1	1	3			$500.00
1	1	4			$16,075.00
1	1	6			$200.00
1	1	7			$2,500.00
1	1	8			$15,115.00
1	1	18			$500.00
1	1	23			$1,500.00
1	2	1			$2,500.00
1	2	2			$2,000.00
1	2	10			$16,075.00
1	3	1			$2,500.00
1	3	2			$1,500.00
1	3	3			$16,075.00
1	3	7			$350.00
1	4	1			$500.00
1	4	4			$16,075.00
2	1	2			$1,500.00
3	1	2			$500.00
3	1	8			$500.00
4	1	2			$30,976.00
4	1	22			$30,976.00

5	1	1		211-61-6399-00-102-6-30-0-00	$600.00
5	1	2			$15,006.96
5	1	3		211-61-6399-00-102-6-30-0-00	$700.00
5	1	5		211-61-6399-00-102-6-30-0-00	$300.00
5	1	8		211-61-6499-00-102-6-30-0-00	$20.00
5	1	8		211-61-6399-00-102-6-30-0-00	$50.00
5	1	11		211-61-6239-00-102-6-30-0-00	$350.00
5	1	13			$100.00
5	1	15			$20.00
				Sub-Total	$179,563.96
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2		270-11-6399-00-102-6-30-0-00	$13,477.00
				Sub-Total	$13,477.00
				Grand Total	$249,885.96

Addendums

2016-2017 Site-Based Decision Making Committee

Meeting Date: October 5, 2016

Committee Role	Name	Position	Signature
Non-classroom Professional	Sherry Phillips	Principal	
Business Representative	Rolando Reyes	Member	
Classroom Teacher	Cassie Boyd	Kindergarten	
Classroom Teacher	Lisa Canales	Fourth Grade	
Classroom Teacher	Patrick Chrisco	Fifth Grade	
Classroom Teacher	Misty Curlee	Pre-Kindergarten	
Classroom Teacher	Yvonne Flores	First Grade	
Classroom Teacher	Glenda Franke	Special Education	
Classroom Teacher	Dorinda Skipper	Special Programs - Library	
Classroom Teacher	Mary Torres	Third Grade	
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Non-classroom Professional	Amber Caylor	Assistant Principal	
Non-classroom Professional	Samantha Judd	Counselor	
Paraprofessional	Linda Reyes	Recording Secretary	
Paraprofessional	Martha Valero	Parent Liaison	
Parent	Jennifer Camacho	Member	
Parent	Heather Conde	Member	

JACKSON-ROOSEVELT ELEMENTARY
"SOARING TO SUCCESS"

2016-2017

955 Students 780 Regular 175 ELL

Hispanic	White	Other	Eco Dis	ELL
70%	25%	5%	68%	18%

Pre-K	K	1st	2nd	3rd	4th	5th
80	146	145	139	150	143	152

Enrollment

	13-14	14-15	15-16	16-17	Loss/Gain
Enrollment	1012	962	984	955	-29
Eco Dis	73%	64%	67%	68%	+1

Staffing

	13-14	14-15	15-16	16-17	Loss/Gain
Teachers	62.5	62.5	62.5	59.5	-3
Para Staff	25	24	23	22	-1

New JR Strategies

- Targeted intervention based on assessment data from Aware
- Continue Fluid Skill-based Grouping/Differentiation
- Increased Collaboration between Campus and District Personnel
- Increased Use of Technology and Chromebooks: Think Through Math, I-Station, Waterford
- Attendance Incentives /Monitoring
- Bilingual Staff Recruitment
- ESL Certifications for Staff
- Sheltered Instruction Training

2016 STAAR Scores

Reading				Math				Writing				Science			
	2014	2015	+/-		2014	2015	+/-		2014	2015	+/-		2014	2015	+/-
3rd	76	85.5	+10%	3rd	73	79.2	+6%								
4th	61	81.5	+21%	4th	52	70.9	+19%	4th	74	75.2	+1%				
5th	83	78	-5%	5th	75	87	+12%					5th	70	86	+16%

Challenges

Large Class Sizes
Increasing number of Special Education/ 504 students
Shortage of Certified Bilingual Teachers

Celebrations

Increased STAAR Scores
Thriving Enrichment Programs
Increased Parent Involvement

TEXAS EDUCATION AGENCY
2016 Accountability Summary
JACKSON/ROOSEVELT COMPLEX (029901102) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

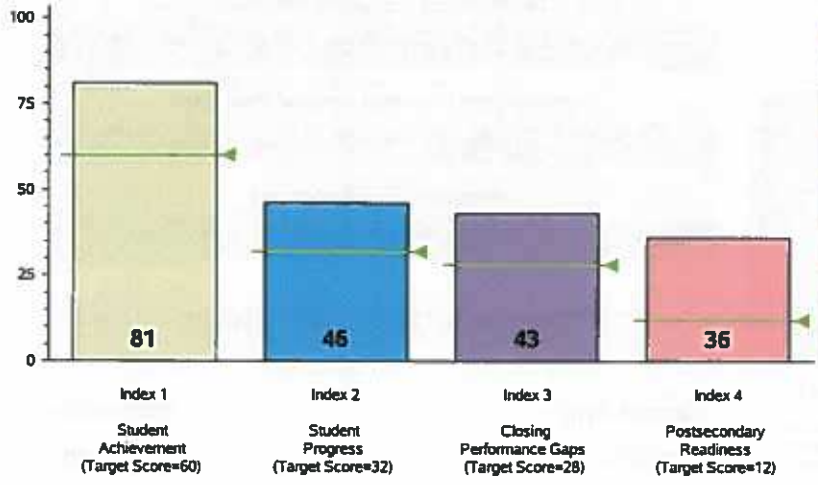
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	988 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	66.2
Percent English Language Learners	17.0
Mobility Rate	12.5

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	887	1,101	81
2 - Student Progress	456	1,000	46
3 - Closing Performance Gaps	688	1,600	43
4 - Postsecondary Readiness			
STAAR Score	35.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 20 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	**30 out of 32 = 94%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

Calhoun County Independent School District

Seadrift Schools

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Embrace Opportunities… Unlock Potential… Inspire Excellence!

Vision

"At Seadrift School, every day in every way we get a little better."

The goal of Seadrift School, a community campus with approximately 300 students, is to help all children learn in a safe and positive environment so they may grow into adults that are productive and contributing members of their community. All staff members guide the students to strive for knowledge, goals, truths, and outstanding character. The Seadrift staff play an important part by inspiring students to take learning to heart.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seadrift School is located in the Calhoun County Independent School District. It is the only school in Seadrift, Texas and serves students in pre-kindergarten through eighth grade. Seadrift, Texas is located on the San Antonio Bay, and the town has a population of approximately 1,400 residents. Fifty-four percent of the students at Seadrift School are low socio-economic. Eleven percent of the student population is Limited English proficent. Enrollment numbers at the school remain consistent from year to year. Our enrollment this year is 286. The drop out rate is 0%. Four percent of the student population is labeled gifted and talented, and 7% of our students are identified as special education students. Twenty-one percent of Seadrift students are at-risk.

Demographics Strengths

- There has been a decline in the number of students referred to special programs because of Response to Intervention.
- The attendance zone is easily accessible, making home visits more readily accomplished.
- The majority of the teachers are ESL certified and GT certified.
- A welcoming school environment makes Seadrift School a positive environment for staff, students, parents and community members.
- All teaching areas have highly qualified teachers.
- I-station, ThinkThroughMath and Compass Learning are interventions used to equalize educational opportunities for all learners.

Demographics Needs

- Some teachers need to become ESL certified, and all teachers should be provided staff development in order to meet the needs of the

EL students.

- Twenty-one percent of the student population is at-risk.
- Seadrift staff will research programs that could be used with EL students to close the gaps in their learning of the English language.
- The students at Seadrift School are lacking vocabulary skills which significantly affects all subject areas.
- Teachers need specific staff development on techniques to implement ELPS in their lesson plans.

Student Achievement

Student Achievement Summary

Seadrift School, a part of CCISD, is a Texas Education Agency "Met Standard" campus for the 2016-2017 school year. The student groups that count in the state accountability system are: All students, White students, Hispanic students, and Economically Disadvantaged students. Students are constantly being monitored using nine weeks test data, teacher assessments, and progress monitoring. The school has a PIT (Positive Intervention Team) that meets as necessary to discuss students who are struggling with academics or/and behavior. All students are closely monitored. For our special programs population, we have mainstreamed the majority of students and are providing the interventions, modification and accommodations necessary for them to be successful.

Student Achievement Strengths

- A very strong and active Positive Intervention Team exists to closely monitor students and make suggestions for instruction. The highly qualified teachers provide immediate interventions for struggling students.
- Researched-based interventions are provided for the students when they are not meeting standard.
- Instructional calendars will be used to ensure that TEKS coverage is being met.
- Data confirms that interventions are successful. Our special program population has dropped from 14% to 8%. RtI has been instrumental in closing the gap for struggling students.
- Researched based books and staff development have provided tools or tool information designed to increase student achievement.
- Special education and regular education teachers have many strategies for students qualifying for special programs to be successful.
- Teachers are providing Reading and Math tutorials for struggling students to bridge gaps.
- Teachers are working to improve Reading, Math, Science, and Social Studies skills with programs such as Waterford, Istation, Compass Learning, ThinkThrough Math and Read Naturally.

Student Achievement Needs

- At-risk students are not meeting the current rigorous standards.
- The Hispanic population is not meeting the current rigorous standards.
- Special Program student success needs to increase.
- All subject areas need to concentrate classroom instruction on STAAR depth and complexity.
- Classroom instruction needs depth and complexity of rigor that is needed for STAAR.
- Staff development emphasizing rigor and higher order thinking is needed.
- Instruction methods for teachers to use in the classroom to increase student progress measure.

School Culture and Climate

School Culture and Climate Summary

Seadrift School is a small (300 students) community school that provides opportunities in academics, athletics, and other extracurricular activities. Pride in yourself, your school, your community, and your town are stressed daily. Daily attendance is necessary for students to be successful learners. Seadrift staff consistently stresses the importance of attendance. Discipline referrals are very low with DAEP placement being very rare. Safety audits have shown Seadrift School to be a safe learning environment for the students and staff.

School Culture and Climate Strengths

- Seadrift School is small enough that teachers know all students; thus, no child goes unnoticed.
- Parental support with discipline, daily communication, and extracurricular activities is very high.
- An after-school homework club to help students complete their homework will be made available.
- The community and businesses support the school.
- Bilingual staff members are able to communicate with non-English speaking parents.
- A proactive plan has been implemented to prevent bullying and encourage every-day heroes.
- Parents are welcome at Seadrift School and encouraged to be a contributing member to their child's education.
- Parents of absent students are called every day.

School Culture and Climate Needs

-
    - Many students come from dysfunctional homes and are being raised by grandparents or other family members.
    - Many parents are non-English speakers; therefore, they cannot assist their children with homework or projects.
    - Intercoms and bells are needed outside for effective communication in case of emergencies and for daily school activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Calhoun County Independent School District has a reputation of hiring employees that are highly qualified. Seadrift School continues to have a staff that is exceptionally talented and 100% meet the requirements of highly qualified. Before teachers are hired, intensive screening is conducted. References are contacted and when a "new" teacher to the profession is hired, a mentor is assigned to assist the beginning teacher. Para-professionals are also highly qualified and are a vital part of our successes.

Professional development for employees is a high priority. Data-driven best practice staff development is provided to help in the achievement of our students as the teachers meet the needs of academic initiatives at the campus and district levels. Workshops are researched to ensure that the time and cost will be educationally beneficial to our campus. Book studies are conducted to provide new strategies to implement in the classroom. Seadrift School relies heavily on teachers being trained and then coming back to share their new knowledge. Seadrift School teachers will continue to team up with teachers from other campuses to participate in staff development and STAAR implementation activities together.

Staff Quality, Recruitment, and Retention Strengths

Team Meetings: Elementary grade level meetings are held during the day allowing the teachers to collaborate. Schedules are made so that elementary grade levels can meet together to focus on student performance and instructional accomodations to meet the needs of the students. Teachers are also given the opportunity to visit other classrooms.

Staff Development: Teachers are given the opportunity to attend professional developments that help with instruction in the classroom, as well as meet their needs for certification. The staff is given the opportunity to attend local, region education service center, and state staff

developments. Curriculum Department provides staff development in implementation of Eduphoria Aware and Forethought. Teachers collaborate across the district to write 9 week common assessments and align curriculum.

Certifications: The campus pays for teachers to get certified in high-need areas.

Retention: Teacher turnover is usually very low.

Attitudes: Teachers on the campus are very positive and willing to "do what it takes" to provide a positive, welcoming environment for students, family and community.

Staff Quality, Recruitment, and Retention Needs

- Since our campus is located twenty miles from other campuses, it is difficult to meet with other teachers to discuss district initiatives effectively.
- Although our campus has been successful with student passing rate on STARR testing, we need continued training in research-based practices to improve student yearly progress measure.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Seadrift School is working collaboratively with district office and other campuses to develop the instructional calendars to ensure the curriculum is taught and meets the students' needs. All teachers and paraprofessionals are highly qualified. The plan provides for flexibility in combining resources serving all students. A district assessment is given four times per year. This assessment allows for continuous self-assessment and improvement for the students. When results are returned, each teacher shares the information with the students. Then, there is a conference with administration and the teacher. The administration participates in an accountability meeting with district office. At this meeting, test scores and areas of improvement are discussed. Seadrift School holds all students accountable and expects academic improvement by all.

Curriculum, Instruction, and Assessment Strengths

- The school has highly-qualified teachers and para-professionals.
- The school district has central office facilitators that provide training as needed.
- The curriculum and assessments are written by a group of teachers and facilitators, then reviewed by all teachers.
- CIRCLE, TPRI, Aims Web, QRI, and Gates assessments help to plan instruction and receive assistance.
- Our district makes every effort for our teachers to receive staff development to improve instruction.
- Wilson instruction is provided for our identified dyslexic students and selected Tier III RtI students by an intervention/Wilson teacher.
- Read Naturally instruction is provided for k-2 for ARI instruction.

Curriculum, Instruction, and Assessment Needs

- Professional development for all staff working with special education students in an inclusion setting is needed.
- Fluency scores in the elementary grades have not met campus expectations.
- Fluency and comprehension skills in first and second grades have to increase.
- The staff needs to monitor at-risk, low socio-economic, Special Programs, and Hispanic students whose STAAR scores were lower

than other populations.

- Depth, complexity, and rigor need to be implemented in all subject areas to meet the demands of STAAR.
- Staff needs to focus on vocabulary development.
- Block planning time needs to be implemented for Seadrift.
- Seadrift students need to be offered more electives to pick from when making class selections.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement is very important for the well-being of our school. The school is the "hub" of the community. Parents and community members are involved in the decision making process of the campus. The campus has an "open door" policy and invites parents and guardians to visit. We also encourage community attendance in programs (Veteran's Day,Texas Public School week, Christmas etc.). Seadrift School assists parents and the community in understanding the state academic requirements and explains the school report card in a public meeting. Parent contact and conferences are conducted on a regular basis.

Family and Community Involvement Strengths

- Administrative team is dedicated to helping the children and staff of Seadrift School be successful.
- Counseling staff is devoted to working with our families and children to assist children to be successful in the classroom and in society.
- Seadrift has a positive, highly motivated teaching staff.
- Mentorship and tutoring programs through Partners in Education allow business and industry leaders to assist students with academic or behavioral challenges.
- Monthly calendars and Facebook are used to notify parents of school events.
- School personnel and parents communicate through multiple media sources.
- Parents as well as community members are given many opportunties to visit the school and assist classroom teachers.
- Parents are able to use the district website to check on their child's grades.
- Remind is used to communicate with parents about activities and other information that needs to be shared on a regular basis.

Family and Community Involvement Needs

- Our non-English speaking parents offer a challenge to communication between teachers and parents.
- Many parents work and are unable to get involved in the education of their child to the level that would benefit the school and student.

School Context and Organization

School Context and Organization Summary

Seadrift School uses several ideas to stay organized and reach schoolwide goals. The staff focuses on strengthening the core academic areas. The amount of quality learning time has been maintained with 3 minute passing periods and longer class periods. The campus does meet the need of all gifted and talented students as well as those who are bubble students with a differentiated approach. School organization is very important for students and staff to be successful.

School Context and Organization Strengths

- Middle school students are required to have an organizational notebook and tracker which serves as a daily communication to parents.
- Tutorials are imbedded in the teaching day and before and after school to help students be successful.
- Teachers and staff members are active members was help make decisions for our school.
- Staff development is planned and provided on the needs assessment and our scores on CIRCLE, TPRI, Aimsweb, QRI, and other assessments.
- New teachers receive support from a mentor.

School Context and Organization Needs

- Improve enrichments offered to students
- Pre-AP/Honor classes offered at Junior High level
- Organization is imperative to make effective use of the school day.

Technology

Technology Summary

Expectations are high with the available technology. Our campus has many advanced technological educational tools, but we lack the training to use them to their full potential. Teachers receive direct staff development on new technology, as well as staff members training their peers. The Seadrift School staff has Chrome carts, Polyvision boards, ELMOs, LCD projectors, Mobis and clickers for classrooms.

Technology Strengths

- New technology and programs are being purchased when funds are available.
- The District has purchased several intervention programs that students work on daily and have proven to be successful.
- Teachers make effective use of available resources.
- Two computer labs are available to meet the needs of our students.
- Wifi is now available on campus.
- The technology director works closely with Seadrift administration to solve problems.
- Class size Chrome books were purchased for middle school students.
- Class size Chrome book cart is available for elementary students.
- All teachers have iPads.
- Forethought lesson planning is used by all teaching staff.
- Aware is used for assessment writing and diagnostic testing.

Technology Needs

- Computer Upgrades and schedule for replacement needed
- WiFi/internet service reliability
- Teacher training needs to be done more frequently as new "technology" is purchased.
- Funds limit the technology programs that we can purchase for our students.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CCISD will participate in ELAR activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 1: 100% of students in reading and writing in grades 3-8 will show progress to Level 2 satisfactory or Level 3 advanced on STAAR. 100% of PK -2 will master End of Year Tests in Reading and Writing.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.	2, 3, 8	Teachers & Administration	Teachers will disaggregate data using Aware from the 9 week Common Assessments and other assessments.				
	Funding Sources: SCE - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 2) Teachers will use rigorous research based materials such as: Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Brain Pop, Thinking Maps, Istation, Waterford, Compass Learning and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	1, 2, 3, 8, 9	Teachers and Administration	CA, weekly assessments, TPRI, STAAR, EOY testing data				
	Funding Sources: 211 TITLE I - $0.00						

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 3) K-5 students will be screened for potential reading problems and provided differentiated reading instruction. Students falling below 50th percentile will be progress monitored more frequently. Teachers will provide relevant student services including tutorials for targeted sub populations to address achievement gaps. *Reading Smart Reading Mate (Title III)	1, 2, 3, 8, 9	Administration	On-going monitoring will take place.				
	Funding Sources: 199 LOCAL - $0.00, 263 TITLE III - $850.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 6 4) The campus will provide relevant student services including GT instruction for students who exceed expectations on TPRI and STAAR Assessment.	1, 2, 3, 4, 5	Administration	Reading above grade level on end of year TPRI ad receive advanced scores on STAAR Assessmets				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 5) A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students and ARI students.	2, 3, 8, 9	Administration Kelly Hataway	Wilson program will be continued with the needs of students being met and documented. Students will read on grade level.				
	Funding Sources: SCE - $0.00						
Critical Success Factors CSF 1 CSF 2 6) The campus will participate in the program/material that the state funds for the Student Success Initiative. Istation will be purchased for K-2 to be used by students.	2, 6, 9	Administration Classroom Reading Teachers	Log-in documentation will show participation.				
	Funding Sources: 410 IMA - $0.00						
Critical Success Factors CSF 7 7) All students will be taught ELA by a highly qualified teacher.	3	Administration	Documentation of certificates.				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 8) The staff will disaggregate STAAR, TELPAS, TPRI, and district nine weeks CA test results to adjust instruction and set goals for higher standards. *Project ELL (Title III)	2, 9	Administration Classroom Teachers	100% of students will meet standards.				
	Funding Sources: 199 LOCAL - $0.00, 263 TITLE III - $388.00						

State System Safeguard Strategy **Critical Success Factors** CSF 1 9) The staff will implement and assess short answer and essay responses across curriculum areas to enhance student's ability to interpret text.	2	Administration Classroom Teachers	Examples of the short answer and essay responses being used in all areas Walk throughs				
Critical Success Factors CSF 1 CSF 4 10) Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR.	1, 3	Administration Classroom Teacher	Students will pass the STAAR and show progress.				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 11) Students in grades 6th-8th whose STAAR scores were low will be scheduled into tutorials.	1, 2, 3	Administration Classroom teachers	All identified students will be scheduled in to tutorials.				
	Funding Sources: SCE - $0.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 12) Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.	1, 2, 3	Administation Curriculum Department	Lesson plans, walk throughs				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 5 13) Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.	1, 2, 9	Administration Counselor	Monitoring of student's needs				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 6 14) All students being STAAR tested will be provided snacks and water during testing.	1, 2, 8, 9	Administration	Students meet standard on STAAR test				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CCISD will participate in Math activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 2: 100% of students in math grades 3-8 and EOC Algebra will show progress to Level 2 satisfactory or Level 3 advanced on STAAR. 100% of PK -2 will master End of Year Tests in Math.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 1) 1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.	2, 3, 8	Adminisration	Teachers will disaggregate data using Aware from the 9 week Common Assessments and other assessments.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 2) A highly-qualified teacher will be placed into the daily schedule when possible to provide student support.	1, 2, 3, 9	Administration	Schedule will reflect that students are being serviced when it is available.				
	Funding Sources: SCE - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 3) The campus will participate in Think Through Math for the Texas Success Initiative which is a state-funded interaction math opportunity for grades 3-8. It will be used until the state ends the funding.	2	Administration	The program will monitor usage of the program				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 6 4) All students being STAAR tested will be provided snacks and water during testing.	1, 2, 8, 9	Administration	Students meet standard on STAAR test				
	Funding Sources: 199 LOCAL - $0.00						

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 5) Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR.	1, 3	Administration Classroom Teachers	Students will pass the STAAR and show progress				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 6) Students in grades 6th-8th whose STAAR scores were low will be placed in tutorials	1, 2, 3	Administration	All identified students will be scheduled in to tutorials. Funding Sources: SCE - $0.00				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 7) The staff will disaggregate STAAR and 9 week common assessment results to adjust instruction and set goals for higher standards.	1, 2, 3	Administration Classroom Teachers	100% of students will meet standards.				
Critical Success Factors CSF 7 8) All students will be taught Math by a highly qualified teacher.	3	Administration	Documentation of certificates Funding Sources: 199 LOCAL - $0.00	✓	✓	✓	
State System Safeguard Strategy **Critical Success Factors** CSF 1 9) Math instruction will be monitored to assure effective teaching strategies and utilization of materials to close achievement gaps and increase performance.	1, 2, 3	Administration	Scores will show achievement gaps decreasing and student performance increasing.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 10) Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.	1, 2, 3	Administration Curriculum Department	Lesson plans, walk throughs Funding Sources: 199 LOCAL - $0.00				
Critical Success Factors CSF 1 CSF 2 CSF 7 11) Teachers will attend any Math staff development that will increase student performance when funds are available.	2, 3, 4, 9	Administration	Math STAAR scores will increase. Funding Sources: 263 TITLE III - $0.00				

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 12) Teachers will use rigorous research based materials such as Motivational Math, Lone STAAR Math, Think Through Math, State Adopted curriculum, STAAR Ready, Waterford and computers to achieve performance objectives. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	1, 2, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, STAAR, EOY testing data				
	Funding Sources: 211 TITLE I - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Algebra I will be provided to students who meet testing criteria set by the district.		Administration Dustin Hahn	EOC Assessment Grades				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 5 14) Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.	1, 2, 9	Administration Counselor	Monitoring of student's needs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CCISD will participate in Science activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 3: 100% of all students in Science grades 5 and 8 will show progress to Level 2 satisfactory or Level 3 advanced.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.	2, 3, 8	Administration Classroom teachers	Teachers will disaggregate data using Aware from the 9 week Common Assessments and other assessments				
	Funding Sources: SCE - $0.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) Science experiments will be conducted weekly in grades PK-8th grade.	1, 2	Administration	Lesson Plans will reflect activity.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 3) Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.	1, 2, 3	Administraton Curriculum Department	Lesson plans, walk throughs				
4) Students in Physical Education will participate in wellness activities that maintain current policies and procedures regarding the Coordinated School Health Program.	2	Administration Classroom Teachers	Physical Fitness test scores will show improvement.				
Critical Success Factors CSF 7 5) All students will be taught Science by a highly qualified teacher.	3	Administration	Documentations of certificates				
	Funding Sources: 199 LOCAL - $0.00						
6) Students in the eighth grade will be taught Health for local high school credit.		Administration	All 8th graders will go to CHS with health credit.				

7) Educational field trips and transportation will be provided to support academic and social goals of the campus.		Administration Science Teachers	100% of students will be present for the field trips.				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 8) Science teachers will review and disaggregate CA and STAAR data to identify academic needs of students and use of research based materials to meet individual academic needs.		Administration Classroom teachers	Lesson plans				
	Funding Sources: 199 LOCAL - $0.00						
Critical Success Factors CSF 1 CSF 3 CSF 5 9)) Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education	1, 2, 9	Administration Counselor	Monitoring of student's needs				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 10) Students in grades 5 and 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.	3, 8, 9	Administration Classroom teacher	Common Assessment Weekly Assessment STAAR scores				
11) All students being STAAR tested will be provided snacks and water during testing.	1, 2, 8, 9	Administration	Students meet standard on STAAR test				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 12) Teachers will use rigorous researched based materials such as: Science Measuring Up to the TEKS, state adopted curriculum, Brain Pop, Foss Science Kits and other sources to achieve performance objectives. Instructional supplies, materials, educational programs and support services will be purchased to support the academic ad social goals of the campus.	1, 2, 3, 4, 8, 9	Administration Classroom teachers	CA, Weekly assessments, STAAR				
	Funding Sources: 211 TITLE I - $1,000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CCISD will participate in Social Studies activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 4: 100% of all students in grade 8 Social Studies will show progress to Level 2 satisfactory or Level 3 advanced.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 1) 1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.	2, 3, 8	Administration Classroom teachers	Teachers will disaggregate data using Aware from the 9 week Common Assessments and other assessments				
2) Students will have the opportunity to participate in Veteran's Day, Celebrate Texas, and Constitution Day activities.	2, 6	Administration Classroom teachers	Programs will be on school schedule.				
Critical Success Factors CSF 7 3) All students will be taught Social Studies by a highly qualified teacher.	3	Administration	Documentation of certificates				
4) Educational field trips and transportation will be provided to meet academic and social goals of the campus.		Administration Social Studies teachers	100% of teachers will be present for the field trips.				
	Funding Sources: 199 LOCAL - $0.00						
5) All students being STAAR tested will be provided snacks and water during testing.	1, 2, 8, 9	Administration	Students meet standard on STAAR test				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 6) Students in grade 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.	3, 8, 9	Administration Classroom teachers	Common Assessment Weekly Assessment STAAR scores				

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 7) Teachers will use rigorous research based materials such as instructional calendars, Social Studies Weekly, classroom tests, and Brain Pop to ensure readiness, supporting, and process standards are being taught and assessed. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	1, 2, 3, 8, 9	Administration Classroom Teachers	CA, Weekly assessments, STAAR				
	Funding Sources: 211 TITLE I - $1,000.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 8) Classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.	1, 2, 3	Administraton Curriculum Department	Lesson plans, walk throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 5: All students will attend school regularly in order to be provided learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Evaluation Data Source(s) 5: Seadrift School attendance will meet 98%.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 1) Campus administration will exhaust all legal remedies for nonattendance students and tardy students.	6, 10	Administration Robin Guice Mary Martinez	Student attendance will increase				
Critical Success Factors CSF 6 2) Students will be recognized by their homeroom teacher and at school for perfect attendance each nine weeks.		Administration Classroom teachers	Student attendance will increase				
3) Teachers will send a list of students who are not present to the office by 8:15 each morning. The office will call home to check on the child.	6	Administration Robin Guice	Student attendance will increase				
4) Local newspapers will be used to recognize students with perfect attendance each nine weeks.	10	Administration Robin Guice	Newspaper articles will reflect recognition of students.				
5) Teachers and the office will monitor student tardies in first period classes. Middle school students will be monitored each period.		Administration Classroom Teachers	Teachers and the principal will compare tardies each nine weeks and have parent conferences if needed.				
6) The campus will use the district attendance forms created to meet the state requirements.		Administration Carol Cowley Robin Guice	All forms will be completed for truancy prevention measures.				
	Funding Sources: 199 LOCAL - $0.00						
Critical Success Factors CSF 1 CSF 3 CSF 5 7) Counseling will be available to students and parents to resolve issues of attendance. Home visits will be conducted as necessary.	1, 2, 6, 9	Administration Counselor	Fewer attendance/truancy hearings				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1: Seadrift School will ensure that sound financial decisions will be made in order to benefit and meet the needs of 100% of the students. Based on the yearly audit of finances and program budgets, CCISD will demonstrate financial stability.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 6 1) Materials/books/supplies/services will be purchased for instructional purposes to improve student performance and close achievement gaps for all students (regular ed., special ed., ELL, at-risk, economically disadvantages, 504, etc.) *BrainPop , *Waterford	1, 2, 5, 9, 10	Administration Classroom Teachers	Purchase orders will document purchases				
	Funding Sources: 211 TITLE I - $1,000.00, 199 LOCAL - $0.00, 270 TITLE VI - $1,000.00, 224 IDEA - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 2) ESL students will receive daily language development instruction and technology instruction while being mainstreamed.	1, 2, 3, 9	Administration Classroom Teachers	School and staff schedules will document				
	Funding Sources: 199 LOCAL - $0.00						
Critical Success Factors CSF 1 3) A Title I para-professional will be in classrooms and in Pre-Kindergarten to help classroom teachers.	1, 2, 3, 9	Administration	Schedule will reflect classroom schedules				
	Funding Sources: 211 TITLE I - $1,000.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 4) Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.	1, 2, 3, 8, 9	Administration Classroom teachers	100% of all students will meet minimum state standards on STAAR and EOY testing				
	Funding Sources: 211 TITLE I - $1,000.00						

Critical Success Factors CSF 6 5) The principal and teachers will brainstorm measures to make best use of money available.	8, 9, 10	School staff	Purchase Orders				
Critical Success Factors CSF 1 CSF 2	1, 2, 8, 9, 10	Administration Classroom teachers	CA, weekly assessments, TPRI, STAAR, EOY testing data				
6) Teachers will use rigorous research based materials such as: Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Brain Pop, Thinking Maps, Istation, Waterford, Compass Learning and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	Funding Sources: 211 TITLE I - $0.00, 199 LOCAL - $0.00						
7) All four year olds will be able to attend Pre-Kindergarten regardless of eligibility.	2, 3, 6, 7, 10	Administration	Registration will show all students can attend instead of only those that qualify.				
Critical Success Factors CSF 1 8) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.	1, 2, 3, 8, 9	Administration Classroom teachers	Teachers will disaggregate data using Aware from the 9 week Common Assessments and other assessments				
	Funding Sources: 211 TITLE I - $1,000.00						
9) Trackers will be used in grades 4th-8th. They will be taken home daily and signed by parents.	1, 6	Administration Classroom Teachers	All students will have a tracker.				
Critical Success Factors CSF 1 CSF 2 10) The administration and counselor will review previous STAAR results, nine weeks data, report card grades, and benchmark testing with all students in grades 3rd-8th in STAAR Talks. Personal goals will be set.	1, 2	Administration Carol Cowley	Schedule will show when talks are done				
11) An adult will mentor with each 8th grade student entering the 9th grade to review STAAR results, attendance, high school credit requirements, and career pathways.	2, 9	Administration CHS Counselor	Documentation of high school schedules				
State System Safeguard Strategy **Critical Success Factors** CSF 1 12) Mentors and tutors will work with students to increase student achievement.	10	Administration Partners in Education	Volunteer log-in will document				
Critical Success Factors CSF 1 CSF 2 13) The staff will focus on exceeding expectations for students in Algebra and identified gifted and talented.	1, 3	Administration	STAAR scores will show an increase				

Critical Success Factors CSF 1 CSF 2	1, 2, 3, 4, 5	Administration Teachers	Reading above grade level on end of year TPRI and receive advanced scores on STAAR assessments.			
14) Will provide relevant student services including GT instruction for students who exceed expectations on TPRI and STAAR assessment.	Funding Sources: 199 LOCAL - $0.00					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 2, 3, 8, 9	Administration Classroom teachers	Progress monitoring, CA, STAAR, Weekly assessments, EOY assessments, TPRI			
15) The Seadrift School staff will use the CCISD Instructional Model: Calendars, and Common Assessments to ensure all Readiness, Supporting and Process Standards are being taught and assessed.	Funding Sources: 211 TITLE I - $1,000.00					
Critical Success Factors CSF 1 CSF 2	1, 2, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, STAAR, EOY testing data			
16) Teachers will use rigorous research based materials such as Motivational Math, Lone STAAR Math, Think Through Math, State Adopted curriculum, STAAR Ready, Waterford and computers to achieve performance objectives. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.	Funding Sources: 211 TITLE I - $0.00					
Critical Success Factors CSF 1 CSF 2	1, 2, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, STAAR, EOY testing data			
17)) Teachers will use rigorous research based materials such as instructional calendars, Social Studies Weekly, classroom tests, and Brain Pop to ensure readiness, supporting, and process standards are being aught and assessed. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving	Funding Sources: 211 TITLE I - $0.00					
Critical Success Factors CSF 1 CSF 2	1, 2, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, STAAR, EOY testing data			
18) Teachers will use rigorous researched based materials such as: Science Measuring Up to the TEKS state adopted curriculum, Brain Pop, Foss Science Kits and other sources to achieve performance objectives Instructional supplies, materials, educational programs and support services will be purchased to support the academic ad social goals of the campus.	Funding Sources: 211 TITLE I - $0.00					

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 19) Teachers will review and dissaggregate CA and STAAR test data to identify the academic needs of students and use research based monitoring to ensure needs are being met.	1, 2, 3, 8, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, TPRI, STAAR, EOY testing data				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 20) A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation, and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students.	2, 3, 8, 9	Administration Kelly Hataway	Wilson program will be continued with the needs of students being met and documented. Students will read on grade level.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 5 21) Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education	1, 2, 9	Administration Counselor	Monitoring of student's needs				
22) All students being STAAR tested will be provided snacks and water during testing.	1, 2, 8, 9	Administration	Students will meet standards on STAAR test				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 23) Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR	1, 3	Administration Classroom teachers	Students will pass the STAAR and show progress				
Critical Success Factors CSF 1 CSF 4	1, 2, 6, 8, 9	Administration Classroom teachers	100% of students will be present for trips.				
24) Educational field trips and transportation will be provided to support academic and social goals of the campus	Funding Sources: 199 LOCAL - $0.00						

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 25) Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) will be provided to students that meet the district criteria for eligibility. These students will receive small group reading and math instruction during the day.	1, 2, 5, 9	Administration Classroom teachers	9 week Common Assessments, weekly assessments, TPRI, STAAR, EOY testing data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 2: CCISD will apply technology usage in curriculum through updated training, personal usage and integrating technology expectations on a weekly basis for students.

Evaluation Data Source(s) 2: Seadrift provides support to teachers dealing with new technology. All staff members have the opportunity to advance themselves in technology.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Eduphoria will be utilized for the T-TESS appraisal system, to aid in disaggregating data, development of common assessments, and maintaining professional development records.	1, 2, 4, 8, 9	Administration Classroom teachers	Use of Eduphoria				
Critical Success Factors CSF 1 CSF 3 CSF 6 2) Inventory existing technology to create a maintenance schedule for replacement of computers, printers, etc.	1, 10	Campus Technology Specialist Administration	Schedule available for budgeting purposes				
Critical Success Factors CSF 3 3) Purchase of technology to facilitate T-TESS walk throughs and observations by administrators.	1	Administration	Evaluations				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 4) Purchase of technology and programs to facilitate classroom instruction. Ensure training for all new technology and programs.	1, 2, 4, 8, 9, 10	Administration Campus Technology Specialist District Technology Specialist District Technology	Increased use of technology and programs in the classrooms to improve instruction.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessional staff are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of Seadrift School students testing in all subject areas will achieve Level II satisfactory or Level III advanced based on effective use of technology in the classrooms and up to date staff development that meets the needs of the CCISD students and teachers.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 1) A "Response to Intervention" teacher will provide intensive systematic instruction on foundational reading skills to students in need.	1, 2, 3, 10	Administration Kelly Hataway	Student schedules will reflect scheduling				
	Funding Sources: SCE - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 2) A trained teacher will use the Wilson Dyslexia Program to better meet the needs of the dyslexic students.	1, 2, 3	Administration Kelly Hataway	Wilson program will be continued with the needs of students being met and documented.				
	Funding Sources: 199 LOCAL - $0.00						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 3) Staff members will attend staff development in/out of district that will help the campus achieve index targets of student achievement, student progress, and closing achievement gaps. *Reading Smart Reading Mate (Title III) *Sheltered Instruction	1, 2, 3, 4	Administration Seadrift School Staff	Attendance will be documented				
	Funding Sources: 211 TITLE I - $0.00, 255 TITLE II - $0.00, 263 TITLE III - $340.00						
Critical Success Factors CSF 1 CSF 7 4) Staff members will have the opportunity to observe other teachers on and off campus.	1, 2, 3, 4	Administration	Attendance will be documented				

Critical Success Factors CSF 1 CSF 7 5) Supplies will be purchased for staff development needs.	2, 3, 4, 5, 10	Administration	Purchase orders will reflect purchasing				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 6) Staff members will receive technology training, software and equipment to use in the classroom and labs.	1, 2, 4, 8, 9, 10	Administration Campus Technology Specialist District Technology Specialist District Technology	Increased use of technology and programs in the classrooms to improve instruction.				
Critical Success Factors CSF 1 CSF 3 CSF 7 7) Eduphoria will be utilized for the T-TESS appraisal system, to aid in disaggregating data, development of common assessments, and maintaining professional development records.	1, 2, 4, 8, 9	Administration Classroom teachers	Use of Eduphoria				
8) The secretary and attendance clerk will attend training for PEIMS data.	4	Administration Office Staff	Attendance will be documented with certificates				
	Funding Sources: 199 LOCAL - $0.00						
Critical Success Factors CSF 1 CSF 3 CSF 7 9) Staff members will attend staff development that will help the campus achieve index targets of student achievement, student progress, and closing achievement gaps.	3, 4	Administration	Attendance at workshops will be logged.				
	Funding Sources: 199 LOCAL - $0.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: CCISD will provide learning environments that are safe and secure for all students, faculty, and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: 100% of the students will feel safe and learn in a positive learning environment.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) The staff will use a consistent campus discipline plan/code of conduct.	2	Administration	Discipline referrals will document the code is being followed.				
2) Seadrift School will have a safety coordinator and participate in the CCISD Safety Incentive Program.		Administration Robin Guice	Safety coordinator will share information				
	Funding Sources: 199 LOCAL - $0.00						
3) Pre-Kindergarten-8th grade students will attend presentations on safety and staying drug-free when available.		Administration	All students will participate.				
4) School personnel will stress and reward positive student behavior and attendance. All students will have an opportunity to be a part of the program.		Administration Classroom Teachers	Student of the week will be given each Friday.				
5) All students will have the opportunity to participate in Red Ribbon Week activities.		Administration Classroom Teachers Carol Cowley	Schedule of events will be documented on calendar.				
6) Seadrift will identify and provide available services to homeless students. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education	10	Administration Classroom Teachers Counselor	PEIMS will identify students				
7) The campus staff will receive training on bullying, school safety, child abuse/neglect, etc. when available.	10	Administration	Sign-in will document				
8) The campus will have a counselor on campus 3 days a week.		Administration Carol Cowley	Counselor documentation of student activities				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: CCISD parent and community involvement will be promoted at all CCISD campuses and departments.

Evaluation Data Source(s) 1: Seadrift School events and activities will be sent home in newsletters, posted on web-site, advertised in newspapers, and sent in School Messenger. Parent participation will increase based on sign-in sheets and school messenger messages received.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) A parent monthly calendar of events will be sent home with all students.	6	Administration	Calendar will be displayed at Seadrift School and sent home monthly				
Critical Success Factors CSF 5 2) The campus will host "Meet Your Teacher" before school starts in August to allow parents and students to meet their new teacher.	6	Administration	Sign-in sheets will be kept				
Critical Success Factors CSF 5 3) Seadrift School staff will host a family night for all students and parents in the school library.	6	Administration D. Skipper	Calendar will show date				
4) Remind will be used as a means to communicate with parents for emergencies, activities, and other informational items.	6	Administration	Remind log				
Critical Success Factors CSF 5 5) All homeroom teachers will conference with every parent at least twice during the school year. The beginning of the year conference will be to review and sign the Title 1 compacts.	6	Administration	Parent contact sheets and Title 1 compacts will be kept				
6) The campus report card and test results will be reviewed in a public forum.	6	Administration	Sign-in sheet				
7) A survey will be sent home to parents to get input.	6	Administration	Survey results will be documented.				
8) The Harbor will visit weekly and monthly and provide parent information on topics.	6, 10	Administration	Schedule of events will be made				

9) Mid-Coast Counseling will provide small group and individual counseling to middle school students and group counseling to elementary students.	6, 10	Administration	Schedules will be documented				
10) The campus will work with the Victoria Food Pantry to participate in the backpack program.	6, 10	Administration Jill Goode	Backpacks will be sent home weekly				
11) The campus will work closely with DOW to continue and further implement "You Be the Chemist" that promotes health, citizenship, and academics for students.	6, 10	Administration Adam Sternadel	Sign-in sheets and attendance will be documented				
12) The CCISD website will be used to give parent information on activities and grades for their children.	6	Administration Classroom Teachers	Website				
Critical Success Factors CSF 5 13) Trackers will be used in grades 4th-8th. They will be taken home daily and signed by parents. K-3rd grade will send home a folder to be signed daily by parents.	1, 6	Administration	Parent signatures will document participation				
Critical Success Factors CSF 5 14) There will be a parent information center in front lobby to distribute parental related information.	6	Administration	Metal stand and bulletin board will be in the lobby with materials				
15) Seadrift School will coordinate with Region 3 ESC and private day cares if available for a successful transition for Pre-K and Kindergarten students. A highly qualified teacher and para-professional teacher will work with students in PreK.	3, 7, 10	Administration Kelly Hataway	Successful enrollment of 4 year olds				
Critical Success Factors CSF 5 16) The counselor will conduct parent informational meetings as needed.	6	Administration Carol Cowley	Sign in sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	1	2	Teachers will use rigorous research based materials such as: Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Brain Pop, Thinking Maps, Istation, Waterford, Compass Learning and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	1	3	K-5 students will be screened for potential reading problems and provided differentiated reading instruction. Students falling below 50th percentile will be progress monitored more frequently. Teachers will provide relevant student services including tutorials for targeted sub populations to address achievement gaps. *Reading Smart Reading Mate (Title III)
1	1	4	The campus will provide relevant student services including GT instruction for students who exceed expectations on TPRI and STAAR Assessment.
1	1	5	A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students and ARI students.
1	1	8	The staff will disaggregate STAAR, TELPAS, TPRI, and district nine weeks CA test results to adjust instruction and set goals for higher standards. *Project ELL (Title III)
1	1	9	The staff will implement and assess short answer and essay responses across curriculum areas to enhance student's ability to interpret text.
1	1	11	Students in grades 6th-8th whose STAAR scores were low will be scheduled into tutorials.
1	1	12	Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	1	13	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.
1	1	14	All students being STAAR tested will be provided snacks and water during testing.
1	2	1	1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	2	2	A highly-qualified teacher will be placed into the daily schedule when possible to provide student support.
1	2	3	The campus will participate in Think Through Math for the Texas Success Initiative which is a state-funded interaction math opportunity for grades 3-8. It will be used until the state ends the funding.

Goal	Objective	Strategy	Description
1	2	4	All students being STAAR tested will be provided snacks and water during testing.
1	2	5	Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR.
1	2	6	Students in grades 6th-8th whose STAAR scores were low will be placed in tutorials
1	2	7	The staff will disaggregate STAAR and 9 week common assessment results to adjust instruction and set goals for higher standards.
1	2	9	Math instruction will be monitored to assure effective teaching strategies and utilization of materials to close achievement gaps and increase performance.
1	2	10	Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	2	12	Teachers will use rigorous research based materials such as Motivational Math, Lone STAAR Math, Think Through Math, State Adopted curriculum, STAAR Ready, Waterford and computers to achieve performance objectives. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	2	13	Algebra I will be provided to students who meet testing criteria set by the district.
1	2	14	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.
1	3	1	The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	3	2	Science experiments will be conducted weekly in grades PK-8th grade.
1	3	3	Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	3	8	Science teachers will review and disaggregate CA and STAAR data to identify academic needs of students and use of research based materials to meet individual academic needs.
1	3	10	Students in grades 5 and 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.
1	3	12	Teachers will use rigorous researched based materials such as: Science Measuring Up to the TEKS, state adopted curriculum, Brain Pop, Foss Science Kits and other sources to achieve performance objectives. Instructional supplies, materials, educational programs and support services will be purchased to support the academic ad social goals of the campus.
1	4	1	1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.

Goal	Objective	Strategy	Description
1	4	6	Students in grade 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.
1	4	7	Teachers will use rigorous research based materials such as instructional calendars, Social Studies Weekly, classroom tests, and Brain Pop to ensure readiness, supporting, and process standards are being taught and assessed. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	4	8	Classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	5	1	Campus administration will exhaust all legal remedies for nonattendance students and tardy students.
2	1	1	Materials/books/supplies/services will be purchased for instructional purposes to improve student performance and close achievement gaps for all students (regular ed., special ed., ELL, at-risk, economically disadvantages, 504, etc.) *BrainPop , *Waterford
2	1	2	ESL students will receive daily language development instruction and technology instruction while being mainstreamed.
2	1	4	Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.
2	1	12	Mentors and tutors will work with students to increase student achievement.
2	1	15	The Seadrift School staff will use the CCISD Instructional Model: Calendars, and Common Assessments to ensure all Readiness, Supporting and Process Standards are being taught and assessed.
2	1	19	Teachers will review and dissaggregate CA and STAAR test data to identify the academic needs of students and use research based monitoring to ensure needs are being met.
2	1	20	A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation, and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students.
2	1	21	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education
2	1	23	Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR
2	1	25	Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) will be provided to students that meet the district criteria for eligibility. These students will receive small group reading and math instruction during the day.
2	2	4	Purchase of technology and programs to facilitate classroom instruction. Ensure training for all new technology and programs.
3	1	1	A "Response to Intervention" teacher will provide intensive systematic instruction on foundational reading skills to students in need.

Goal	Objective	Strategy	Description
3	1	2	A trained teacher will use the Wilson Dyslexia Program to better meet the needs of the dyslexic students.
3	1	3	Staff members will attend staff development in/out of district that will help the campus achieve index targets of student achievement, student progress, and closing achievement gaps. *Reading Smart Reading Mate (Title III) *Sheltered Instruction
3	1	6	Staff members will receive technology training, software and equipment to use in the classroom and labs.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	1	2	Teachers will use rigorous research based materials such as: Motivational Reading, Mentoring Minds, State adopted curriculum, Guided Reading techniques, Accelerated Reader, Brain Pop, Thinking Maps, Istation, Waterford, Compass Learning and computers to achieve performance objectives. Instructional supplies, materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	1	3	K-5 students will be screened for potential reading problems and provided differentiated reading instruction. Students falling below 50th percentile will be progress monitored more frequently. Teachers will provide relevant student services including tutorials for targeted sub populations to address achievement gaps. *Reading Smart Reading Mate (Title III)
1	1	4	The campus will provide relevant student services including GT instruction for students who exceed expectations on TPRI and STAAR Assessment.
1	1	5	A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students and ARI students.
1	1	8	The staff will disaggregate STAAR, TELPAS, TPRI, and district nine weeks CA test results to adjust instruction and set goals for higher standards. *Project ELL (Title III)
1	1	11	Students in grades 6th-8th whose STAAR scores were low will be scheduled into tutorials.
1	1	13	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.
1	1	14	All students being STAAR tested will be provided snacks and water during testing.
1	2	1	1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	2	2	A highly-qualified teacher will be placed into the daily schedule when possible to provide student support.
1	2	3	The campus will participate in Think Through Math for the Texas Success Initiative which is a state-funded interaction math opportunity for grades 3-8. It will be used until the state ends the funding.
1	2	4	All students being STAAR tested will be provided snacks and water during testing.
1	2	5	Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR.
1	2	6	Students in grades 6th-8th whose STAAR scores were low will be placed in tutorials

Goal	Objective	Strategy	Description
1	2	7	The staff will disaggregate STAAR and 9 week common assessment results to adjust instruction and set goals for higher standards.
1	2	10	Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	2	12	Teachers will use rigorous research based materials such as Motivational Math, Lone STAAR Math, Think Through Math, State Adopted curriculum, STAAR Ready, Waterford and computers to achieve performance objectives. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	2	13	Algebra I will be provided to students who meet testing criteria set by the district.
1	2	14	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education.
1	3	1	The Seadrift School staff will follow the CCISD Instructional Model: Calendars, 9 week Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	3	3	Elementary classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.
1	3	8	Science teachers will review and disaggregate CA and STAAR data to identify academic needs of students and use of research based materials to meet individual academic needs.
1	3	10	Students in grades 5 and 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.
1	3	12	Teachers will use rigorous researched based materials such as: Science Measuring Up to the TEKS, state adopted curriculum, Brain Pop, Foss Science Kits and other sources to achieve performance objectives. Instructional supplies, materials, educational programs and support services will be purchased to support the academic ad social goals of the campus.
1	4	1	1) The Seadrift School staff will follow the CCISD Instructional Model: Calendars, Common Assessments, Data Disaggregation, Conferences, Accountability Meetings.
1	4	6	Students in grade 8 will be closely monitored. They will be placed in tutorials if they are not performing to standard to ensure their success on STAAR.
1	4	7	Teachers will use rigorous research based materials such as instructional calendars, Social Studies Weekly, classroom tests, and Brain Pop to ensure readiness, supporting, and process standards are being taught and assessed. Instructional supplies, hands on activities and materials and support services will be purchased to support the academic and social goals of the campus to promote creativity, collaboration and problem solving.
1	4	8	Classroom teachers will work with teachers from other schools to develop instructional calendars, Common Assessments and discuss instructional strategies.

Goal	Objective	Strategy	Description
2	1	1	Materials/books/supplies/services will be purchased for instructional purposes to improve student performance and close achievement gaps for all students (regular ed., special ed., ELL, at-risk, economically disadvantages, 504, etc.) *BrainPop , *Waterford
2	1	2	ESL students will receive daily language development instruction and technology instruction while being mainstreamed.
2	1	4	Will provide relevant student services including tutorials for targeted sub populations to address achievement gaps.
2	1	19	Teachers will review and dissaggregate CA and STAAR test data to identify the academic needs of students and use research based monitoring to ensure needs are being met.
2	1	20	A Response to Intervention teacher will provide intensive systematic instruction using the Wilson Dyslexia Program, Waterford, Istation, and Read Naturally which will provide a strong foundation in reading skills and meet the needs of our dyslexic students.
2	1	21	Homeless students will meet district criteria. They will be provided with supplies, clothing and necessities needed to ensure the child's success in education
2	1	23	Students in grades 5 and 8 will be closely monitored. They will be offered summer school and another opportunity to pass STAAR if they are not successful in passing the first two administrations of STAAR
2	1	25	Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) will be provided to students that meet the district criteria for eligibility. These students will receive small group reading and math instruction during the day.
2	2	4	Purchase of technology and programs to facilitate classroom instruction. Ensure training for all new technology and programs.
3	1	1	A "Response to Intervention" teacher will provide intensive systematic instruction on foundational reading skills to students in need.
3	1	2	A trained teacher will use the Wilson Dyslexia Program to better meet the needs of the dyslexic students.
3	1	3	Staff members will attend staff development in/out of district that will help the campus achieve index targets of student achievement, student progress, and closing achievement gaps. *Reading Smart Reading Mate (Title III) *Sheltered Instruction
3	1	6	Staff members will receive technology training, software and equipment to use in the classroom and labs.

State Compensatory

Budget for Seadrift Schools:

Account Code	Account Title	Budget
6100 Payroll Costs		
199,11,6119,999,107,7,30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$73,689.68
	6100 Subtotal:	**$73,689.68**

Personnel for Seadrift Schools:

Name	Position	Program	FTE
Aimee Strendadel	Teacher	Academic	.28
Carol Cowley	Counselor	Counselor	1.
Dolores Mendez	Para-Professional	PreKindergarten	.50
Kelly Hataway	Teacher	RtI/Wilson	1.
Kelly Lillge	Teacher	RtI	.28
Robert Anderson	Teacher	Academics	.14
Sheree Henderson	Teacher	Reading	.14
Tanya Cady	Teacher	Math	.14

Title I

Schoolwide Program Plan

Seadrift School is a schoolwide Title I campus. The benefit of being school wide is that all students are able to participate in the learning process. The Seadrift School campus is continuously planning for current as well as long-term improvement. All students are held to high standards as well as all staff members. The school provides for continuous learning for students, staff, and parents if they choose to participate. Staff development is attended to assist with student achievement and allow the staff members to grow professionally. Our schoolwide program plan is one that involves the process of planning, instructing, checking progress, and acting on the assessments. Our hope is to meet the needs of all students to make them successful.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The entire Seadrift School staff is involved in the process of creating a school culture that engages them in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Looking at this data then allows the staff to set forth a plan of action that will raise student achievement. Throughout the year all students are closely monitored and interventions are initiated immediately if there is a need. Acting on these interventions helps to close the gap in skills before it widens. Helping students to be successful early in their educational endeavors, makes the learning process more pleasant.

2: Schoolwide Reform Strategies

Seadrift School has chosen reform strategies that provide opportunities for all children to be successful and meet the proficient standards set by guidelines. Student achievement is the number one goal that the staff has when making decisions for instruction. The decisions that we make ensure that all students are held to high expectations. The staff begins by looking at data of all grade levels, disaggregating the data in every possible way (sub-pops, male/female, at risk, gifted and talented, special programs, ELL, etc.) and then reviewing the data closely. The strategies and programs that are then discussed to be implemented are those that are directly related to our needs and are researched based. As progress monitoring takes place, RtI strategies and processes are implemented to improve the quality of learning or discontinued when no longer effective or needed. Student achievement is measured by assessment on a continual basis. The staff is working closely with other campuses to grow professionally to meet the demands of STAAR. The entire staff is involved in the decision making process of data disaggregation and discussing/making educational decisions for the campus.

3: Instruction by highly qualified professional teachers

All students at Seadrift School will be taught by highly qualified professional teachers with the help of para-professionals who are also highly qualified. The school will pay for teachers to take certification tests in high need areas to ensure the students' needs are being met. The principal will post the required documentation stating that all teachers are highly qualified. Teachers and the principal will also sign the required documentation for each individual teacher's central office file.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The staff at Seadrift School will participate in high-quality and ongoing professional development. The staff development will be provided by Region III ESC, conferences, book studies, the district staff instructional facilitators and campus leaders. Various trainings will take place on technology equipment and software so technology is being used to the fullest. Teachers will have the opportunity to visit other successful classrooms to gain strategies to come back and implement in their classrooms. The staff development that is conducted will be

high quality and aim toward increasing student achievement and meeting the rigorous demands of STAAR.

5: Strategies to attract highly qualified teachers

Strategies will be used to attract highly qualified teachers. Seadrift School is the only school in the community and many teachers choose to drive to get to work. The small classroom size (1:16) makes it attractive. Teachers are provided with materials needed to be successful in the classroom. New teachers are assigned a mentor and given support by all staff. Staff development is provided for the staff to stay current with new educational trends and ideas. The on-going positive environment at the school helps keep teacher turnover very low.

6: Strategies to increase parental involvement

Parental involvement is the process of communicating and getting parents involved in the activities that the campus conducts. The staff at Seadrift School will make opportunities available to parents that will help with communication. Students at all grade levels (PreKindergarten-8th Grade) must get a folder or notebook signed each day. This increases the communication between school and parents and gets them involved on a daily basis with the school. Teachers are encouraged to call parents for good news to keep a positive rapport. Parents are always welcome to come visit their child's classroom. Remind will also be used as a communication tool.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Seadrift School has a Pre-Kindergarten program that works very closely with the Kindergarten teacher to ensure that the transition into elementary school is smooth and successful for the students. There is not a daycare located in Seadrift so parents and future Pre-K students are all shown the school and introduced to the teacher during the registration period. A "Meet Your Teacher" is also held before school starts to help with this transition.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are a vital part of the success of the students at Seadrift School. They are involved in reviewing the data from the assessments that are given to students. When students are not being successful, the teachers bring their concerns to the Positive Intervention Team that is made up of staff memebers (principal, instructional facilitator, diagnostician, lower elementary teacher, intermediate teacher, middle school teacher, RtI teacher, and two special education teachers). Past experiences and knowledge is used to discuss each child fully and input is used to help the teachers make academic decisions for their student. Teachers are involved with the campus improvement planning from initial planning, to revising to implementation.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The Seadrift School staff is very proud of the students' accomplishments. Students at all grade levels are closely monitored and interventions begin with the earliest sign of difficulty. The school uses many forms of assessments to monitor progress. The staff is continuously looking at data and making decisions, changing schedules to meet the needs of students, and progress monitoring to see if interventions are being successful. The campus has a very strong RtI Positive Intervention team that meets weekly or on an as-needed basis to discuss students referred by teachers for academic or behavioral difficulties.

10: Coordination and integration of federal, state and local services and programs

Seadrift School is part of Calhoun County ISD. Since we are a school-wide Title I campus, it is essential that the campus works very closely with both the state and federal programs. Guidelines are followed to ensure that funds received are being used correctly and to benefit the students and staff as much as possible. The school works very hard to meet the academic achievement standards that local, state, and federal services require. Seadrift School is also very fortunate that the district works closely with Mid-Coast Family Services and The Harbor to assist with class counseling sessions on drug prevention. The school also has assistance from local businesses with mentors and tutors. The Kiwanis Club, the Lions Club, and DOW also have programs to help students. Coordination between all citizens benefits our students' educational environment as well as our school and community.

Title I Personnel

Name	Position	Program	FTE
Dolores Mendez	Instructional Aide	Pre Kindergarten	.50

Site-Based Decision Making Committee

Committee Role	Name	Position
Campus Administrator	Melissa Hoggett	Principal
Business Representative	Forest Christy	Business Owner
Classroom Teacher	Melissa Canales	DEIAC Representative
Classroom Teacher	Kelly Hataway	RTI/Pre-K Teacher
Classroom Teacher	Sheree Henderson	DEIAC Representative
Classroom Teacher	Irene Schultz	Teacher
Classroom Teacher	Adam Sternadel	Supt. Roundtable Representative
Community Representative	Joanne Mueller	Community
District-level Professional	Debbie Swope	Deputy Superintendent
Non-classroom Professional	Kelly Wehmeyer	Assistant Principal
Paraprofessional	Margie Ruppelius	Instructional Aide
Parent	Cheryl Henning	Parent
Secretary	Maggie Galloway	Principal Secretary

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	2	4			$0.00
1	2	8			$0.00
1	2	10			$0.00
1	2	13			$0.00
1	3	5			$0.00
1	3	7			$0.00
1	3	8			$0.00
1	4	4			$0.00
1	5	6			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	6			$0.00
2	1	14			$0.00
2	1	24			$0.00
3	1	2	Salary		$0.00
3	1	8			$0.00
3	1	9			$0.00
4	1	2			$0.00
				Sub-Total	$0.00

255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3		255-13-6239-00-107-524000	$0.00
3	1	3	504 Conference (Carol Cowley, Seadrift School 504 Coordinator)		$0.00
3	1	3	Music Conference	5-13-6411-107-624000	$0.00
				Sub-Total	$0.00
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		26311639900107725000	$850.00
1	1	8	Project ELL	263-11-6399-00-107-7-25-000	$388.00
1	2	11			$0.00
3	1	3	Training for Reading Smart Reading Mate	26313629900107725000	$240.00
3	1	3	Sheltered Instruction training	26313623900107725000	$100.00
				Sub-Total	$1,578.00
211 TITLE I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	2	12			$0.00
1	3	12			$1,000.00
1	4	7			$1,000.00
2	1	1			$1,000.00
2	1	3			$1,000.00
2	1	4			$1,000.00
2	1	6			$0.00
2	1	8			$1,000.00
2	1	15			$1,000.00
2	1	16			$0.00
2	1	17			$0.00

2	1	18			$0.00
3	1	3		211-13-6411-00-107-5-30-0-00	$0.00
3	1	3	Webinars	211-13-6499-00-107-5-30-0-00	$0.00
				Sub-Total	$7,000.00
SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	WehmeyerEPI		$0.00
1	1	5	Hataway		$0.00
1	1	11	Henderson		$0.00
1	1	11	Aimee Sternadel		$0.00
1	1	11	Anderson		$0.00
1	1	11	Tanya Cady		$0.00
1	2	2			$0.00
1	2	6	Cady		$0.00
1	3	1			$0.00
3	1	1			$0.00
3	1	1	Lillge		$0.00
				Sub-Total	$0.00
224 IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00
410 IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
				Sub-Total	$0.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**

2	1	1		270-11-6399-00-107-6-30-0-00	$1,000.00
				Sub-Total	$1,000.00
				Grand Total	$9,578.00

Addendums

Seadrift School CIP Summary Sheet

READING	2012-13	2013-14	2014-15	2015-16
3rd Grade	73% State 81%	83% State 76%	80% State 77%	83% State 74%
4th Grade	73% State 72%	66% State 74%	52% State 74%	88% State 77%
5th Grade	77% State 77%	88% State 76%	81% State 87%	91% State 75%
6th Grade	68% State 72%	67% State 77%	94% State 77%	76% State 71%
7th Grade	70% State 78%	69% State 75%	75% State 76%	74% State 72%
8th Grade	97% State 84%	97% State 82%	95% State 88%	92% State 82%
MATH	**2012-13**	**2013-14**	**2014-15**	**2015-16**
3rd Grade	73% State 70%	68% State 70%	77%	86% State 76%
4th Grade	63% State 69%	52% State 70%	64%	88% State 74%
5th Grade	84% State 75%	82% State 79%	88%	100% State 79%
6th Grade	91% State 74%	82% State 78%	100%	81% State 74%
7th Grade	84% State 72%	85% State 67%	72% (All)	89% State 71%
8th Grade (No-Alg.)	96% State 77%	100% State 79%	83%	88% State 73%
Algebra	100%	100%	100% State 81%	100% State 81%
WRITING	**2012-13**	**2013-14**	**2014-15**	**2015-16**
4th Grade	74% State 70%	54% State 73%	58% State 70%	83% State 69%
7th Grade	70% State 71%	78% State 70%	63% State 70%	66% State 70%
SCIENCE	**2012-13**	**2013-14**	**2014-15**	**2015-16**
5th Grade	87% State 73%	71% State 73%	58% State 72%	79% State 75%
8th Grade	92% State 75%	90% State 70%	64% State 70%	81% State 76%
SOCIAL ST.	**2012-13**	**2013-14**	**2014-15**	**2015-16**
8th Grade	70% State 64%	70% State 61%	73% State 64%	61% State 65%

Embrace Opportunities….
Unlock Potential….
Inspire Excellence!!!

Needs and Strategies:

- Pirate Time has been implemented as a graded enrichment/tutorial period for all 6th and 7th grade students.
- Junior High electives have expanded to include Creative Writing, Band, Leadership Team and Data Processing.
- Examine scheduling to provide block planning time for teachers.
- Reviewing scheduling to improve the ability to offer more student enrichments and Pre AP for Junior High students.
- Targeted staff development to the implementation of the ELPS to close the learning gaps of our EL students.
- Seadrift continues to increase the passing rate of students on STAAR, but student year progress measure needs improvement.
- Concentrating on communication with parents by using social media, school website, parent conferences, and daily folders/trackers.
- Implemented a new discipline protocol to improve the school climate.

TEXAS EDUCATION AGENCY
2016 Accountability Summary
SEADRIFT SCHOOL (029901107) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED

Academic Achievement in Mathematics
NO DISTINCTION EARNED

Academic Achievement in Science
NO DISTINCTION EARNED

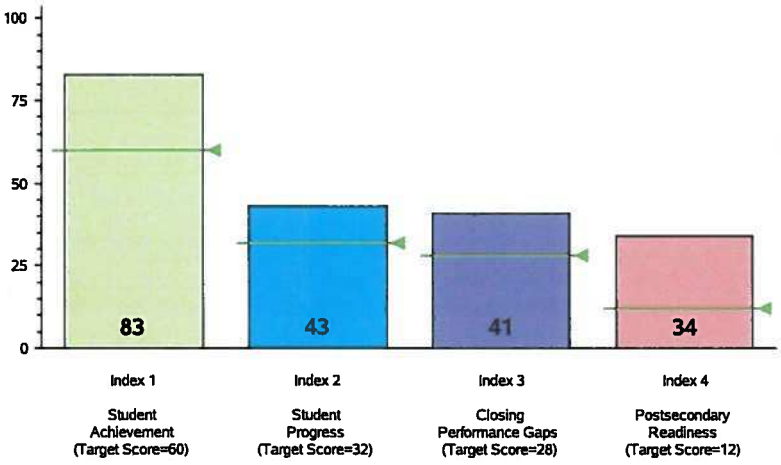
Academic Achievement in Social Studies
NO DISTINCTION EARNED

Top 25 Percent Student Progress
NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED

Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	406	489	83
2 - Student Progress	342	800	43
3 - Closing Performance Gaps	661	1,600	41
4 - Postsecondary Readiness			
STAAR Score	33.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		34

Campus Demographics

Campus Type	Elementary
Campus Size	283 Students
Grade Span	PK - 08
Percent Economically Disadvantaged	54.1
Percent English Language Learners	11.3
Mobility Rate	16.5

System Safeguards

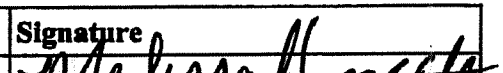
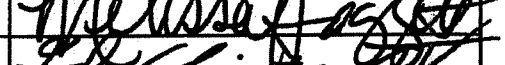
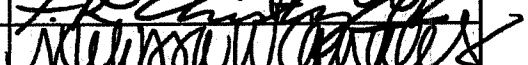
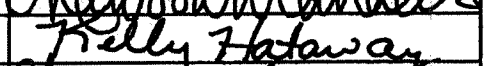
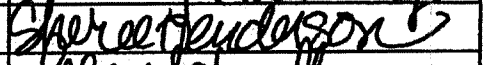
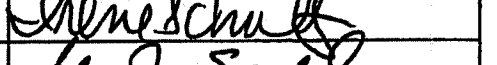
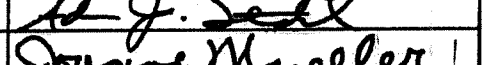
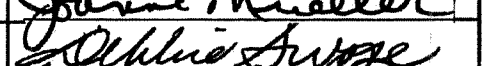
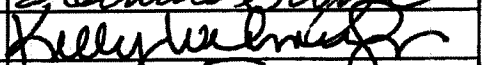
Number and Percentage of Indicators Met

Performance Rates	16 out of 16 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	**24 out of 24 = 100%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

2016-2017 Site-Based Decision Making Committee

Meeting Date: October 5, 2016

Committee Role	Name	Position	Signature
Campus Administrator	Melissa Hoggett	Principal	
Business Representative	Forest Christy	Business Owner	
Classroom Teacher	Melissa Canales	DEIAC Representative	
Classroom Teacher	Kelly Hataway	RTI/Pre-K Teacher	
Classroom Teacher	Sheree Henderson	DEIAC Representative	
Classroom Teacher	Irene Schultz	Teacher	
Classroom Teacher	Adam Sternadel	Supt. Roundtable Representative	
Community Representative	Joanne Mueller	Community	
District-level Professional	Debbie Swope	Deputy Superintendent	
Non-classroom Professional	Kelly Wehmeyer	Assistant Principal	
Paraprofessional	Margie Ruppelius	Instructional Aide	
Parent	Cheryl Henning	Parent	
Secretary	Maggie Galloway	Principal Secretary	

Calhoun County Independent School District

Travis Middle School

2016-2017 Campus Improvement Plan

Mission Statement

"Turning Fiddlers into Sandcrabs one student at a time." - Mark McCarthy

Vision

Today's Champions, Tomorrow's Leaders.

Value Statement

PRIDE:

Perseverance

Respect

Integrity

Discipline

Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Middle School is one of two middle schools in Calhoun County Independent School District. Travis Middle School serves approximately 750 students in grades 6 to 8. Travis Middle School receives students from 3 elementary schools.

Student Population	
Hispanics	66%
Anglo	24%
Asian	6%
African Am	3%
Other	1%
Females	49%
Males	51%

Staff Population	
Anglo	75%
Hispanic	22%
Asian	0%
African Am	3%
Female	78%
Male	22%

Our current drop-out rate is 0%. The average daily attendance rate for students is approximately 95.5%

Our State Compensatory Program (SCE) consists of math and reading intervention classes that are provided to students who did not meet minimum standards on the state assessment.

Demographics Strengths

- Low student failure rate, less than 10%
- Students receive supportive ELAR and Math via block scheduling
- Increased mainstream of students served through Special programs

Demographics Needs

- Improve At-Risk program to include addressing over-aged students
- Provide Professional Development for teachers in increasing services with our English Language Learners.
- Focus on differentiated instruction
- Increase vertical alignment in core content areas
- Increase parental involvement

Student Achievement

Student Achievement Summary

Travis Middle School will enhance and improve student achievement in all areas.

Student Achievement Strengths

- 1:1 Technology
- Technology based programs
- Highly qualified teachers
- Recognize honor students and perfect attendance
- Researched based training on Best Practices in Writing
- 84% of Algebra I students achieving level 3 on STAAR

Student Achievement Needs

- Social Studies vertical alignment
- Science Vertical alignment
- Math - Develop strategies to enable the economically disadvantaged students to achieve higher scores in math
- Writing - Develop strategies to enable the economically disadvantaged students to achieve higher scores in writing
- Special Programs - Target students taking Reading, Writing, and Social Studies
- Special Programs - Target students who qualify for inclusion classes
- Increase time for Wilson Program for dyslexia students

School Culture and Climate

School Culture and Climate Summary

Travis Middle School will provide a safe, disciplined, and drug-free school environment and implement programs to reduce violence.

School Culture and Climate Strengths

- Police officer and administrator at all extracurricular activities
- Drug dogs
- Counselors - students in need
- Bullying Program: Strategies to Reduce Bullying and Social Aggression/ Anti-bully Club - Fiddlers Against Bullying Students
- Confidential system for reporting bullying incidents
- Travis Campus Staff Survey - safety issues
- 40 + working surveillance cameras
- School Resource Officer (SRO)
- WATCH D.O.G.S. -- Dad's of Great Students
- Development of Fiddler Friends Program

School Culture and Climate Needs

- Implement programs to reduce discipline referrals compared to previous year
- Conduct campus crisis plan to include training, drills, and audit to ensure coordination with all emergency operation plans
- Review student discipline procedures each semester; ISS, MAU, Lunch Detention, FLEX
- Implement programs to increase students awareness of climate
- Implement strategies for Character Education

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Travis Middle School campus is composed of high quality professional teachers, principals, and paraprofessionals who enable all students to meet the State's student academic achievement standards.

Staff Quality, Recruitment, and Retention Strengths

- Teacher empowerment concept
- Recruit highly qualified teachers and paraprofessionals
- Teachers to attend workshops/conferences specific to campus needs
- District pays for certification for ESL
- District pays for Honors GT Training

Staff Quality, Recruitment, and Retention Needs

- Increase salaries
- Improve district benefits
- Improve staff attendance
- Adequate classroom budgets
- Add Stipends to risk need areas such as Math and Science

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Travis Middle School will improve the skills, knowledge, and abilities of personnel so that all have a better understanding of what the district and campus are striving to accomplish.

Travis Middle School will provide opportunities to enhance instruction through new technologies and best practices.

Curriculum, Instruction, and Assessment Strengths

- Assure that regular time and support is available in the school day for the teachers to engage in professional development
- Grade level and departmental meetings
- 6th grade Floating Classroom
- Science Field Trips to the Wetlands
- Robotics class

Curriculum, Instruction, and Assessment Needs

- Increase financial support
- Improve technology based curriculum
- Provide SSI intervention for 8th grade Reading and Math students
- Provide on-going training to meet the learning needs of students with disabilities
- Comprehensive plan (RtI) to ensure adequate data collections and progress tracking for early intervention
- Promote student performance in special programs: Dyslexia, At-Risk, ESL, Title I, GT
- Increase hands on activities, field trips to engage learners

Family and Community Involvement

Family and Community Involvement Summary

Travis Middle School will increase communication and develop understanding with parents and community members to improve student achievement.

Family and Community Involvement Strengths

- Parent/Teacher Conferences
- Open House
- Orientation
- Site Based Meetings
- District and campus website
- Meet The Coaches Night
- Tutors
- Mid Coast Family Services
- The Harbor
- Gulf Bend Center
- Elective Fair

Family and Community Involvement Needs

- Increase financial support
- Increase parent volunteers
- Increase community volunteers
- Travis PTO
- Implement 'Parent Nights' specific to content areas

School Context and Organization

School Context and Organization Summary

Travis Middle School is comprised of 47 educators, 4 campus administrators, 1 instructional specialist/testing coordinator, 2 counselors, 5 office professionals, 1 registrar and 9 educational aides.

The parents and community of Travis Middle School are very supportive of our school, and many parents volunteer their time and effort for school activities. Two parents, two community members, two business members three principals, two DEIAC members, two counselors, one paraprofessional, and six teachers compose the site-based decision making team which develops and monitors the campus improvement plan.

School Context and Organization Strengths

- Gifted and Talented Program
- High school credited courses: Algebra I
- Extracurricular activities: Choir, Band, Fine Arts, Theater Arts
- Boys and Girls Athletic Department
- NJHS: National Junior Honor Society
- Mathcounts
- Cheerleaders
- Student Council
- Robotics
- Homemaking
- Leadership Class
- Astronomy
- Pre-Chemistry
- Career Exploration classes
- Broadcasting (Fiddler Time)
- Journalism (Fiddler Time)
- Theater Arts (Fiddler Time)
- Debate Club
- CARE girl's club

School Context and Organization Needs

- Increase financial support
- Increase community/business involvement
- Increase parental involvement
- Increase Electives (ie: Theater Arts and Science, specific Fiddler Time per need)
- Increase Club opportunities and UIL

Technology

Technology Summary

Travis Middle School will integrate technology into all areas of the curriculum to enhance and improve student achievement.

Technology Strengths

- Touch Data Systems
- Elmos
- Interactive white boards
- Spark 32 Pad System
- iPads
- Chrome Lab
- Technology Integrationist
- Computer Graphics class

Technology Needs

- Increase financial support
- Install new technology; software and hardware
- Increase training
- Laptops for Teachers
- Parent Training
- Computer Programming Class
- Student helping as Google Ninjas

Community Involvement

Community Involvement Summary

Travis Middle School will support, and encourage community participation in the educational environment. Proactively communicate through various media with community to encourage involvement and partnerships.

Community Involvement Strengths

- Facebook
- School website
- Partners In Education
- Twitter

Community Involvement Needs

- Involve community members

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CCISD will participate in ELAR activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 1: 100% of students reading and writing grades 3-8 and EOC English I and II will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop student growth plans for ELAR objectives not mastered and set individualized goals.	2	ELAR Department, Campus Teachers, Special Programs Staff	100% of low performing students will have individualized plans that will increase the mastery level of TEKS and increase performance on STAAR.				
2) Vertically and horizontally align ELAR curriculum and TEKS.	2	ELAR Department, Campus Teachers, Central Office Staff	100% of district ELAR curriculum will be aligned with TEKS.				
	Funding Sources: 199 LOCAL - $1,000.00						
State System Safeguard Strategy 3) Provide ELA staff with research-based practices and training to assist in meeting the diverse needs of all learners. Track all Special Ed and ELL students. *Region III workshops	4	Campus Administrators, Central Office Staff	100% of ELAR teachers will be trained in areas of need and classroom monitoring of implementation.				
4) Assess 7th grade students using Texas Middle School Fluency Assessment tool as required for RTI.	2	7th grade ELAR teachers	100% of students will achieve Level II on the Reading STAAR.				
	Funding Sources: 199 LOCAL - $600.00						
5) Provide STAAR remediation classes for 8th grade ELAR students who did not meet the state standards.	2	STAAR Campus Coordinator, Campus Teachers	100% of 8th grade students taking state assessment will reach and/or exceed the performance standards.				

State System Safeguard Strategy 6) Provide intervention for Special Programs students showing the greatest gaps in reading assessments.	2	STAAR Campus Coordinator, Campus Teachers, Special Programs Staff	100% of students in Special Programs will demonstrate improvement on reading assessments.				
7) Provide appropriate staff with instructional materials, supplies, and manipulatives.	2	Campus Administrators, Campus Personnel	100% of teachers will receive instructional materials for ELAR, which will increase student academic performance.				
	Funding Sources: 211 TITLE I - $1,450.00						
8) Provide SSI for all 8th grade students that did not meet state standards on first and second administration of STAAR.		8th grade ELAR teachers, Campus Administrators, Campus Counselors and needed campus personnel	100% of identified students will be enrolled in SSI remediation.				
State System Safeguard Strategy 9) Provide English Second Language (ESL) classes to address the reading needs of limited English proficient students to work toward school improvement (AYP). *Reading Smart Reading Mate (Title III) *Acellus (Title III)	2, 9	Campus Administrators, Campus Teachers, ELL Staff	100% of students in ESL program will demonstrate improvement/meet standards on Reading assessments.				
	Funding Sources: 255 TITLE II - $505.00, 263 TITLE III - $3,568.00						
10) Provide Professional Development for teachers to enhance expectations for the Pre AP program to focus on Level III: Advanced status of students.		ELAR teachers Campus Administrators	100% of students in advanced classes will achieve Level III Advanced status on STAAR.				
State System Safeguard Strategy 11) Provide intervention for Special Programs students showing the greatest gaps in writing assessments.		Campus Administration and ELAR teachers.	100% of students in Special Programs will demonstrate improvement on writing assessments.				
State System Safeguard Strategy 12) Provide Professional Development on strategies to utilize in addressing the needs/student achievement with our ESL population. Increase number of teachers with ESL certification. *Reading Smart Reading Mate (Title III) *Sheltered Instruction (Title III) *Acellus (Title III) *Project ELL (Title III)	4	ELAR teachers, campus administration and District specialist.	Increase students in ESL program performance on assessments. 100% of ELAR teachers to obtain ESL certification by May 2017.				
	Funding Sources: 263 TITLE III - $1,643.00						
13) Provide Students with instructional materials		Classroom Teachers	100% of students will receive instructional materials for ELAR Classes.				
	Funding Sources: 211 TITLE I - $1,000.00						
14) Provide opportunities for English as a Second Language (ESL) students to utilize writing across the curriculum based on TELPAS.		Campus Administrators, Campus Teachers, ELL staff	100% of students in ESL program will demonstrate growth based on previous year's TELPAS.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CCISD will participate in math activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 2: 100% of students in math grades 3-8 and EOC Algebra I will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertically and horizontally align Math curriculum and TEKS.	2	Math Department Head, Campus Teachers, Flex Teacher, Central Office Staff	100% of district Math curriculum will be aligned with TEKS.				
State System Safeguard Strategy 2) Provide Math staff with research-based practices and training to assist in meeting the diverse needs of all learners. Track all Special Ed and ELL students	4	Campus Administrators, Central Office Staff	100% of Math teachers will be trained in areas of need.				
	Funding Sources: 255 TITLE II - $1,000.00, 461 CAMPUS ACTIVITY ACCOUNT - $784.00, 199 LOCAL - $350.00						
3) Provide 8th grade at-risk students with assigned tutorial intervention program to improve Math STAAR performance.	2	Campus Administrators, Campus Teachers	100% of at-risk students will be assigned tutorials to improve scale score on STAAR.				
	Funding Sources: 211 TITLE I - $500.00						
4) Provide STAAR Achieve classes for 8th grade Math students who did not meet state standards.	2	STAAR Campus Coordinator, Campus Teachers	100% of at-risk students taking state assessment will reach and/or exceed performance standards on STAAR Math.	✓	✓	✓	
	Funding Sources: 270 TITLE VI - $0.00						
5) Provide students with instructional materials.	2	Campus Teachers	Students will receive instructional material related to Math skills.				
	Funding Sources: 211 TITLE I - $2,000.00, 199 LOCAL - $1.00, 461 CAMPUS ACTIVITY ACCOUNT - $585.00						
6) Provide appropriate staff with STAAR instructional materials, supplies, and manipulatives.	2	Campus Administrators, Campus Personnel	100% of teachers will receive STAAR instructional materials for Math application.				
	Funding Sources: 211 TITLE I - $1,000.00, 199 LOCAL - $1,000.00						

7) Provide SSI for all 8th grade students that did not meet state standards on first administration of STAAR.	2	8th grade Math teachers, Campus Administrators, Campus Counselors and needed campus personnel	100% of identified students will be enrolled in SSI via second Math Lab class.				
8) Provide English Second Language (ESL) classes to address the reading needs of limited English proficient students to work toward school improvement (AYP).	2	Campus Administrators, Campus Teachers, ELL Staff	Narrow the percentage gap between Special Programs students and non Special Programs students in reading state standards.				
	Funding Sources: 199 LOCAL - $1,000.00						
9) Increase vertical alignment of PreAP classes in 6th, 7th, and 8th grade.		Mark Rouse (Instructional Specialist) Department Head, District Content Specialist	100% of all Pre AP students will achieve Level III performance on STAAR.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CCISD will participate in science activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 3: 100% of students in science 5, 8 and EOC Biology will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain and use vertically and horizontally aligned Science curriculum and TEKS.	2	Science Department Head, Campus Teachers, Central Office Staff	100% of district Science curriculum will be aligned with TEKS.				
2) Provide Science staff with research-based practices and training to assist in meeting the diverse needs of all learners. Track all Special Ed and ELL students.	4	Campus Administrators, Central Office Staff	100% of Science teachers will be trained in areas of need.				
	Funding Sources: 211 TITLE I - $1,000.00, 461 CAMPUS ACTIVITY ACCOUNT - $200.00						
State System Safeguard Strategy 3) Provide intervention to students showing the greatest gaps in science achievement among subgroups: Hispanics and Economically Disadvantaged.	2	Campus Administrators, Campus Teachers	Narrow the gap between percentage of subgroups passing the STAAR				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $200.00						
4) Provide intervention for all students showing the greatest gaps in science assessments: from 5th grade STAAR results.	2	Campus Administrators, Campus Teachers, Special Programs Staff	Narrow the gap between the percent of Special Programs students and non Special Programs students meeting the passing standard on 8th grade Science STAAR.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $500.00						
5) Provide appropriate staff with STAAR instructional materials, supplies, and manipulatives.	2	Campus Administrators, Campus Personnel	100% of teachers will receive STAAR instructional materials for Science application.				
6) Provide students with instructional materials.	2	Campus Teachers	Students will receive instructional materials for Science.				
	Funding Sources: 211 TITLE I - $700.00						
7) Provide Professional Development for teachers to enhance expectations for the honors program to focus on Level III: Advanced status of students.	1	Campus Administrators, Math teachers	100% of students in advanced classes will achieve Level III: Advanced status on STAAR.				

8) Provide teachers with adequate materials for professional development. Attend Lead 4 Ward training.	4	Campus Principal Central Office Department Heads	100% of teachers will be supplied with necessary materials for professional development.				
9) Provide teachers with educational sites and Apps to be utilized with Chrome Books to increase student and parent engagement. Google Classroom Remind 101.		Science Teachers and District Science Specialist	Increase student success on assessments. Increase student involvement and parent through technology.				
10) Use student data from District Test to assign after school tutorials		Mark Rouse (Instructional Specialist)	Attendance at tutorials. Use mini assessments at end of tutorial time.				
11) Use a Saturday school model as a STAAR Test review for at risk groups.		Campus Principal, Department Heads, Instructional Specialist	Increase passing percentage of at risk groups on 8th grade STAAR.				
	Funding Sources: 270 TITLE VI - $2,000.00						
12) Use predetermined office supplies in relation to 8th grade STAAR review.		Campus Principal, Department Heads, Instructional Specialist	Increase passing percentage of a STAAR for all students.				
13) Increase offerings of elective science courses: Robotics, Pre-Chemistry, Astronomy.		Campus principal, department head	Increase enrollment in classes.				
	Funding Sources: 199 LOCAL - $40,000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CCISD will participate in social studies activities that promote creativity, collaboration and problem-solving.

Evaluation Data Source(s) 4: 100% of students in social studies 8 and EOC US History will show progress to Level II satisfactory performance or Level III advanced performance.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertically and horizontally align Social Studies curriculum and TEKS.	2	Social Studies Department Head, Campus Teachers, District Specialist	100% of district Social Studies curriculum will be aligned with TEKS.				
2) Era based instruction to assist in retention of core concepts emphasizing primary sources, such as amendments, dates, and quotes.	2	Campus Administrators, Campus Teachers	Students will show improvement/meet standards on assessments.				
State System Safeguard Strategy 3) Use students'classroom assessments and district assessments to assign 8th grade Social Studies tutorials.	2	Campus Administrators, Campus Teachers	70% of 8th grade students taking state assessment will reach and/or exceed performance standards.				
4) Provide intervention to students showing the greatest gaps in Social Studies achievement: Hispanics, Economically Disadvantaged and At-Risk.	2	Campus Administrators, Campus Teachers	Narrow the gap between the percentage of subgroups passing the state assessment.				
	Funding Sources: 270 TITLE VI - $0.00						
5) Provide intervention for Special Programs students showing gaps in Social Studies achievement.	2	Campus Administrators, Campus Teachers, Special Programs Staff	Narrow the gap between the percent of Special Programs students and non Special Program students not meeting the passing standards on 8th grade Social Studies STAAR assessment.				
6) Provide Professional Development for teachers to enhance expectations for the honors program to focus on Level III: Advanced status of students.	2	Campus Administrators,Social Studies teachers	100% of students in advanced classes will achieve Level III: Advanced status on STAAR.				
	Funding Sources: 199 LOCAL - $425.00						
7) Provide teachers with adequate materials for improving student achievement on Social Studies	4	Campus Principal Central Office Department Heads	100% of teachers will be supplied with necessary materials for professional development.				
	Funding Sources: 211 TITLE I - $1,200.00						

8) Provide students with instructional materials. *Mock election	2	Campus Teachers, Debra Sonsel	Students will receive instructional materials for Social Studies	✓	✓	✓	
	Funding Sources: 199 LOCAL - $880.00, 211 TITLE I - $60.00						
9) Use a Saturday school model as a STAAR Test review for at risk groups.		Campus Principal, Department Heads, Instructional Specialist	Increase passing percentage of at risk groups on 8th grade STAAR.				
	Funding Sources: 270 TITLE VI - $2,000.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all our students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1: Based on the yearly audit of finances and program budgets, CCISD demonstrates financial stability.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide on campus training and equipment in labs for teachers in the use of computer programs.	4	Campus Administrators, Campus Teachers	100% of teachers will be trained in areas of need.				
2) Select two teachers that will attend TCEA technology training.	4	Campus Administrators, Campus Teachers	100% of selected teachers will train teachers in development of technology/TEKS in classrooms and across curriculum.				
	Funding Sources: 270 TITLE VI - $1,500.00						
3) Provide up to date technology equipment and staff development for instructional use in classrooms of need.	2	Campus Administrators, Campus Technology Facilitator	100% of classrooms will be equipped with up to date technology and 100% of teachers will be trained on updated technology.				
	Funding Sources: 199 LOCAL - $3,350.00						
4) Purchase necessary technology hardware and software to meet the educational needs of all 6th-8th grade students. *Chromebooks (Title VI) and carts, *BrainPop (Title VI)	2		100% of students will have access to a variety of technology equipment and programs to meet the diverse learning needs of all students.				
	Funding Sources: 199 LOCAL - $500.00, GRANT - ALCOA - $1,500.00						
5) Utilize Truancy officer to make house calls on non attending students.	2	Campus PEIMS Clerk, Truant Officer	100% of truant students will attend school.				
6) Provide materials and services to meet the diverse needs of all learners.	2	Campus Administrator, Special Programs Director	Increase student achievement with 100% of students in Special Ed, and/or at risk students, improving/passing STAAR.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $1,425.00, 211 TITLE I - $630.00, 199 LOCAL - $12,686.00, 224 IDEA - $50.40						

7) Provide all staff with research based material, practices, and training to assist in meeting the diverse needs of all learners.	4	Campus Administrators, Central Office Staff	100% of Staff will be trained in areas of need.				
	Funding Sources: 211 TITLE I - $7,400.00, 199 LOCAL - $2,600.00						
8) Provide campus with student support in counseling, including providing counselor with necessary equipment and training to increase performance.		Campus Adminstrator	Increase student achievement for 100% of students in need.				
	Funding Sources: 211 TITLE I - $54,559.00, 199 LOCAL - $800.00						
9) Provide campus with Instructional Specialist to assist in Teacher professional development and growth, including providing Instructional Specialist with necessary equipment and training to increase performance.		Campus Administrator	100% student improvement on State Mandated Tests.				
	Funding Sources: 211 TITLE I - $47,364.00						
10) Provide Funds for registration/Entry Fees in order for student's to attend school activities/games/concerts/competition, as well as provide transportation to these events.		Campus Administrator	Increase student participation and achievement in extra curricular activities.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $458.00, 199 LOCAL - $7,100.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessionals are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of students testing in all subject areas will achieve Level II satisfactory or Level III advanced based on effective use of technology in the classrooms and up to date staff development that meets the needs of the CCISD students and teachers.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Call students/parents or guardians on the third day of absence.		Campus Administrators, Campus PEIMS Clerk, Campus Staff	Increase of student attendance by two percent from previous year.				
2) Train staff on Classroom Management Through Effective Instructional Strategies and Student Motivation using resources such as Fundamental Five and Teach like a Champion Books.		Campus Principal, Campus Staff	100% of faculty will attend training on Classroom Management Through Instructional Strategies and Student Motivation.				
	Funding Sources: 211 TITLE I - $1,785.00						
3) Provide materials needed Staff Development Meetings and Training.		Campus Principal, Newly hired to TMS, First Year Teachers	100% of new teachers will attend teacher orientation and scheduled meetings.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $500.00, 199 LOCAL - $850.00						
4) Attend TASSP Conference, CAST Conference, TMEA and utilize ideas and strategies to advance staff development.	4	Campus Principal Campus Teachers	100% of teachers will be informed and updated on teaching strategies, effective behavior management, and student apathy.				
	Funding Sources: 199 LOCAL - $2,800.00, 255 TITLE II - $1,000.00						
5) Attend TXLA (Texas Library Association Annual Conference) to advance staff development.		Campus Principal Campus Librarian	100% of teachers and students will be prepared for web tools, technology, and library programs for Reading.				
	Funding Sources: 211 TITLE I - $645.00, 255 TITLE II - $563.00						
6) Assist teachers in attaining certification to serve any population including Special Ed, GT, and ESL certification, coursework, staff development, and TEXES testing in order to assure all staff is highly qualified.		Campus Principal and Campus Counselors	100% of identified Teachers will obtain certification.				
	Funding Sources: 255 TITLE II - $1,000.00						
7) Staff Development: Provide Teacher/Staff of the Month Awards/Plaques		Campus Principal	Increase overall faculty performance				
	Funding Sources: 199 LOCAL - $600.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: The district and each campus will provide learning environments that are safe and secure for all students, faculty and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1: Attendance will be at 97% with a 10% decline in discipline referrals based on PEIMS.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct safety training, drills, and audits campus wide to ensure coordination with all operation plans.		Campus Administrators, Campus Security Team	Campus will participate in safety training, drills, audits and document activity.				
2) Campus discipline policies policies will be reviewed annually to support enforcement of student discipline procedures.		Campus Administrators, Campus Security Officer	Reduction in office referrals				
	Funding Sources: 199 LOCAL - $150.00						
3) Celebrate Red Ribbon Week with daily campus activities.		Campus Counselors, NJHS Members	Students will participate in daily activities promoting a safe and drug-free campus.				
4) Provide students and staff with picture identification tags for security reasons.		Campus Administrators, Library Staff	100% of students and staff will wear identification tags.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $2,500.00						
5) Provide parents, guests, and visitors with campus temporary identification tags.		Campus Office Staff	100% of parents, guests, and visitors on campus will sign in at the office and receive temporary identification tags.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $1,092.00						
6) Implement honors recognition for all students maintaining A and AB status each semester		Campus Administrators	100% of A/AB honor students will be recognized each semester. Students who achieve straight A's all year will have the opportunity to visit a university at the end of the school year.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $500.00						
7) Provide instant notification of events, activities, and school news to parents and staff using social media.		Campus Administrator	100% of parents and staff will be notified of upcoming events, activities, and Travis news.				

8) Provide educational needs for homeless students.		Campus Counselors	100% of homeless student's needs will be provided.				
	Funding Sources: 199 LOCAL - $260.00						
9) Provide at-risk students with mentoring program for truancy.		Campus Administrators, Campus Counselors, PEIMS Clerk, District Truancy Officer	Attendance will exceed state standard.				
10) Monitor tardies between passing periods and skipped class periods.		Campus Administrators	Tardy referrals will decrease and classroom attendance will increase.				
11) Mail motivational student incentives to parents.		Campus Administrators, Campus Counselors	Increase the attendance rate of students not attending school.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $350.00, 199 LOCAL - $200.00						
12) Provide students at risk of dropping out or choosing home schooling with incentives to stay in public school.		Campus Administrators, Campus Counselors, District Truancy Officer, PEIMS Clerk, Campus Staff	Increase the attendance of truant students.				
13) Identify and provide assistance to homeless/migrant students.		Campus Administrators, Campus PEIMS Clerk, Campus Staff	Increase attendance of homeless/migrant students.				
14) Provide students with bullying prevention techniques and procedures for reporting or handling a bully situation.		Campus Counselors, Campus Staff, Campus Principals	100% of students will have access to bullying materials, information, and procedures.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $1,000.00						
15) Provide professional development for counselors to attend conference pertaining to positive, safe environment for students.		Campus Administrator, Campus Counselors, Director of Instruction	100% of students will benefit from trained personnel.				
16) Provide Staff and Student's with safety precautions and supplies to ensure a safe environment		Campus Administrators	100% of Student and Staff reporting no accidents.				
	Funding Sources: 199 LOCAL - $1,000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: CCISD parent and community involvement will be promoted at all CCISD campuses and departments.

Evaluation Data Source(s) 1: Parent participation has increased by 10% based on campus sign-in sheets from each campus activity involving parents.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the involvement of parents and community members in support of school district goals and objectives.		Campus Administrators	Establish Parent Teacher Organization to increase parent involvement.				
2) Create a newspaper committee to send TMS stories and events to The Port Lavaca Wave.		Campus Principal, Newspaper Committee Members	100% of TMS stories/activities will be turned in to the Port Lavaca Wave.				
3) Visit elementary schools to talk with parents of incoming 6th grade students for the 2016-2017 school year.		Campus Principal, Campus Counselors	Visit all three elementary schools to answer questions pertaining to the upcoming school year.				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - $100.00						
4) Spotlight student activities at school board meeting with parents in attendance.		Campus Principal, Campus Staff	100% of students' parents will be invited to attend the school board spotlighting their child.				
5) Increase communication with parents regarding student attendance and achievement.		Campus Principal, Campus Staff	Increase of student attendance and achievements.				
	Funding Sources: 211 TITLE I - $2,000.00						
6) Continue to seek ways to communicate regularly with parents and promote parental involvement in the educational process. Fall/Spring Parental Involvement Activities/Conferences *Region III Parental Involvement Conference *State Parental Involvement Confernce	4, 6	Campus Principal, Counselors, Parental Involvement Team	Increase parental involvement on campus.				
	Funding Sources: 211 TITLE I - $1,400.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Provide ELA staff with research-based practices and training to assist in meeting the diverse needs of all learners. Track all Special Ed and ELL students. *Region III workshops
1	1	6	Provide intervention for Special Programs students showing the greatest gaps in reading assessments.
1	1	9	Provide English Second Language (ESL) classes to address the reading needs of limited English proficient students to work toward school improvement (AYP). *Reading Smart Reading Mate (Title III) *Acellus (Title III)
1	1	11	Provide intervention for Special Programs students showing the greatest gaps in writing assessments.
1	1	12	Provide Professional Development on strategies to utilize in addressing the needs/student achievement with our ESL population. Increase number of teachers with ESL certification. *Reading Smart Reading Mate (Title III) *Sheltered Instruction (Title III) *Acellus (Title III) *Project ELL (Title III)
1	2	2	Provide Math staff with research-based practices and training to assist in meeting the diverse needs of all learners. Track all Special Ed and ELL students
1	3	3	Provide intervention to students showing the greatest gaps in science achievement among subgroups: Hispanics and Economically Disadvantaged.
1	4	3	Use students'classroom assessments and district assessments to assign 8th grade Social Studies tutorials.

State Compensatory

Personnel for Travis Middle School:

Name	Position	Program	FTE
Alford, Lloyd	Math		
Becker, Lorie	Science		
Bull, Nancy	ELAR		
Clauson, Renee	ELAR		
Crumrine, Jane	ELAR		
Fritch, Norma	ELAR		
Grant, Raymond	Math		
Knowlton, Greg	US History		
Kupcho, Angela	Math		
Lane, Dawn	ELAR		
Martinez, Ann	Science		
McCauley, Stephanie	ELAR		
Mullen, Katie	Social Studies		
Neimeier, Larissa	Math		
Nessa, Amanda	Math		
Nessa, Amanda	Math		
Ochoa, Roxanne	ELAR		
Ondreas, Brittney	Science		
Reiger, Darlyn	US History		
Rouse, Dana	Science		
Sassman, Joan	Math		
Sharp, Sarah	Social Studies		
Shilinga, Cory	Math		

Smiga, Ryan	Science		
Striedel, Casey	Social Studies		
Suarez, Leah	Life Skills		
Tasker, Stephanie	ELAR		
Vaughn, Darryl	Math		
Wakefield, Jodi	ELAR		
Webb, James	Social Studies		
Wiley, Leah	Math		

Title I

Schoolwide Program Plan

Travis Middle School will improve student performance and exceed state standards in all core areas.

Travis Middle school will involve parents and community members in campus partnerships.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

- Comprehensive Needs Assessment Focus on: Student Support, Teacher Support, Parent Involvement
- Reform Strategies
- Highly Qualified Staff
- Professional Development
- High Quality Teachers in High Need Schools
- Parent Involvement
- Effective Timely Assistance
- Measures to Include Teachers in Assessment Decisions
- Coordination of Services, Funds, and Programs

2: Schoolwide Reform Strategies

- Improve STAAR academic performance
- Increase quality of student performance on state assessments
- Close the gap between Special Programs students and non Special Programs students
- Integrate technology into all areas of curriculum
- Improve the average daily attendance and maintain 0% drop out rate
- Maintain a safe, disciplined, and drug-free environment for students and staff
- Implement quality programs to reduce school violence: bullying/sexual harassment
- Support and encourage parental and community participation

3: Instruction by highly qualified professional teachers

Travis Middle school will recruit highly qualified personnel in all positions.

- Require new-hires to become ESL endorsed
- Ensure paraprofessionals meet district requirements
- Conduct TELPAS training for all ELA teachers
- Participate in book study to increase instructional strategies
- ELPS training for core teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Travis Middle School will promote professional development for campus personnel.

- Instructional planning
- Content knowledge enhancement
- Differential instruction
- Integration of technology
- Vertical teaming
- Classroom management
- Continuing Education hours

5: Strategies to attract highly qualified teachers

Travis Middle School will recruit highly qualified teachers.

- Implement placement of student teachers
- Provide professional development
- Continue campus "Teacher of the Year" program
- Provide support/mentorship for new teachers

6: Strategies to increase parental involvement

Travis Middle will involve parents as active partners in the education of their children.

- Conduct Parent/Teacher conferences
- Site Based Meetings
- Conduct Open House
- Host a Meet the Teachers day before school starts
- Hold regular parent/teacher/organizational meetings
- Maintain parent contact log

- Disperse information through School Messenger
- Facebook

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Travis Middle School will coordinate visitation with feeder schools to ensure easy transition.

- Feeder schools visitation
- High School visitation
- Orientation Day
- 8th grade preregistration for high school via Career Exploration Class

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Travis Middle School will provide opportunities for staff involvement regarding planning, modification, and student achievement.

- Departmental meetings
- District curriculum meetings
- Site-Based meetings
- Faculty meetings
- Special Programs training
- ARD meetings

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Travis Middle School will assist in a timely manner to provide services and interventions to ensure student success.

- Tutorials: before and after school
- Tutorials scheduled during class time
- STAAR Benchmarks
- Instructional Aides

10: Coordination and integration of federal, state and local services and programs

Travis Middle School will coordinate programs, services, and funds to increase program effectiveness.

- Violence prevention

- Homeless
- Special Education Programs
- Gifted and Talented Programs
- Dyslexia Programs
- AYP
- Title I
- Department budgets

Campus Improvement Committee

Committee Role	Name	Position
Principal	Michael Torres	Principal
Assistant Principal	Karen Chandler	Assistant Principal (7th Grade)
Business Representative	Lindsey Smith	Remax
Classroom Teacher	Greg Knowlton	Social Studies Department
Classroom Teacher	Stacy Nichols	CARE
Classroom Teacher	Brittany Ondreas	Science Department
Classroom Teacher	Dana Searcy	PE/ Girl's Athletics
Classroom Teacher	Jodi Wakefield	ELAR Department
Classroom Teacher	Naomi Zamora	Fine Arts Department
Community Representative	Rick Crabtree	Community
Community Representative	Pastor Kelli	Community
DEIAC	Sassman, Joan	Math Department
District-level Professional	Robin Sonsel	District
Non-classroom Professional	Rouse, Mark	Instructional Specialist
Paraprofessional	Patty Jenkins	Registar
Parent	Shannon Garcia	Parent

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Planning Pullout		$1,000.00
1	1	4			$600.00
1	2	2		13-6239	$350.00
1	2	5		11-6399	$1.00
1	2	6			$1,000.00
1	2	8			$1,000.00
1	3	13			$40,000.00
1	4	6			$425.00
1	4	8		11-6399	$880.00
2	1	3		23-6399	$3,350.00
2	1	4		11-6399	$500.00
2	1	6		11-6399	$12,686.00
2	1	7		23-6495	$1,950.00
2	1	7		31-6399	$650.00
2	1	8		11-6118	$800.00
2	1	10		36-6412	$7,100.00
3	1	3		23-6329	$850.00
3	1	4		23-6411	$2,800.00
3	1	7		13-6399	$600.00
4	1	2		23-6399	$150.00
4	1	8		31-6399	$260.00
4	1	11		31-6399	$200.00
4	1	16		11-6269	$1,000.00
				Sub-Total	$78,152.00

255 TITLE II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$505.00
1	2	2			$1,000.00
3	1	4			$1,000.00
3	1	5			$563.00
3	1	6			$1,000.00
				Sub-Total	$4,068.00

263 TITLE III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Reading Smart, Reading Mate and Acellus	26311639900043725000	$3,568.00
1	1	12	Training for Reading Smart Reading Mate, Sheltered Instruction, Acellus		$1,643.00
				Sub-Total	$5,211.00

211 TITLE I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		11-6329	$1,450.00
1	1	13			$1,000.00
1	2	3			$500.00
1	2	5		11-6399	$2,000.00
1	2	6			$1,000.00
1	3	2			$1,000.00
1	3	6		211-11-6399	$700.00
1	4	7		11-6399	$1,200.00
1	4	8			$60.00
2	1	6		11-6399	$630.00
2	1	7		13-6329	$2,000.00
2	1	7		11-6399	$5,400.00

2	1	8		31-6395	$587.00
2	1	8		31-6119	$53,972.00
2	1	9		11-6119	$47,364.00
3	1	2		13-6329	$1,785.00
3	1	5			$645.00
5	1	5			$2,000.00
5	1	6		61-6239, 6399, 6411	$1,400.00
				Sub-Total	$124,693.00

461 CAMPUS ACTIVITY ACCOUNT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		11-6399	$784.00
1	2	5		11-6399	$585.00
1	3	2		13-6239	$200.00
1	3	3		13-6239	$200.00
1	3	4		11-6499	$500.00
2	1	6		11-6399	$1,425.00
2	1	10		11-6412	$458.00
3	1	3		23-6499	$500.00
4	1	4			$2,500.00
4	1	5			$1,092.00
4	1	6			$500.00
4	1	11		11-6499	$350.00
4	1	14			$1,000.00
5	1	3			$100.00
				Sub-Total	$10,194.00

224 IDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			$50.40

				Sub-Total	$50.40
GRANT - ALCOA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$1,500.00
				Sub-Total	$1,500.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$0.00
1	3	11			$2,000.00
1	4	4			$0.00
1	4	9			$2,000.00
2	1	2			$1,500.00
				Sub-Total	$5,500.00
				Grand Total	$229,368.40

Addendums

TEXAS EDUCATION AGENCY
2016 Accountability Summary
TRAVIS MIDDLE (029901043) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

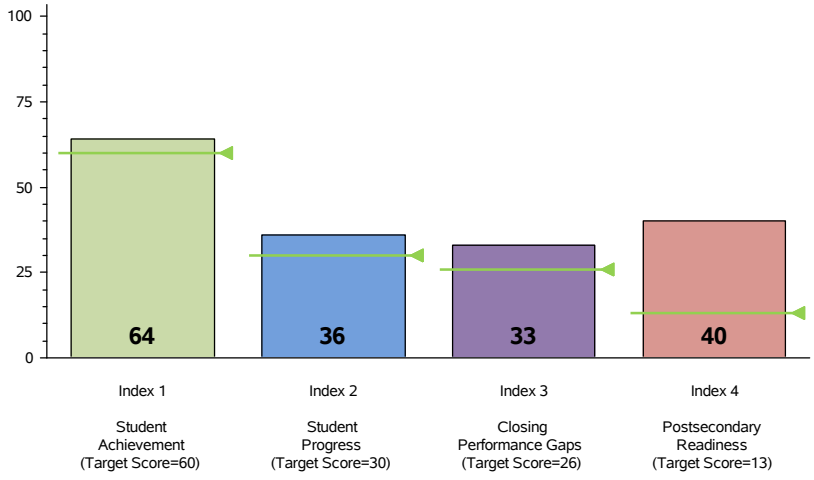
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,510	2,351	64
2 - Student Progress	507	1,400	36
3 - Closing Performance Gaps	985	3,000	33
4 - Postsecondary Readiness			
STAAR Score	40.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		40

Campus Demographics

Campus Type	Middle School
Campus Size	843 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	61.0
Percent English Language Learners	9.8
Mobility Rate	12.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	13 out of 26 = 50%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**27 out of 40 = 68%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

TRAVIS UNDER CONSTRUCTION

Our mantra this year aligns with the saying "The Road to Success is always under Construction" we continue to collaborate as a campus in meeting the needs of our students. While our physical building is under construction at Travis we continually work on improving our ability to develop the whole child in "Turning Fiddlers into Sandcrabs, one student at a Time".

ELAR – 6th & 7th grade students have a 103 minute block time. 8th grade students who did not meet Satisfactory Level 2 on 7th grade Reading STAAR also have a 103 minute block time which has been designated as an ELAR Achieve class with a focus to increase student achievement on the 8th grade Reading STARR as well as continued success in their 9th grade ELA class and the English End of Course exam.

Mathematics: 6th, 7th, and 8th grade students who did not meet Satisfactory Level 2 on the previous year Math STAAR have a 103 minute block of time for Math Achieve class. 6th, 7th, and 8th grade students who are "bubble" students have a Regular Math class with a Math Lab elective class to provide additional support.

We have continued with two types of resource classes as we transition our students into mainstream classes. We have increased our support of students whose academic need warrants the personalization via Resource 2 classes. We have provided two SPED teachers allocated time to work with students who have been assigned ISS consequences to assist in meeting their needs on a daily basis. The support given to our students during their ELAR and Math time will allow us to provide tutoring for 8th grade Social Studies and 8th grade Science as they prepare to take the STAAR in May 2017.

Our vision at Travis is Today's Champions, Tomorrow's Leaders and we are working on accomplishing these goals via increasing our electives choices to develop the whole child. Leadership classes and Robotics classes were started last year as well as Fiddler Time Journalism, Fiddler Time Broadcasting class, and Fiddler Time Theater Arts class. We have added Pre-Chemistry and Astronomy classes, PE Soccer, and Dance class.

In supporting teachers in campus and district endeavors we have arranged for half day planning in September and working on doing the same in October. We are incorporating Lead4ward for data disaggregation and lesson planning to increase the capacity in meeting students' needs.

2016-2017 Campus Improvement Committee

Committee Role	Name	Position	Signature
Principal	Michael Torres	Principal	
Assistant Principal	Karen Chandler	Assistant Principal (7th Grade)	
Business Representative	Lindsey Smith	Remax	
Classroom Teacher	Greg Knowlton	Social Studies Department	
Classroom Teacher	Stacy Nichols	CARE	
Classroom Teacher	Brittany Ondreas	Science Department	
Classroom Teacher	Dana Searcy	PE/ Girl's Athletics	
Classroom Teacher	Jodi Wakefield	ELAR Department	
Classroom Teacher	Naomi Zamora	Fine Arts Department	
Community Representative	Rick Crabtree	Community	
Community Representative	Pastor Kelli Williamson	Community	
DEIAC	Sassman, Joan	Math Department	
District-level Professional	Robin Sonsel	District	
Non-classroom Professional	Rouse, Mark	Instructional Specialist	
Paraprofessional	Patty Jenkins	Registar	
Parent	Shannon Garcia	Parent	

Calhoun County Independent School District

Hope High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Board Approval Date: October 11, 2016
Public Presentation Date: October 11, 2016

Mission Statement

All students will develop academic skills with the social and cultural awareness necessary for successful transition from school to work and/or higher learning.

Vision

Excellence is not an act but a habit!

Value Statement

We WILL make a difference!

Comprehensive Needs Assessment

Needs Assessment Overview

Hope High School is a non-traditional campus where students complete all graduation requirements through an individualized plan resulting in a traditional diploma. Students work independently as well as in small groups to master state standards and earn the credits required for graduation. STAAR End of Course preparation is also embedded in the Hope curriculum. Students who meet one or more at-risk indicators as well as students who have dropped out and are returning to school are supported through academic intervention and faculty mentorship. Hope High School provides a dynamic and innovative approach to curriculum and instruction that requires non-traditional planning. Our faculty is committed to providing an academically rich and emotionally supportive environment focused on graduation and post high school success. We will continue to seek out these approaches as well as creating opportunities for students to engage in community activities.

Demographics

Demographics Summary

Hope has enrolled students who are pregnant/parents, work to support a family, or students who have been unsuccessful completing a graduation plan in a traditional setting. As an Alternative Education program, 75% of students must meet one or more of the thirteen at-risk criteria. Additionally, 50% must be 17 years of age or older.

Demographics Strengths

For the 2016-2017 school year, students must complete an application for admission, update a personal resume and create an individualized data sheet to monitor progress. Students are making progress on a personalized path to graduation and meeting with teachers and the principal regularly to monitor performance. Students are encouraged to maintain the momentum needed to complete an accelerated graduation plan through constant feedback, counsel and support.

Demographics Needs

Students at Hope struggle with attendance due to outside factors. Additionally, students struggle creating the momentum needed to complete an accelerated graduation plan. To meet these challenges, Hope creates a positive, nurturing environment that communicates daily regarding absences, personal progress and options for success. All faculty and staff have received professional development regarding strategies that will motivate and assist at-risk students. More professional development is needed in the area of curriculum development for a more strategic approach to accelerated credit acquisition. Incentives have been initiated to motivate students who struggle with attendance and endurance in a rigorous academic environment.

Student Achievement

Student Achievement Summary

Hope exists to meet the needs of the individual student. Each student enrolled at Hope HS has a unique set of circumstances, both academically and personally. Some are homeless, some are single parents, some are supporting or helping to support their families, some are several years behind their age-group peers but have finally reached a state of maturity that allows them to recognize the need for a high school diploma. Each student's circumstance is different, but each has a common goal: earning and receiving a Texas high school diploma. The Hope faculty is focused on identifying student needs and charting a course and a schedule for graduation. A priority in planning is the STAAR End-of-Course exams that must be taken and passed before graduation and providing intense instruction and/or remediation prior to testing. The second goal is the completion of the academic course credits necessary to meet graduation requirements. Once all testing has been satisfactorily completed, the primary focus becomes mastering the TEKS and earning the course credits required by the TEA. At Hope High School, student success is measured by the percentage of students who enroll and complete the program with a high school completion credential, a Hope High School diploma. By those criteria, Hope High has been extraordinarily successful. Since 1997, 888 students have earned a high school diploma through Hope High School.

Student Achievement Strengths

For the 2015-2016 school year, Hope High School presented 35 diplomas. Most, if not all, of those students, would have otherwise been dropouts. The Hope High School program stands as the strongest possible evidence of CCISD's commitment to the success of each student entrusted to our care. Students were proud to return to attend a meaningful Hope graduation that celebrated their accomplishments. Many were the first in their family to graduate from high school.

Student Achievement Needs

Most students come to Hope High School relatively late in their high school careers, often after having been an actual dropout for a period of time. Many have been at multiple schools in multiple districts, and there are often substantial gaps in their graduation plans. We identify gaps, both in terms of mastery of the TEKS as well as in academic credits and design individual graduation plans to address those

needs. The mission of Hope High School is to address each student's need so that graduation is possible. Professional development for instructors in the area of curriculum development is necessary to create innovative options for success. Understanding by Design curriculum writing, the Fundamental Five text and Marzano's Strategies that Work are all supports that would improve the faculty's ability to meet the needs of students. Additionally, the TAAE conference is needed for all faculty and staff so that available resources are known and accessed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The faculty and staff at Hope are committed to a shared mission of service. All are highly qualified. The faculty's commitment to meet student's needs is critical to the success of the program. The intensity of the program is demanding for all professionals. One of the three teachers is new to Hope this year.

Staff Quality, Recruitment, and Retention Strengths

With the commitment to a shared mission to meet the needs of all students, the faculty is eager and willing to get certified in various areas to give a wider variety of courses that can be offered to the students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The staff at Hope High School is working closely with the counselors and central office curriculum department to meet the needs of the students. The Flex staff works closely with the curriculum department and the teachers at the home campus of the students to ensure that the students are receiving what they need so the transition back is simple.

Curriculum, Instruction, and Assessment Needs

The 2015-2016 STAAR EOC English results revealed a high priority need for improvement. Research- based resources have been purchased to more suitably help meet the needs of the students. As well as the new resources, small group and individual writing assignments, peer editing and small group instruction are being utilized to improve skills.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement is very important for the success of our students. Parents are encouraged to attend the acceptance meeting to know what is expected from their child.

Family and Community Involvement Strengths

Mid-coast, Gulf Bend and Probation mentors visit FLEX students on the Hope campus. Their support addresses anger management, grades, attendance and successful strategies that will help students transition to their home campus. Hope students have participated in the outdoor classroom, the Calhoun County Fair and a beach clean up as community service projects. This year a counselor was added to the staff for four half-days per week to better meet the needs of the students.

Family and Community Involvement Needs

Hope and FLEX students need better access to social services and crisis management. A family specialist or behavior interventionist would beneficially connect students to successful strategies and support agencies.

Technology

Technology Summary

Hope High School classrooms were moved this summer to the classrooms that were abundantly equipped for the technology usage that is needed on a non-traditional alternative high school program.

Technology Strengths

Chromecarts are available and are being used in the classrooms.

Technology Needs

The campus is working with Federal Programs to acquire funding for better internet access so that Grad-Point can be more efficiently accessed and used to support credit acquisition.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting the unique needs of each student on the alternative high school campus.

Performance Objective 1: When appropriate for the HHS student's graduation plan, the student will participate in ELAR activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 1: ELA EOC and (where appropriate) Exit TAKS test results.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Teachers will analyze STAAR ELAR EOC data to focus, revise, and improve instruction.	Finster, Offutt, Tinsley, and Derosia.	Individualized instruction in the ELAR area that reflects appropriate rigor for STAAR prep.				
2) HHS teachers will assess each incoming student. An individual graduation plan will be provided to each student, identifying areas of academic strengths and addressing individual areas of need.	Finster, Derosia, Tinsley, High School Counselor	Diagnostic tests and STAAR EOC exam scores, analysis of prior academic performance (transcripts, gradebook, etc.) Individual graduation plan for each Hope High School student will be on file in the office.				
State System Safeguard Strategy 3) Students will write 6-10 expository essays from various media (newspapers, magazines, internet, etc.), including who, what, when, where, and identifying common themes.	Derosia, Weaver, Smith	Diagnostic tests; teacher analysis of student writing samples. Increase STAAR passing rate to 100% Level I STAAR Scores reveal a need for better writing preparation.				
State System Safeguard Strategy 4) Generate research/ writing assignments in the social studies class that build background knowledge and meet TEKS for ELA/US History/Government course.	Derosia, Weaver	Measureable progress on graduation plan elective credit for all students enrolled. Improve expository writing skills . Students acquiring ELAR III and IV credit through completion of accelerated course requirements.				
State System Safeguard Strategy 5) Teach techniques for writing open-ended responses.	Weaver, Smith, Derosia, Tinsley	10% increase in average student performance on the open-ended response on STAAR EOC, benchmark, and practice exams.				
	Funding Sources: 199 LOCAL - 500.00					

State System Safeguard Strategy 6) Provide focused preparation/remediation daily until the HHS student has passed the Eng I and Eng II STAAR EOC exams.	Derosia	Student success on the Eng I and Eng II STAAR EOC exams. Intervention based on student STAAR data.				
7) Utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media (Chromebooks, United Streaming, Google Apps, You-Tube, Google Classroom, online journalism, etc.) for research and life skills.	All staff	Quality and facility of student presentations using digital media.				
	Funding Sources: 199 LOCAL - 2500.00					
State System Safeguard Strategy 8) Edit 3-5 essays and other written materials prior to taking the Eng I and Eng II STAAR EOC exams.	Derosia	Demonstrable improvement in student's daily writing products.				
9) Purchase and maintain high interest novels and other written materials used for English I-IV and reading classes. Utilize online media as a resource.	Tinsley, Derosia, Finster	Book reports, grades, course completion.				
	Funding Sources: 199 LOCAL - 1000.00					
10) Maximize efficient use of time and material resources by taking advantage of cross-curriculum opportunities. For example, a written Social Studies assignment can also be assessed as an ELA writing assignment or a Chemistry and Math lesson can be combined, addressing the TEKS in both areas simultaneously.	Smith, Weaver, Derosia	Reduced time to complete graduation requirements while mastering and applying the appropriate TEKS.				
State System Safeguard Strategy 11) Hope High School ELA teacher(s) will continue to participate in CCISD and HHS programs to assist teachers in planning and implementing curriculum improvements necessary to complete the transition to ELA STAAR EOC standards.	Finster, Derosia	Feedback from teachers and facilitator; ELA EOC scores				
	Funding Sources: 199 LOCAL - 800.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting the unique needs of each student on the alternative high school campus.

Performance Objective 2: When appropriate for the HHS student's graduation plan, the student will participate in Math activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 2: Math (Algebra I) EOC and (where appropriate) Math Exit TAKS test results.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will analyze STAAR Math EOC data to focus, revise, and improve instruction.	Finster, Smith	Individualized instruction in the Math area that reflects appropriate rigor and details.				
2) HHS teachers will assess each incoming student. An individual graduation plan will be provided to each student, identifying areas of academic strength and addressing individual areas of need.	Finster, Smith, Tinsley, Counselor	Diagnostic tests and STAAR EOC exam scores, analysis of prior academic performance (transcripts, gradebook, etc.) Individual graduation plan for each Hope High School student will be on file in the office.				
3) Provide daily practice using calculator functions to solve problems.	Smith	Alg I EOC results, credit acquisition in accelerated Math Models, Algebra II.				
	Funding Sources: 199 LOCAL - 800.00					
4) Analyze Algebra I EOC math data item analysis results to revise and improve lesson plans.	Finster, Smith	Individualized lesson plans to address identified areas requiring intervention.				
5) Maximize efficient use of time and material resources by taking advantage of cross-curriculum opportunities. For example, a Chemistry and Math lesson can be combined, addressing the TEKS in both areas simultaneously.	Finster, Smith, Derosia, Weaver	Reduced time to complete graduation requirements while mastering and applying the appropriate TEKS.				
6) Utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become thoroughly familiar and comfortable with digital media (Chromebooks, United Streaming, Google Apps, You-Tube, online journalism, etc.) for research and life skills.	Finster, Smith , Weaver , Derosia	Quality and facility of student presentations using digital media. Accelerated credit acquisition in BIM/CTE .				
	Funding Sources: 199 LOCAL - 2500.00					
7) Focus Math activities on practical life skills to ensure that HHS graduates possess the knowledge and skills to confidently use math in financial and vocational settings.	Finster, Smith	Student participation in Wells Fargo financial literacy program as well as accelerated credit acquisition in Economics.				
8) Hope High School Math teacher(s) will continue to participate in CCISD and HHS programs to assist teachers in planning and implementing curriculum improvements necessary to complete the transition to Math STAAR EOC standards.	Finster, Smith, Jurica	Accelerated credit acquisition in ALG, math Models, Geometry and Algebra II. Increase in the number of recommended graduation plans.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting the unique needs of each student on the alternative high school campus.

Performance Objective 3: When appropriate for the HHS student's graduation plan, the student will participate in Science activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 3: Science (Biology) EOC and (where appropriate) Exit TAKS test results.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will analyze STAAR Science (Biology I) EOC data to focus, revise, and improve instruction.	Finster, Weaver	Individualized instruction in the Science area that reflects appropriate rigor and details.				
2) HHS teachers will assess each incoming student. An individual graduation plan will be provided to each student, leveraging areas of academic strength and addressing individual areas of need.	Finster, Weaver, Tinsley, Counselor	Diagnostic tests and STAAR EOC exam scores, analysis of prior academic performance (transcripts, gradebook, etc.) Individual graduation plan for each Hope High School student will be on file in the office.				
3) Provide bi-weekly hands-on science experiences in a laboratory setting.	Weaver	Observation of student understanding, classroom test results				
4) Continue to update and improve Science laboratory and add to available equipment.	Finster, Weaver, Paterson	Use of lab and mastery of lab skills by students.				
	Funding Sources: 199 LOCAL - 1000.00					
5) Take a field trip to Palacios or Point Comfort to monitor local waterways at least once a semester using water testing kits, taking depth measurements, and using seining and plankton nets.	Weaver	Students consistently use learned procedures correctly and are able to apply the data collected to address real-world situations.	✓	✓	✓	
	Funding Sources: 199 LOCAL - 200.00					
6) Whenever appropriate, use computer simulations for lab activities for which actual materials are problematic (e.g.: dissections) or are unavailable or dangerous (e.g.: toxins, flammables).	Weaver and Paterson	Demonstrated mastery of laboratory skills, Quiz/test results				
	Funding Sources: 199 LOCAL - 1000.00					
7) HHS will instill and enhance student environmental awareness through field trips to the Calhoun County Recycling Center and school-wide recycling activities.	Finster and Weaver	Student participation.				
	Funding Sources: 199 LOCAL - 200.00					
8) Hope High School Science teacher(s) will continue to participate in CCISD and HHS programs to assist teachers in planning and implementing curriculum improvements necessary to master the Science (Biology I) STAAR EOC standards.	Finster, Weaver, Paterson and Sonsel	Feedback from teachers and facilitator; Science EOC scores				
	Funding Sources: 199 LOCAL - 500.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting the unique needs of each student on the alternative high school campus.

Performance Objective 4: When appropriate for the HHS student's graduation plan, the student will participate in Social Studies activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 4: Social Studies (US History) EOC and (where appropriate) Exit TAKS test results.

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will analyze STAAR Social Studies (U S History) EOC data to focus, revise, and improve instruction.	Finster, Weaver	Individualized instruction in the Social Studies area that reflects appropriate rigor and details.				
2) HHS teachers will assess each incoming student. An individual graduation plan will be provided to each student, leveraging areas of academic strength and addressing individual areas of need.	Finster, Weaver, Tinsley, Counselor	Diagnostic tests, TAKS and STAAR EOC exam scores, analysis of prior academic performance (transcripts, gradebook, etc.) Individual graduation plan for each Hope High School student will be on file in the office.				
3) Maximize utilization of "Google Earth" and other Google Apps as appropriate for study of places and events as a part of World Geography and U.S. Government curricula.	Finster, Weaver, Saunders	Observation of student interest in learning about issues and events in the USA and around the world.				
4) Utilize Discovery Streaming, You-Tube, C-Span, and other digital media sites to increase student learning and awareness of historical and current events.	Finster, Weaver, Saunders	Credit acquisition for all Hope students in a social studies research elective.				
	Funding Sources: 199 LOCAL - 300.00					
5) Place emphasis on reading and utilizing information presented on maps, charts, and graphs in a variety of media.	Finster, Saunders, and Weaver	Benchmark and diagnostic tests, TAKS and STAAR U.S. History EOC exam scores.				
6) Integrate Social Studies information and TEKS into ELA and Science instruction. Maximize co-curricular learning opportunities to enhance and accelerate learning.	Finster, Weaver, Smith, Derosia	Lesson plans, U.S. History EOC test scores, reduced time to completion of graduation requirements.				
	Funding Sources: 199 LOCAL - 1000.00					
7) Hope High School teacher(s) will continue to participate in CCISD and HHS programs to assist teachers in planning and implementing curriculum improvements necessary to complete the transition to Social Studies (U.S. History) STAAR EOC standards.	Finster, Weaver, Saunders	Social Studies (U.S. History) EOC scores				
	Funding Sources: 199 LOCAL - 700.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students.

Performance Objective 1: CCISD will actively monitor budget requests and district projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze the 2016-2017 budget to find necessary reductions without compromising educational quality.	Finster	Submit budget to Central Office for review and feedback. Reduction amounts will meet district budget goals.				
2) Scrutinize all requests for budget expenditures (transportation, field trips, subscriptions, technology, etc.) to ensure that the expenditures serve a valid and important educational need, and that the need is being met in the most economical way possible.	Finster and faculty	Increased efficiency and economy in utilizing District and campus financial resources, measured by maintaining or reducing current levels of expenditure while maintaining and increasing services and educational opportunities.				
3) Make maximum use of available technology and all services to enrich the learning experience at the least possible financial cost to the District.	Finster and faculty	Increased exposure of HHS students to social, political, economic, and cultural experiences beyond the reach of the local community.				
	Funding Sources: 270 TITLE VI - 2350.00					
4) Provide resources and individualized instruction as necessary for those special needs students who require them. Pay particular attention to meeting the instructional programs and accommodations specified in ARD-developed Individualized Education Programs (IEPs).	Finster, Bethany, Rathkamp, Hope/Flex staff	Goals of the student's IEP are being met as determined by the ARD committee. Improved graduation rate of special education students.				
5) Provide resources and individualized instruction as necessary for students eligible for and requiring State Compensatory Education services (At-Risk students). Utilize the GradPoint online education program to individualize instruction and provide elective credit opportunities and remediation necessary to advance Hope HS students toward graduation.	Finster, Taylor, Instructional Specialists, Derosia, Smith, Weaver	Needs of At-Risk students are met and a rate of completion and graduation approaching 100 percent is achieved.				
	Funding Sources: 199 LOCAL - 1700.00					
6) Collaborate with Federal Programs-Title I to provide services and supplies to homeless students.	Finster, D. Sonsel	100% of homeless students will be identified, enrolled as McKinney and graduate.				
	Funding Sources: 211 TITLE I - 500.00					
7) Teachers and administration will be provided the resources that are needed.	Finster, Staff	Purchase orders will reflect the purchase of resources.				
	Funding Sources: 199 LOCAL - 3745.00					

8) Hope High School will pay for contracted maintenance and repair charges and rental fees.		Purchase orders will reflect payment of services.				
	Funding Sources: 199 LOCAL - 5700.00					
9) Teachers and administration will be members of organizations that will help increase student achievement through staff development and information.	Finster	Purchase order will reflect payment.				
	Funding Sources: 199 LOCAL - 460.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: All CCISD teachers and instructional paraprofessional staff are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All Hope High School teaching personnel will be highly qualified by SBEC standards in both subject area expertise and in specialized instructional areas (Special Education, GT, ESL, etc.).	Finster, Swope	All personnel are highly qualified in all areas by SBEC and Federal standards.	✓	✓	✓	
2) Maintain campus membership in the Texas Association for Alternative Education (TAAE) and send two teaching staff members and Principal (1 HHS, 1 Flex) to the annual convention in February.	Finster	Sharing of best practices applicable to HHS/Flex DAEP in the field of alternative education.	✓	✓	✓	
	Funding Sources: 199 LOCAL - 1300.00					
3) Campus led as well as off-campus professional development opportunities that strongly encourage and model the use of positive behavior supports. Participation by all HHS/Flex DAEP staff members is mandatory.	Finster, all faculty and staff, Taylor, and Region III ESC staff	Decrease the number of referrals, ISS placements, Flex II placements and suspensions.				
	Funding Sources: 199 LOCAL - 1000.00					
4) All faculty and staff will utilize CHAMPS in the classroom.	All faculty staff, Finster	Decrease referrals, ISS and Flex 2 placements.				
5) Monthly meetings at Calhoun High School to identify students who would benefit from admission to Hope.	Finster, Amason, Counselors	Early identification of students who would thrive in an accelerated program. Increase number of students who both enroll at Hope and complete a high school graduation plan.				
6) Increase number of courses offered that meet the requirements for graduation.	Finster, Smith, Weaver, Derosia	Classes activated and accelerated credits earned in social studies topics and well as CTE to meet requirements of graduation plan.				
7) The principal and teachers will attend staff development that will help student achievement increase.	Finster, Staff	EOC scores will increase.				
	Funding Sources: 199 LOCAL - 2200.00, 255 TITLE II - 400.00					

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: CCISD will provide learning environments that are safe and secure for all students, faculty, and staff.

Performance Objective 1: The district will ensure a safe and positive learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain existing campus-wide video surveillance system.	Finster, Hernandez	All cameras operational, properly oriented, and recording.				
	Funding Sources: 199 LOCAL - 1000.00					
2) Replace and/or re-key all classroom and entry door locks campus-wide.	Finster and Hernandez	Doors will be secure and a coherent, consistent system of key accountability will be in place				
	Funding Sources: 199 LOCAL - 1000.00					
3) Conduct fire, tornado, and/or intruder drills at least monthly.	Finster	Demonstrated teacher and student knowledge of and adherence to emergency procedures				
4) Make an all-out effort to make the Hope High School graduation ceremony and associated events (graduation breakfast, barbeque, pictures, announcements, engraved diplomas) a positive and memorable event for both graduates and their families.	Finster, Smith , Weaver , Derosia, Key and CCISD Board of Trustees	Feedback from graduates and the community				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - 1000.00					
5) Campus wide use of CHAMPS positive behavior supports with green, yellow and red levels.	Finster, Smith, Weaver, Offutt, Key, Falcon, Saunders, Havranek, Paterson, Derosia, Carreon, Tinsley, Olascuaga	Decrease in number of suspensions, FLEX 2 placements and teacher referrals.				
	Funding Sources: 199 LOCAL - 200.00					
6) A good behavior and good attendance incentive will be given each Friday for the Flex students. A good attendance incentive will be given to the Hope High School students.	Finster, Staff	Attendance will increase				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - 680.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: Parent and community involvement will be promoted at the Hope High School campus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students and parents will meet with the principal for pre-orientation session and review of data for graduation plan. The student will participate in an orientation.	Finster, Weaver, Smith, Derosia, Counselor	A personalized graduation plan with data sheet for 100% of Hope students. Improved weekly progress on graduation plan.				
	Funding Sources: 199 LOCAL - 100.00					
2) HHS students will be actively involved in recycling and beach clean-up efforts under the auspices of the HHS Environmental club.	Finster, Smith, Derosia, Weaver	Student participation				
	Funding Sources: 461 CAMPUS ACTIVITY ACCOUNT - 100.00					
3) HHS students will organize and participate in volunteer blood and food drives to support the Red Cross and the local food pantry.	Finster and Hope/Flex staff	Student and faculty participation				
4) Teachers and principal will contact parents when students are absent or failing to make progress on their weekly goal calendar. Individual conference will be held to improve performance.	Finster and all faculty/staff	Time clock (attendance), Daily logs, Phone logs				
5) The outdoor basketball court and yard on the HHS campus will be open and available for use by the community evenings and weekends.	Finster and CCISD security staff	Positive use of the facility without damage or vandalism.				
6) HHS students will invite American Legion Post 167 to participate in the graduation ceremony.	Finster	Observation				
7) Discipline conferences address student data including attendance, grades, teacher reports and a plan for success while at FLEX.	Finster, Falcon, Saunders, Offutt, Havranek, Paterson, Tinsley	Fewer disciplinary incidents while at FLEX. Reduction in referrals, ISS placements, FLEX II placements and suspensions.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will analyze STAAR ELAR EOC data to focus, revise, and improve instruction.
1	1	3	Students will write 6-10 expository essays from various media (newspapers, magazines, internet, etc.), including who, what, when, where, and identifying common themes.
1	1	4	Generate research/ writing assignments in the social studies class that build background knowledge and meet TEKS for ELA/US History/Government course.
1	1	5	Teach techniques for writing open-ended responses.
1	1	6	Provide focused preparation/remediation daily until the HHS student has passed the Eng I and Eng II STAAR EOC exams.
1	1	8	Edit 3-5 essays and other written materials prior to taking the Eng I and Eng II STAAR EOC exams.
1	1	11	Hope High School ELA teacher(s) will continue to participate in CCISD and HHS programs to assist teachers in planning and implementing curriculum improvements necessary to complete the transition to ELA STAAR EOC standards.

State Compensatory

Budget for Hope High School:

Account Code	Account Title	Budget
6200 Professional and Contracted Services		
199516249	6249 Contracted Maintenance & Repair	$200.00
199516256	6256 Telephone - Locally Defined	$2,000.00
199116269	6269 Rentals - Operating Leases	$3,500.00
	6200 Subtotal:	**$5,700.00**
6300 Supplies and Services		
199116329	6329 Reading Materials	$1,000.00
199116395	6395 Supplies, DP Operations - Locally Defined	$0.00
199236395	6395 Supplies, DP Operations - Locally Defined	$1,245.00
199116399	6399 General Supplies	$3,100.00
199136399	6399 General Supplies	$400.00
199236399	6399 General Supplies	$1,300.00
	6300 Subtotal:	**$7,045.00**
6400 Other Operating Costs		
199136411	6411 Employee Travel	$2,000.00
199236411	6411 Employee Travel	$1,700.00
199116412	6412 Student Travel	$200.00
199136495	6495 Membership Fees	$300.00
199236495	6495 Membership Fees	$460.00
199116499	6499 Miscellaneous Operating Costs	$10,000.00
199136499	6499 Miscellaneous Operating Costs	$800.00

199236499	6499 Miscellaneous Operating Costs	$500.00
	6400 Subtotal:	**$15,960.00**

Personnel for Hope High School:

Name	Position	Program	FTE
Alicia Carreon	Classroom Aide	DAEP	1.0
Betty Tinsley	Special Programs/504	DAEP/Hope High School	1.0
Christine Falcon	Clerical Aide	DAEP	1.0
David Offutt	Teacher	DAEP Math	1.0
Dwana Finster	Principal	Hope High School/DAEP	1.0
Ethelene Key	Principal's Secretary	Hope High School/DAEP	1.0
Gracie Olascuaga	Classroom Aide	DAEP	1.0
John Paterson	Teacher	DAEP Science	1.0
Laurie Weaver	Teacher	Hope High School	1.0
Michael Havranek	Teacher	DAEP Math	1.0
Nolan Derosia	Teacher	Hope High School	1.0
Stephenie Smith	Teacher	Hope High School	1.0
Teri Saunders	Teacher	DAEP Social Studies	1.0
Williams/Rudellat/Willoughby	Counselors	DAEP/Hope High School	0.4

Campus Improvement Team

Committee Role	Name	Position
Administrator	Dwana Finster	Principal
Classroom Teacher	Nolan Derosia	Hope HS ELA Teacher
Classroom Teacher	John Paterson	Flex Science Teacher
Classroom Teacher	Teri Saunders	Social Studies Flex Teacher
Classroom Teacher	Stephenie Smith	Hope HS Math/CTE Teacher
Classroom Teacher	Betty Tinsley	Special Programs/504/Administrator
Classroom Teacher	Laurie Weaver	Hope HS Science/Social Studies Teacher
Community Representative	Marsha Sells	Community

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	STAAR remediation materials	199116399	$500.00
1	1	7	Expansion and maintenance of digital hardware and software.	199116499	$2,500.00
1	1	9	Novels and resource materials	199116329	$1,000.00
1	1	11		199116399	$800.00
1	2	3	Maintain/replace graphing calculators	116399	$800.00
1	2	6		199116499	$2,500.00
1	3	4	Replace consumables.		$1,000.00
1	3	5	Transportation, testing kits, supplies	199116412	$200.00
1	3	6		199116399	$1,000.00
1	3	7	Transportation, recycling containers		$200.00
1	3	8		199116399	$500.00
1	4	4	Digital media subscriptions as required.		$300.00
1	4	6		199116399	$1,000.00
1	4	7		199116399	$700.00
2	1	5		199116499	$1,700.00
2	1	7	Resources	199136499	$800.00
2	1	7		199236395	$1,245.00
2	1	7		199136399	$400.00
2	1	7		199236399	$1,300.00
2	1	8		199516249	$200.00
2	1	8		199516256	$2,000.00
2	1	8		199116269	$3,500.00
2	1	9		199236495	$460.00
3	1	2	TAAE membership fee, Workshop registration fees, Travel, Lodging		$1,300.00

3	1	3	Workshop fees	199136411	$1,000.00
3	1	7	Staff Development	199236411	$1,700.00
3	1	7		199236499	$500.00
4	1	1	10 additional cameras, cabling, and additional DVR.		$1,000.00
4	1	2	Door hardware, locksmith services (Amount is just a rough estimate)		$1,000.00
4	1	5		199116399	$200.00
5	1	1	XXXXXXXXXXXXXXXXXXXX		$100.00
				Sub-Total	$31,405.00
255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	7		25513629900003726000	$400.00
				Sub-Total	$400.00
211 TITLE I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6			$500.00
				Sub-Total	$500.00
461 CAMPUS ACTIVITY ACCOUNT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4	Supplies, decorations, photo paper, program covers		$1,000.00
4	1	6			$680.00
5	1	2	Trash bags, rubber gloves		$100.00
				Sub-Total	$1,780.00
270 TITLE VI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3		270-11-6399-00-003-6-24-0-00	$2,350.00
				Sub-Total	$2,350.00
				Grand Total	$36,435.00

Addendums

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Dwana Finster	Principal
Classroom Teacher	Nolan Derosia	Hope HS ELA Teacher
Classroom Teacher	John Paterson	Flex Science Teacher
Classroom Teacher	Teri Saunders	Social Studies Flex Teacher
Classroom Teacher	Stephenie Smith	Hope HS Math/CTE Teacher
Classroom Teacher	Betty Tinsley	Special Programs/504/Administrator
Classroom Teacher	Laurie Weaver	Hope HS Science/Social Studies Teacher
Community Representative	Marsha Sells	Community

TEXAS EDUCATION AGENCY
2016 Accountability Summary
HOPE H S (029901003) - CALHOUN COUNTY ISD

Accountability Rating

Met Alternative Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NOT ELIGIBLE

Academic Achievement in Mathematics

NOT ELIGIBLE

Academic Achievement in Science

NOT ELIGIBLE

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NOT ELIGIBLE

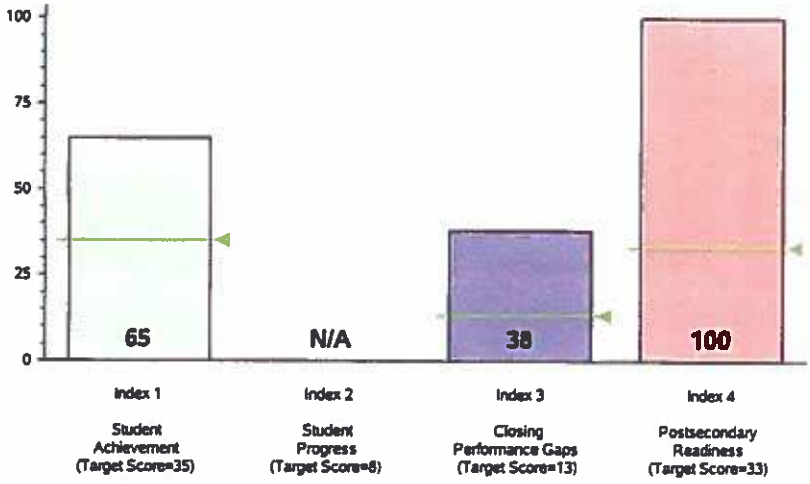
Top 25 Percent Closing Performance Gaps

NOT ELIGIBLE

Postsecondary Readiness

NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	17	26	65
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	150	400	38
4 - Postsecondary Readiness			
STAAR Score	7.3		
Graduation Rate Score	73.2		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		100*

* Includes bonus points that may have been added to the Index 4 Score.

Campus Demographics

Campus Type	High School
Campus Size	26 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	76.9
Percent English Language Learners	0.0
Mobility Rate	98.2

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	1 out of 2 = 50%
Participation Rates	1 out of 1 = 100%
Graduation Rates	1 out of 3 = 33%
Total	**3 out of 6 = 50%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

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

Hope High School is a non-traditional campus where students complete all graduation requirements through an individualized plan that may include acceleration, credit recovery, computer based instruction, individualized instruction as well as whole group classroom instruction. All students and parents/guardians must commit to an accelerated plan that results in a high school diploma. Our faculty commits to providing an academically rich and emotionally supportive environment focused on graduation and post high school success.

- Monthly meetings at Calhoun High School with counselors and principals are held for early identification of students. An application process, student/parent meetings and an intensive orientation are all critical components for admission to Hope. This ensures commitment to an accelerated graduation plan.

- An increased focus on data based decisions, graduation plans, accelerated credit acquisition and STAAR EOC success has been implemented. We feel that this will help us reach a goal of having more Recommended graduates and Foundation with Endorsement graduates.

- Hope High School attendance was 79% for last year. This year to increase attendance, an incentive is given each Friday to a student that has been present all week. Principal/student conferences are held as well.

- On the DAEP side of the campus, positive behavior strategies are being continued from last year. CHAMPS, a discipline step process, is used. On Friday afternoon, a positive team-building activity is built into the schedule. An incentive is given to a student that has good behavior and perfect attendance for the week.

- The campus has a counselor that is present for four ½ days. My expectation is that they will become familiar with the Flex students so that the transition back to the home campus is easier.

- Hope and DAEP teachers have been trained with the new district curriculum implementations and have been working closely with other teachers.

Calhoun County Independent School District

Calhoun High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Student Progress
Postsecondary Readiness

Mission Statement

Calhoun High School will prepare all students to be competent, confident contributors to our technologically advancing and rapidly changing multicultural society.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Calhoun High School has remained consistent for the last 3-5 years. Enrollment is down slightly from 1202 last year to 1200 this year. CHS has a diverse population with at least six different languages spoken. The population is made up of 27.1% Anglo, 66% Hispanic, 4.6% Asian, 2.3% Black, 49% low socioeconomic, 10.4% special ed, 4.7% ELL, 57% at risk. The mobility rate is 13.9%. Drop out rates were .32% and four year graduation rate 95.1%. Five year graduation rate 97%. There are 10.4% of students in special education, 87% are mainstreamed for the majority of their classes with support. The percentage of special education students has gone down from 11% in 2014, 10.5% in 2015 and 10.4% in 2016. ELL and Sp. Ed are the areas we have the most challenges. We have Karen students who have limited English proficiency. It has been a struggle for some of these students to learn English and to pass the English EOCs. We have added specific programs to address this need. The programs allow more individualized instruction in a small group setting.

Demographics Strengths

CHS has many strengths in the different populations. Hispanic, white, Asian and economically disadvantaged populations met the the State Standard of 60% in math, science and social studies. Special education students met the standard in Social Studies.

Demographics Needs

The ELL population is increasing each year. Calhoun High School has 3 ESL teachers who help the students with English, Math, Science, and Social Studies. These teachers are working diligently to help the students learn English and increase performance on EOC testing. We have been using Rosetta Stone and DynEd to practice English and IXL to practice math.

For our Special Ed. population, our students are mainstreamed into regular classrooms with support. We have an Excel class for our Special Ed. students who are behind on credits due to behavior and excessive absences.

Student Achievement

Student Achievement Summary

Calhoun High School in 2016 Met Standard in Student Achievement, Closing Performance Gaps, Student Progress and Post Secondary Readiness. Calhoun High School also achieved Distinction Designations in Academic Achievement in Mathematics, Academic Achievement in Science,Top 25% student progress and Top 25% Post-secondary Readiness.

ELA I 54%

ELA II 55%

Algebra 87%

Biology 88%

US History 92%

Student Achievement Strengths

70% of Anglo and 73 % of Two or More Races met state performance target of 60% in Reading.

83% of All Students and Hispanic,81% Anglo, 100% Asian, 82% economically disadvantaged and 94% ELL met performance target of 60% in Math.

88% of all students, Hispanic, Anglo, Asian, African American, economically disadvantaged and ELL met performance target of 60% in Science.

CHS met the 95% participation rate.

91% of all students, Hispanic, Anglo, Asian, economically disadvantaged and ELL met performance target of 60% in Social Studies.

99% of all students met participation target of 95% in Reading. 99% of all students met participation target of 95% in Math

All Students, Hispanic, Anglo, and Economically Disadvantaged met Federal Graduation rate.

Student Achievement Needs

	All Students	Hispanic	Asian	Econ. Disad.	Sp. Ed.	ELL
Reading State 60%	58%	55%	38%	53%	20%	18%
Reading Federal 87%	58%	55%	38%	53%	20%	18%
Math State 60%					46%	
Math Federal 87%	83%	83%		82%	46%	

School Culture and Climate

School Culture and Climate Summary

CHS has an amazing faculty who are driven to ensure student success. Each year, we ask more from our faculty with less time to prepare. They have stepped up to the plate and are in full swing of implementing district initiatives. Our student body excels at providing campus and community support. CHS has a Council of Councils: a group of student leaders who meet with the Principal to learn ways to blend our student groups and provide support to all to ensure school unity.

School Culture and Climate Strengths

- The office administrators are baking cupcakes and treating each teacher with a cupcake and birthday card on a monthly basis.
- Also little cards of appreciation for a job well done are given to the staff that have made a positive impact on students.
- Teachers receive ice cream passes for appreciation.
- Students receive ice cream passes from the principal for being a good citizen.
- Blood drives on campus
- School supply drive for Louisiana schools
- Red Ribbon Week
- Veterans Day program
- Band and Choir community performances
- Fall Play

School Culture and Climate Needs

- Fewer support teachers for mainstreamed classrooms due to budget cuts
- T-TESS implementation
- Writing CAs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The District uses an on-line application program which gave us an increase in applications. We use the information about certifications, testing, staff development and service records to ensure that the people we hire meet the highly qualified status. The school district Personnel Director conducts recruitment activities to ensure that highly qualified personnel are hired for all positions. Participating in job fairs, posting vacancies at multiple sites/organizations and maintaining an active web page help to spread the word of vacancies.

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers will be highly qualified by the end of the year. We review teacher qualifications every year to ensure that our students are taught by highly qualified teachers. District Title II money is used to help teachers who are moved to other positions to pay for training, content tests, and certification in other fields especially ELL certifications and training. New teachers are assigned a mentor for the entire year along with certain trainings required of all new staff to CCISD. The district also offers stipends for teachers in critical need areas of Math, Science, Foreign Language, Bilingual and Special Education.

CCISD teachers are dedicated to their students and work hard to create a classroom environments that promote creativity and problem-solving.

Staff Quality, Recruitment, and Retention Needs

The district needs to improve their mentoring program. Currently the district does not have a formal program in place. The principals assign a mentor to each new teacher on their campus. The mentor should have time to work with the new teacher during a common planning period or same schedule. There has not been enough money to provide for mentoring training outside the district.

The district curriculum specialists serve as mentors and instructional leaders to the new teachers. Principals ask for the specialists to work with their teachers at department meetings on Common Assessments and instructional strategies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum used at Calhoun High School is a combination of teacher and district staff generated and purchased curriculum from a variety of resources. Teachers and the district content specialists write and revise the district scope and sequence each summer. The scope and sequence is completely aligned with the TEKS and the new STAAR readiness and supporting standards. All departments develop instructional calendars and YAGs for their classes to guide the instruction throughout the nine week period and year. Each nine weeks the teachers develop Common Assessments from the scope and sequence that is taken by each student. The data from the assessments is used to plan the next nine weeks and tutorials. The data on each student shows the teacher the progress for the EOC test.

Curriculum, Instruction, and Assessment Strengths

CHS is data driven and the data from the nine weeks Common Assessments helps teachers plan for each grading period. They use the data to improve instruction, plan tutorials and judge the progress of the students towards the EOC tests. Along with lesson plans, instructional calendars and Common Assessment data, the teachers do all the planning for each grading period.

Curriculum, Instruction, and Assessment Needs

Teachers are allowed to use many different strategies to present material to the varied learning styles of their students. The scope and sequence must be covered in order to determine mastery of the concepts tested on the Common Assessments. The challenge is moving from district generated tests by curriculum specialists to teacher generated tests with no common planning period.

Family and Community Involvement

Family and Community Involvement Summary

Calhoun High School has increased parental involvement through websites, home mail outs, and electronic parent letters. CHS is personally calling home when students are absent. The district website posts the district scope and sequences for teacher use along with district and school calendars, grade-book portals for parents, menus, AYP letters to parents and many other required postings. We have two open houses for parents and community members. The first will be October 19 to meet the teachers and distribute report cards. We have Josten's come to talk to parents about rings and graduation supplies. The second is in March during Public School Week.

Family and Community Involvement Strengths

The district has a Partners in Education (PIE) committee comprised of the five major industries in Calhoun County. The committee has a full-time PIE coordinator. PIE coordinates a mentor and tutor program for the campuses, has career fairs for students and promotes academic excellence through the industry partners. The Texas Scholars' program is one of the initiatives of the PIE Committee. Currently they are working with CCISD staff to implement STEM expectations for high school and middle school students. They also secure grants for different community projects which promote math and science skills. CHS also has an active Facebook page with over 1000 followers.

Family and Community Involvement Needs

Calhoun High School needs more parental involvement. While many parents attend school functions, a large number of Calhoun students have parents who work at night and are not at home during critical evening hours. CHS tries to assist students with morning tutorials to accommodate students and their parents.

Technology

Technology Summary

All of our core classrooms have chrome-carts. We have four computers labs for classroom use. We are upgrading our library computer lab and GradPoint computer lab. We have added four scanners to enable teachers to utlize the Aware testing capabilities.

Technology Strengths

CHS is getting upgraded computers and upgraded wiring with more access points to improve our wifi experience.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 1: All CHS students will participate in ELAR activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 1: 100% of 9 & 10th grade students at CHS will meet the passing standard for level II and increase level III by 10% on Reading, Writing, and ELA and meet the AYP standard of participation and performance.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 1) Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.		Amason, Dworaczyk	100% of the ELA students will meet the EOC level II standard and raise the Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) All departments/subjects will develop Instructional Calendars for each nine weeks following the Scope & Sequence. The calendars will be leveled with readiness and supporting standards and focus on vocabulary.		Amason, Dworaczyk, Teachers	100% of CHS students will meet Level II EOC and AYP Reading, Writing, & ELA standards in 2017 and a 10% increase in Level III.				
State System Safeguard Strategy **Critical Success Factors** CSF 7 3) Implement and improve high quality reading and writing instruction for ELL's and other diverse learner populations through training opportunities for all content teachers. *Reading Smart Reading Mate for ELL (Title III) *Reg. 3 Sheltered Instruction (Title 3)	2	Amason, Maggie and Lisa	100% of all students will meet or exceed the reading & writing standards and increase Advanced by 10%.				
	Funding Sources: 255 TITLE II - $102.50, 263 TITLE III - $540.00						

State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Implement and assess short answer and essay responses across curriculum areas to enhance student's ability to interpret text and support it with textual evidence.		Amason, Dworaczyk, Maggie, Lisa	100% of all students will meet or exceed the reading & writing standards and increase Advanced by 10%.				
	Funding Sources: 199 LOCAL - $5,000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 2 5) Teachers will utilize technology in English classes through the use of online resources for students requiring more targeted intervention plus teacher training.		Amason & Dworaczyk	100% of teachers will utilize technology and online resources.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 6) Utilize EOC format to ensure mastery of reporting categories in daily and weekly writing assignments in grades 9-10 for all students including special service, at-risk, and ELL. Expository, Persuasive, Analytical Prompts.		Amason, Dworaczyk, Maggie, Lisa	100% of all students will meet or exceed the reading & writing standards and increase Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 2 7) Teachers will disaggregate EOC, TELPAS, and common assessments to adjust instruction, promote small group intervention, and set individual student goals for meeting standards and advanced performance. *Project ELL (Title III)		Amason, Assistant Principals, Dept Heads	100% of students will meet or exceed TELPAS, EOC, and AYP standards by May 2017. 100% of students will score 70% or above on CAs.				
	Funding Sources: 263 TITLE III - $827.00						
State System Safeguard Strategy **Critical Success Factors** CSF 4 8) Students who fail the previous year's STAAR test will be put into Reading I classes.		Amason, Counselors, Dworaczyk	100% of the students will meet the reading & writing standards on the EOC and meet the AYP standard				
State System Safeguard Strategy **Critical Success Factors** CSF 7 9) Assist teachers in attaining certification to serve special populations such at GT, ESL, Special Education, and C.T.E; coursework, staff development, and/or TeXes in order to assure all staff are highly qualified and certified.		Amason, Taylor	100% of teachers will be highly qualified.				
	Funding Sources: 199 LOCAL - $750.00, 255 TITLE II - $750.00						

State System Safeguard Strategy **Critical Success Factors** CSF 7 10) Maintain testing security for all required state assessment by providing trained and certified personnel		Amason and Dworaczyk	100% of the Campus staff will received mandatory EOC testing training. Campus Coordinators will received mandatory training.				
	Funding Sources: 263 TITLE III - $50.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 11) Research based supplemental materials, technology and supplies will be purchased to support the academic goals of ELA.		Amason and Department Heads	100% of students will meet Level II EOC standards and improve 10% on Advanced in 2017.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 12) Purchase LOTE support materials and technology equipment/support for ELL use. Ex. dictionaries, headphones, etc.		Taylor	Our ELL student scores will improve on District and State exams				
	Funding Sources: 263 TITLE III - $2,026.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 13) Move Mrs. Cordova to ELL study hall to assist ELLs in developing fluency and comprehension skills.		Amason, Dworaczyk	ELL students' scores will improve on TELPAS and STAAR.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 14) Our ELL students will utilize Reading Smart Reading Mate (Title III), Acellus (Title III), IXL, and one to one dictionaries.	2	Amason, Dworaczyk, Hernandez, Brown, Davis, Cordova	ELL students' scores will improve on TELPAS and STAAR.				
	Funding Sources: 263 TITLE III - $3,818.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 2: All CHS students will participate in Math activities that promote creativity, collaboration, and problem solving

Evaluation Data Source(s) 2: 100% of Algebra 1 students will meet the EOC level II standard and increase level III by 10% and meet the AYP standard of participation and performance.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.		Amason, Dworaczyk	100% of the Algebra I students will meet the EOC level II standard & raise Advanced by 10%. 100% of the math students will score 70% or above on the District CAs.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) All departments/subjects will develop Instructional calendars for each nine weeks following the scope and sequence. The calendars leveled with readiness and supporting standards and focus on vocabulary		Teachers, Dworaczyk, Amason	100% of CHS students will meet Level II EOC and increase Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) Math teachers will work with the district math person during Department meetings to ensure that the readiness and supporting standards are taught at the appropriate level throughout the curriculum especially addressing LEP, Spec. Ed, GT and at- risk students.		Amason, APs, Dept Head	100% of Math students will pass Common Assessments. 100% of Algebra 1 students will reach level II standards and improve Advanced by 10% on EOC.				
	Funding Sources: 255 TITLE II - $200.00						
State System Safeguard Strategy **Critical Success Factors** CSF 2 4) Teachers will disaggregate and analyze STAAR assessment data and common assessment results to determine student progress toward achieving the state math standards.		Amason	100% of students will meet the level II standard on Algebra 1 EOC and improve Advanced by 10%. 100% of the students will score at least 70 or above on CAs.				

State System Safeguard Strategy **Critical Success Factors** CSF 1 5) Teachers are encouraged to attend Professional Development to improve instruction in math. The teachers shall implement and improve high quality math instruction for ELLs and other diverse learner populations through training opportunities for all content teachers. Lead4ward		Amason, Jurica, Dept. Head	100% of the teachers attending Professional Development will use some of the activities to improve instruction and will see an increase in passing of CAs.				
	Funding Sources: 255 TITLE II - $860.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 6) Teachers will utilize technology in math classes through the use of online resources for students requiring more targeted intervention plus teacher training. *Graphing Calculators, *Ipad, *Chromebooks		Teachers, Dworaczyk, Amason	100% of teachers will utilize technology and online resources.				
State System Safeguard Strategy **Critical Success Factors** CSF 4 7) All Algebra 1 students who failed the EOC STAAR Algebra I test will be placed in STAAR remediation classes and tutorials. Students who do not pass the Common Assessments will be put into small groups during tutorials. Struggling students that failed STAAR tests in 8th grade will be placed in RTI Academy to improve level of academics.		Amason, Dworaczyk	100% of Algebra I students will meet level II standard and increase Advanced by 10% on EOC math.				
State System Safeguard Strategy **Critical Success Factors** CSF 2 8) Teachers will disaggregate EOC & CAs to adjust instruction, prompt small group intervention, and set individual student goals for meeting standards and advanced performance.		Amason and Dworaczyk					
State System Safeguard Strategy **Critical Success Factors** CSF 1 9) Research based supplemental materials and supplies will be purchased to support the academic goals in Math		Jurica, Teachers, Amason, Department Heads	100% students will meet EOC Algebra I standards and improvement Advanced 10%. 100% of math students will pass the CAs.				
10) ELL students are given additional time to work on and improve math skills; XL Computer Math program purchased by the district and study hall		Amason					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 3: All CHS students will participate in Science activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 3: 100% of Biology students will meet the EOC level II standard and increase Advanced by 10%.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.		Amason, Weaver, teachers	100% of Biology students meet level II standards on EOC and Advanced increases by 10%. 100% of students will make 70 or above on Common Assessments in Science subjects.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) Teachers will use Science TEKS, Scope & Sequence, best teaching practices, CCISD Instructional Model to develop Instructional Calendars with readiness and supporting standards.		Sonsel, Amason, Dworaczyk, Niemeier	100% of science students will make 70% or above on Common Assessments each six weeks. 100% of Biology students will meet level II standard and raise Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) Biology teachers with Mr. Sonsel will identify the readiness and supporting standards tested on EOC.		Amason, Sonsel, teachers	100% of Biology students will meet level II standards on EOC and increase Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) CHS will have main streamed with support classes with special ed. teachers helping in the regular classrooms to help students with special needs.		Amason, Diagnosticians, Counselors	100% of special education students will pass STAAR and STAAR A/Alt. 100% of Special Ed students will score 70 or above on CAs.				

State System Safeguard Strategy **Critical Success Factors** CSF 2 5) Teachers will disaggregate EOC and CA data to adjust instruction, promote small group intervention, and set individual student goals for meeting standards and advanced performance.		Amason, Niemeier, Weaver, Teachers	100 % of Biology Students will pass STAAR and 100% of all students will score 70 or above on the CAs.				
6) Students who did not pass the Biology EOC will be scheduled into a daily remediation class.		Amason	100% of students will pass the Biology EOC.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 7) Students will participate in science activities to enhance basic concepts at higher cognitive levels through hands on activities, field experiences, and lab experiences. *Wetlands *Recycling Center, *Energy Trailer.		Teachers, Weaver, Amason, Sonsel	100% of students will score 70% or above on Common Assessments and 100% of Biology students will meet level II standard and increase Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 7 8) Science teachers will attend professional development, test for new certifications, attend AP/PAP training to increase advanced courses and diversity.		Amason, Weaver, Neimier	100% of teachers willl be Highly Qualified.				
	Funding Sources: 255 TITLE II - $450.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 9) Research based supplemental materials and supplies will be purchased to support the academic goals in Science.		Amason, teachers, Weaver	100% of students will score 70% or above on Common Assessments and 100% of Biology students will meet level II standard and increase Advanced by 10% on EOC.				
State System Safeguard Strategy **Critical Success Factors** CSF 4 10) CHS will have a tutorial period & those students failing will be identified & assigned to tutorials.		Administrators	100% of students identified for tutorials will show improvement.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 4: All CHS students will participate in Social Studies activities that promote creativity, collaboration, and problem solving.

Evaluation Data Source(s) 4: 100% of US History students will meet the EOC level II standard and increase level III by 10%.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.		Amason, Wyatt,	100% of students will score 70% or above on common assessments and 100% of U.S. History students will meet the level II standard and increase Advanced by 10%.				
2) Teachers will use social studies TEKS, Scope and Sequence, best teaching practices, CCISD Instructional Model to develop instructional calendars with readiness and supporting standards.		Amason, Teachers, Friesenhahn, Wyatt	100% of students will score 70% or above on common assessments and 100% of U.S. History students will meet the level II standard and increase Advanced by 10%.				
State System Safeguard Strategy **Critical Success Factors** CSF 5 3) CHS will participate in social studies activities to enhance basic concepts at higher cognitive levels. *Black History Month *Hispanic Heritage Month *Constitution Week, Freedom Week , Voice of Democracy. The teachers will build students' background knowledge in Social Studies through reading materials, current event discussions, various media resources, and special guest speakers.		Amason, Friesenhahn, Wyatt, Hernandez	100% of students are introduced to special ethnic events and information.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Special Education students will be in mainstreamed with support.		Amason, Wyatt	100% of Special Ed students will meet standards on EOC and EOC A/Alt social studies				
State System Safeguard Strategy **Critical Success Factors** CSF 4 5) All 11th graders who failed the U. S. History EOC test will be placed in a STAAR remediation class.		Amason, Wyatt	100% of students retesting will meet level II standard.				

State System Safeguard Strategy **Critical Success Factors** CSF 7 6) Social studies teachers/classrooms will attend technology and other professional development to improve instruction for reg, AP/PAP students.		Amason, Wyatt	100% of students making 70% or above on Common Assessments and 100% meeting level II standard and improving Advanced by 10%.				
	Funding Sources: 255 TITLE II - $600.00						
State System Safeguard Strategy **Critical Success Factors** CSF 7 7) Social Studies teachers will use District Tittle Funds to attend ESL/ELL training. .		Amason, Wyatt	100% of ELL students will make 70% or above on Common Assessments and 100% of ELL students taking US History EOC will meet level II and increase Advanced by 10%				
State System Safeguard Strategy **Critical Success Factors** CSF 7 8) Research based supplemental materials and supplies will be purchased to support the academic goals in social studies.		Amason, Wyatt, Friesenhahn	100% of students will make 70% or above on the CAs and 100% of US History students will meet level II standards and improve Advanced by 10%.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 5: The student graduation rate will meet and/or exceed the state standard as outlined by TEA. 100% of CHS students will complete the required course sequence and meet EOC satisfactory standards as determined per TEA graduation requirements.

Evaluation Data Source(s) 5: 100% of students will complete high school on time.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 2 1) CHS principal will receive a leaver list. The leaver list will be reviewed by CHS administrators, CHS registrar, Hope administration, CHS counselors and district attendance officer. An attempt will be made to recover each person on the list.		Amason, Dworaczyk, Wyatt, Hermes, Martinez	Identified and contacted dropouts will be recovered 100%.				
State System Safeguard Strategy **Critical Success Factors** CSF 2 2) Develop criteria and identify 1/6 of at-risk 9th grade class who need the Academy. There will be a certified teacher and 1 paraprofessional teacher for five periods.		Amason, Jr. High Counselors, High School Counselors, Spencer and Caraway	100% of identified 9th grade population will have success and will promote to 10th grade.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) One on one counseling will be done with each "at risk" student to fully explain consequences and encourage them to commit to improving their performance. This will be done prior to the end of the 1st nine weeks.		Amason, Counselors, Spencer	100% of at-risk students will score 70% or above on District CAs and 100% will reach level II standard and increase Advanced by 10% on their EOCs.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) CHS counselors will develop a Personal Graduation Plan for students who have failed the STAAR test.		CHS Counselors	100% of students who have failed STAAR will have Graduation Plans and meet level II standards on EOC.				

State System Safeguard Strategy **Critical Success Factors** CSF 3 5) Students with behavioral needs will use the Social Skills Intervention Center to reduce number of students in In-School Suspension, SSI, and DAEP.		Amason, Dworaczyk, Wyatt, SSI Teacher, Stewart,	The number of students with special behavioral needs assigned to DAEP, SSI and ISS will decrease by 75%				
State System Safeguard Strategy **Critical Success Factors** CSF 5 6) Collaborate with Federal Programs-Title I to provide services and supplies to homeless students.		Sonsel, Rudellat, Willoughby, Amason	100% of homeless students will graduate.				
State System Safeguard Strategy **Critical Success Factors** CSF 2 7) CHS counselors will work with 9-12 students to decide Endorsements by the end of October and develop 4 year graduation plans by June PEIMS snapshot.		Amason, Willoughby, Rudellat, and Kirchner	100% of the 9-12 students will have a 4 year plan.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 6: The average student attendance will meet and/exceed the state standard.

Evaluation Data Source(s) 6: Student attendance will increase to 97%.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 1) CHS will record accurate daily attendance records and complete the final daily attendance sheet by 10 am the next day.		Smalley	.5% increase in attendance per grade level from the previous year each six weeks with the exception of the first.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) CHS will have an exemption policy in place to encourage better attendance.		Amason, Dworaczyk, Willoughby, Rudellat	.5% increase in attendance per grade level from the previous year each nine weeks.	✓	✓	✓	
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) CHS will notify parents by phone after the first absence.		Amason, Wyatt, Martinez, Niemeier, Smalley and Hamilton	5% decrease in the need to refer to truancy court.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Students absent during 2nd period will be called when necessary by attendance clerk.		Smalley and Hamilton	.5% increase in attendance per grade level from the previous year each nine weeks.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 5) CHS will begin implementing a reward/incentive system to encourage better/perfect attendance.		Amason, Smalley, Wyatt, Niemeier, Dworaczyk	.5% increase in attendance per grade level from the previous year.	✓	✓	✓	

State System Safeguard Strategy **Critical Success Factors** CSF 1 6) Create plan for incentive for attendance for ELL students at school and on tests.		Amason, Dworaczyk	ELLs participating in STAAR EOC and TELPAS will improve performance.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 7) Create an Excel Class for our SPED population behind in credits.		Amason, Monitoring teachers	Students selected for the class will graduate on time.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 7: All CHS staff will develop LOTE activities that promote fluency, collaboration and problem solving.

Evaluation Data Source(s) 7:

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All purchase requests will be evaluated and approved by administration to ensure proper disbursement of funds.		A. Perez, R Vesely	Budget money to be used as intended for maximum benefit through the school year.				
State System Safeguard Strategy **Critical Success Factors** CSF 7 2) CHS will meet the needs of our LOTE by having teachers attend AP/GT training. We will use District Title II funds to help	2	Taylor	GT/AP scores will improve.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) Purchase LOTE support materials and technology equipment/support for ELL use. Ex. dictionaries, headphones, etc.		Taylor	Our ELL student scores will improve on District and State exams.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Mrs. Brown and Mrs. Cordova will help ELLs learning to speak English.		Amason, Dworacyzk	Ell students' scores will improve on TELPAS and STAAR.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 5) District is considering purchasing a new program for ELL students.		Amason, Dworaczyk, Brown, Hernandez	ELL students' scores will improve on TELPAS and STAAR.				
State System Safeguard Strategy **Critical Success Factors** CSF 1 6) Create plan for incentive for attendance for ELL students at school and on tests.		Amason, Brown, Dworazyk	ELL students' participating on STAAR and TELPAS will improve.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: CCISD will provide learning opportunities that are engaging, rigorous, relevant, and transcend state standards while meeting individual needs.

Performance Objective 8: As measured by Performance-Based Monitoring and Analysis System, CTE students will increase English Language Arts passing rate to 75%, increase mathematics passing rate to 95%, and maintain science and social studies passing rates at 95%. The nontraditional course completion rate will increase to 55% for males and 35% for females.

Evaluation Data Source(s) 8: The percent of CTE students passing STAAR EOC Assessments will increase to the stated goal amount, and the percent of nontraditional course completers will increase to the stated goal amounts.

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 7 1) CTE teachers will complete and maintain appropriate certification.		Amason, Freeman	Teacher certification records, alternative certification program enrollment.				
	Funding Sources: 255 TITLE II - $514.00						
2) CTE course offerings will be expanded and sequences will be aligned to meet the needs of the community.		Freeman, Counselors	CTE Course Description Guide listing courses and coherent sequences.				
3) CTE teachers will make at least one personal , positive parent contact each week.		CTE Teachers	Parent contact log.				
4) CTE teachers will design the instructional calendars and lesson plans for their courses to meet the requirements and rigor of the TEKS.		CTE Teachers, Freeman	Instructional Calendars, lesson plans.				
5) Students will be recruited and encouraged to complete gender non-traditional courses.		CTE Teachers, Freeman	Percentage of male and female students completing non-traditional courses.				
6) CTE teachers will incorporate ELA, math, science, and social studies TEKS in lesson plans as appropriate		CTE Teachers, Freeman	Lesson plans				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students

Performance Objective 1: CHS will actively monitor budget requests and campus projects for financial responsibility in using local, state, and federal funding sources.

Evaluation Data Source(s) 1: CHS will stay 100% with in budget

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Look at all budget items to cut or combine expenses to meet needs.		Perez, Amason	CHS will stay within their budget in all departments.				
2) Coordinate professional development activities for all staff with federal, state and local program funds, Examples: AP/GT trainings/institutes, Region III.		Amason, Taylor, Sonsel	Increase scores on STAAR & AYP.				
3) Provide all supplies, materials and services to Special Education students including CBI and Academic Field Trips		Amason, Bethany	Special Education students are provided services decided in ARD meetings and make progress on STAAR.				
4) CHS will create plans to find teachers in areas of need for 2017-2018		Amason, Dworaczyk	ALL positions will be filled with highly qualified teachers.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: CCISD will focus the use of our resources to close achievement gaps and facilitate quality learning for all students

Performance Objective 2: Algebra I students will meet the current AYP standard at the district and campus level.

Evaluation Data Source(s) 2: 100% of Algebra I students at CHS will meet the EOC level II standard and increase level III by 10%.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Department meetings will occur with a primary focus on students achievement for 9 weeks test, Common Assessments, STAAR and AYP.		Amason, Martinez	Results of meeting will increase AYP results by 50%.				
2) Students will be given the diagnostic STAAR test in March. Students failing the math portion of the test will have intense remediation during class.		Counselors, Math teachers, Amason, Dworaczyk	100% of CHS students will pass the math portion of the STAAR test.				
3) There will be 9-11th math mainstreamed with support classes to help Special Ed., ELL and other students meet the EOC level II standards.		Amason, Counselors, Dworaczyk	100% of Special Ed. & ELL students will meet level II standard on increase advanced by 10% on EOC, STAAR M/Alt.				
4) Math materials, workbooks, & technology will be purchased for remediation of specific students taking math EOC exams.		Amason, Martinez-Math Dept Head, Teachers, Dworaczyk	EOC math remediation students will improve their scores by 30%.				
5) Coordinate and improve high quality math instruction through staff development such as Lead4Ward, AP/GT Trainings/institutes, Region III.		Amason, Jurica, Dept Head,AP Teachers, Dworaczyk	10% increase of students scoring 3,4,5 on AP tests. Increase Advanced on EOC by 10%.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: CCISD will ensure a compassionate, effective, innovative, and highly motivated staff to accomplish our mission.

Performance Objective 1: All CHS teachers and instructional paraprofessionals are highly qualified by SBEC standards and are effective in their performance.

Evaluation Data Source(s) 1: 100% of the teachers will have the professional development and certifications they need to teach the CHS students and be highly motivated and qualified staff.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All CHS teachers will incorporate technology into their daily lessons where appropriate. Technology specialist will assist teachers with integrating technology into lessons.		Amason, Sides, Dworaczyk, Wyatt, Niemeier, Teachers, D.Sonsel	100% of the teachers will use technology in their instruction as documented in summative evaluations and walk throughs.				
	Funding Sources: 410 IMA - $2,042.95						
2) Eduphoria, Aware, STAAR Data Analysis for all CHS teachers available with training.		Amason, Dworaczyk, Wyatt, Niemeier, Teachers	100% of the teachers will use Eduphoria Aware to retrieve data about their students to use for planning and tutorials.				
3) Eduphoria Forethought will be used by teachers for lesson plans.		Amason, Dworaczyk, Wyatt, Niemeier	100% of the teachers will use Forethought as documented on the appraisers Eduphoria account.				
4) Chromebooks and storage carts will be utilized in the classrooms to have more technology available for students. English, Math, Science, and Social Studies rooms will have class sets of Chromebooks.		Amason, Thomae, Teachers, Dworaczyk, Wyatt, Niemeier, Technology Development	100% of students will have the availability of computers for school and projects as documented in walk-throughs and appraisals.				
5) 33% of all lessons will be required to involve/embed current technology available for instruction.		Amason, Dworaczyk, Wyatt, Niemeier	100% of the teachers will use technology for instruction and student use as documented in lesson plans, walk-throughs, appraisals.				
6) All teachers will be trained to use Google for email, calendar, classroom, and homework assignments.		Amason, Dworaczyk	100% of CHS teachers will have Google Training.				
7) All teachers will be trained to use the Txeis Gradebook.		Amason, Trousdale, Dworaczyk	100% of the teachers will use Gradebook for documentation of grades and assignments as documented on Gradebook.				

8) All teachers will have motivational training to be compassionate, respectful, and understanding to students problems.		Amason, Dworaczyk, Counselors	100% of teachers will be compassionate, respectful, and understanding when talking to students as documented by walk-throughs and appraisals.				
	Funding Sources: 255 TITLE II - $5,000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: The district and each campus will provide learning environments that are safe and secure for all students, faculty and staff.

Performance Objective 1: CHS campus will ensure a safe and positive learning environment

Evaluation Data Source(s) 1: 100% participation of monthly safety drills.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) FEMA Red card/green card system in place for all safety scenarios.		Niemeier	100% of students will be accounted for in case of lock down, lockout and fire drill.				
2) Fire drill, tornado drill, lock down, lockout drills performed monthly.		Niemeier	100% of students /staff will be trained on what to do in case of emergency as documented on training forms.				
3) Daily safety tips read during morning announcements.		Niemeier	100% of students made aware of hazards and safety tips as documented in safety notebook.				
4) Constant evaluation of campus safety procedures. Develop reunification plan with Falcon, Police, Sheriff, and Fire Department.		Niemeier, Amason, Wyatt, Dworaczyk, Falcon	Changes made as necessary to ensure proper procedure is followed in timely manner. Practice with all entities at least once a year.				
5) Hall monitors to patrol the school halls and parking lot throughout the school day.		Wyatt, Niemeier, Dworaczyk, Amason	100% reduction of campus vandalism, students in hallways during class periods with out passes and unregistered visitors.				
6) Specific outside doors will remain locked throughout the school day to prevent unregistered visitors from entering/disrupting the campus. Repair drivers license check technology to try to keep unwanted visitors from coming on campus.		Wyatt, Niemeier, Amason, Dworaczyk, Hall monitors	100% of visitors will go through the front door and register at the office.				
7) Students and staff will have Prime Time the first 30 minutes of class time when students can not leave the room or be called from class.		Teachers, Office staff, Amason, Dworaczyk, Niemeier, Wyatt, Hall monitors	100% of the students will stay in the class the first 30 minutes of the period as noted by the hall monitors and office staff.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: CCISD will develop and implement a parent and community involvement program that promotes all stakeholders as partners in the education of our students.

Performance Objective 1: CHS parent and community involvement will be promoted at CHS.

Evaluation Data Source(s) 1: CHS will encourage and support parental involvement in academic and extra curricular areas throughout the school year.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Senior parents will organize and conduct Project Graduation. Monthly meetings will be held on school campus.		Amason, Dworaczyk, Wyatt, Niemeier	Project Graduation will occur the night of graduation.				
2) CHS administrators will encourage various Booster Clubs to be active in student activities. All current Booster Clubs will remain active.		Amason, Dworaczyk, Wyatt, Niemeier	Students will be able to attend various activities sponsored by CHS and the individual Booster Clubs.				
3) Junior parents will organize and conduct the Prom. Monthly meetings will be held at CHS campus.		Junior Class Sponsors, Amason, Dworaczyk, Wyatt, Niemeier	Juniors will invite the seniors to the Prom.				
4) Parents of 9th & 10th graders will be actively solicited to help organize fund raising activities for the Junior Prom and Senior Project Graduation. Monthly meetings will be held at CHS campus.		Amason, Dworaczyk, Wyatt, Niemeier	At least $5000 will be earned by each class each year.				
5) CHS will post daily announcements on CHS web page and messages will be posted on Facebook.		Amason, Dworaczyk, Vesely, Teachers	100% of parents will know of all upcoming events and meetings.				
6) 9th Grade Orientation for incoming 9th graders and parents to be held in August before school starts. Students will be given CHS rally towels.		Amason, Vesely, Dworaczyk, Wyatt, Niemeier	Students and parents meet teachers and administrators, tour school and learn about high school.				
7) Parent Night/Course Selection Fair (partnered with PIE) will be held in March prior to pre-registration. Students and parents will learn about four year plans, new courses offered and graduation requirements. Student organizations and UIL events hosting information booths will be available for tour. Pizza and drinks will be served.		Amason, Counselors, Dworaczyk, Wyatt, Niemeier	100% of the parents and students attending will be better informed about graduation requirements and GPA's prior to making course selections.				
8) A 2nd tour of the campus for incoming freshmen ESL/Bilingual students and parents will be held in May to help those students transition and ask questions before entering high school. There will be a translator available.		Brown/Counselors, Cordova, Amason, Dworaczyk, Vesely	100% students and parents will be more comfortable and familiar with campus before entering in the fall.				

9) STAAR/TSI Parent Information Night		Amason, Victoria College, Counselors, Dworaczyk	100% of parents and students will be more informed about college entrance.				
	Funding Sources: 263 TITLE III - $150.00						
10) 9th Grade Career Fair to be held in October to educate freshman on career choices. Planned with PIE. (Pending)		Amason, Dworaczyk, Counselors	100% of the Freshman will more informed about careers in our area.				
11) CHS School activities and accomplishments will be published in local paper. (Port Lavaca Wave)		Amason, K. Whitaker, Vesely, Dworaczyk, Wyatt, Niemeier	100% of students will be recognized for involvement and accomplishments at CHS.				
12) Parent conference attendance for Autism training		Bethany	State Autism Conference, Region III workshops				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.
1	1	2	All departments/subjects will develop Instructional Calendars for each nine weeks following the Scope & Sequence. The calendars will be leveled with readiness and supporting standards and focus on vocabulary.
1	1	3	Implement and improve high quality reading and writing instruction for ELL's and other diverse learner populations through training opportunities for all content teachers. *Reading Smart Reading Mate for ELL (Title III) *Reg. 3 Sheltered Instruction (Title 3)
1	1	4	Implement and assess short answer and essay responses across curriculum areas to enhance student's ability to interpret text and support it with textual evidence.
1	1	5	Teachers will utilize technology in English classes through the use of online resources for students requiring more targeted intervention plus teacher training.
1	1	6	Utilize EOC format to ensure mastery of reporting categories in daily and weekly writing assignments in grades 9-10 for all students including special service, at-risk, and ELL. Expository, Persuasive, Analytical Prompts.
1	1	7	Teachers will disaggregate EOC, TELPAS, and common assessments to adjust instruction, promote small group intervention, and set individual student goals for meeting standards and advanced performance. *Project ELL (Title III)
1	1	8	Students who fail the previous year's STAAR test will be put into Reading I classes.
1	1	9	Assist teachers in attaining certification to serve special populations such at GT, ESL, Special Education, and C.T.E; coursework, staff development, and/or TeXes in order to assure all staff are highly qualified and certified.
1	1	10	Maintain testing security for all required state assessment by providing trained and certified personnel
1	1	11	Research based supplemental materials, technology and supplies will be purchased to support the academic goals of ELA.
1	1	12	Purchase LOTE support materials and technology equipment/support for ELL use. Ex. dictionaries, headphones, etc.
1	1	13	Move Mrs. Cordova to ELL study hall to assist ELLs in developing fluency and comprehension skills.
1	1	14	Our ELL students will utilize Reading Smart Reading Mate (Title III), Acellus (Title III), IXL, and one to one dictionaries.
1	2	1	Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.
1	2	2	All departments/subjects will develop Instructional calendars for each nine weeks following the scope and sequence. The calendars leveled with readiness and supporting standards and focus on vocabulary

Goal	Objective	Strategy	Description
1	2	3	Math teachers will work with the district math person during Department meetings to ensure that the readiness and supporting standards are taught at the appropriate level throughout the curriculum especially addressing LEP, Spec. Ed, GT and at- risk students.
1	2	4	Teachers will disaggregate and analyze STAAR assessment data and common assessment results to determine student progress toward achieving the state math standards.
1	2	5	Teachers are encouraged to attend Professional Development to improve instruction in math. The teachers shall implement and improve high quality math instruction for ELLs and other diverse learner populations through training opportunities for all content teachers. Lead4ward
1	2	6	Teachers will utilize technology in math classes through the use of online resources for students requiring more targeted intervention plus teacher training. *Graphing Calculators, *Ipad, *Chromebooks
1	2	7	All Algebra 1 students who failed the EOC STAAR Algebra I test will be placed in STAAR remediation classes and tutorials. Students who do not pass the Common Assessments will be put into small groups during tutorials. Struggling students that failed STAAR tests in 8th grade will be placed in RTI Academy to improve level of academics.
1	2	8	Teachers will disaggregate EOC & CAs to adjust instruction, prompt small group intervention, and set individual student goals for meeting standards and advanced performance.
1	2	9	Research based supplemental materials and supplies will be purchased to support the academic goals in Math
1	3	1	Department Head will have a planning period to work with Admin and District Office Team so there can be coordination of planning for ELL, Mainstream with support, GT and tutorials.
1	3	2	Teachers will use Science TEKS, Scope & Sequence, best teaching practices, CCISD Instructional Model to develop Instructional Calendars with readiness and supporting standards.
1	3	3	Biology teachers with Mr. Sonsel will identify the readiness and supporting standards tested on EOC.
1	3	4	CHS will have main streamed with support classes with special ed. teachers helping in the regular classrooms to help students with special needs.
1	3	5	Teachers will disaggregate EOC and CA data to adjust instruction, promote small group intervention, and set individual student goals for meeting standards and advanced performance.
1	3	7	Students will participate in science activities to enhance basic concepts at higher cognitive levels through hands on activities, field experiences, and lab experiences. *Wetlands *Recycling Center, *Energy Trailer.
1	3	8	Science teachers will attend professional development, test for new certifications, attend AP/PAP training to increase advanced courses and diversity.
1	3	9	Research based supplemental materials and supplies will be purchased to support the academic goals in Science.
1	3	10	CHS will have a tutorial period & those students failing will be identified & assigned to tutorials.

Goal	Objective	Strategy	Description
1	4	3	CHS will participate in social studies activities to enhance basic concepts at higher cognitive levels. *Black History Month *Hispanic Heritage Month *Constitution Week, Freedom Week , Voice of Democracy. The teachers will build students' background knowledge in Social Studies through reading materials, current event discussions, various media resources, and special guest speakers.
1	4	4	Special Education students will be in mainstreamed with support.
1	4	5	All 11th graders who failed the U. S. History EOC test will be placed in a STAAR remediation class.
1	4	6	Social studies teachers/classrooms will attend technology and other professional development to improve instruction for reg, AP/PAP students.
1	4	7	Social Studies teachers will use District Tittle Funds to attend ESL/ELL training. .
1	4	8	Research based supplemental materials and supplies will be purchased to support the academic goals in social studies.
1	5	1	CHS principal will receive a leaver list. The leaver list will be reviewed by CHS administrators, CHS registrar, Hope administration, CHS counselors and district attendance officer. An attempt will be made to recover each person on the list.
1	5	2	Develop criteria and identify 1/6 of at-risk 9th grade class who need the Academy. There will be a certified teacher and 1 paraprofessional teacher for five periods.
1	5	3	One on one counseling will be done with each "at risk" student to fully explain consequences and encourage them to commit to improving their performance. This will be done prior to the end of the 1st nine weeks.
1	5	4	CHS counselors will develop a Personal Graduation Plan for students who have failed the STAAR test.
1	5	5	Students with behavioral needs will use the Social Skills Intervention Center to reduce number of students in In-School Suspension, SSI, and DAEP.
1	5	6	Collaborate with Federal Programs-Title I to provide services and supplies to homeless students.
1	5	7	CHS counselors will work with 9-12 students to decide Endorsements by the end of October and develop 4 year graduation plans by June PEIMS snapshot.
1	6	1	CHS will record accurate daily attendance records and complete the final daily attendance sheet by 10 am the next day.
1	6	2	CHS will have an exemption policy in place to encourage better attendance.
1	6	3	CHS will notify parents by phone after the first absence.
1	6	4	Students absent during 2nd period will be called when necessary by attendance clerk.
1	6	5	CHS will begin implementing a reward/incentive system to encourage better/perfect attendance.
1	6	6	Create plan for incentive for attendance for ELL students at school and on tests.
1	6	7	Create an Excel Class for our SPED population behind in credits.

Goal	Objective	Strategy	Description
1	7	2	CHS will meet the needs of our LOTE by having teachers attend AP/GT training. We will use District Title II funds to help
1	7	3	Purchase LOTE support materials and technology equipment/support for ELL use. Ex. dictionaries, headphones, etc.
1	7	4	Mrs. Brown and Mrs. Cordova will help ELLs learning to speak English.
1	7	5	District is considering purchasing a new program for ELL students.
1	7	6	Create plan for incentive for attendance for ELL students at school and on tests.
1	8	1	CTE teachers will complete and maintain appropriate certification.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	6	7	Create an Excel Class for our SPED population behind in credits.

State Compensatory

Budget for Calhoun High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6112.99.001.7.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$4,070.00
199.11.6112.FA.001.7.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$225.00
199.11.6112.FX.001.7.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,240.00
199.11.6118.FX.001.7.24.0.00	6118 Extra Duty Stipend - Locally Defined	$2,000.00
199.11.6119.99.001.7.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$115,035.00
199.11.6119.FX.001.7.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$99,843.00
199.11.6122.99.001.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$3,500.00
199.11.6122.FA.001.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$500.00
199.11.6122.FX.001.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$700.00
199.11.6128.99.001.7.24.0.00	6128 Overtime Pay - Locally Defined	$1,800.00
199.11.6129.99.001.7.24.0.00	6129 Salaries or Wages for Support Personnel	$40,456.00
199.11.6129.FA.001.7.24.0.00	6129 Salaries or Wages for Support Personnel	$47,007.00
199.11.6129.FX.001.7.24.0.00	6129 Salaries or Wages for Support Personnel	$20,474.00
199.11.6141.99.001.7.24.0.00	6141 Social Security/Medicare	$3,682.00
199.11.6141.FA.001.7.24.0.00	6141 Social Security/Medicare	$3,258.00
199.11.6141.FX.001.7.24.0.00	6141 Social Security/Medicare	$2,847.00
199.11.6142.99.001.7.24.0.00	6142 Group Health and Life Insurance	$13,650.00
199.11.6142.FA.001.7.24.0.00	6142 Group Health and Life Insurance	$4,175.00
199.11.6142.FX.001.7.24.0.00	6142 Group Health and Life Insurance	$11,246.00
199.11.6143.99.001.7.24.0.00	6143 Workers' Compensation	$1,806.00
199.11.6143.FA.001.7.24.0.00	6143 Workers' Compensation	$1,200.00
199.11.6143.FX.001.7.24.0.00	6143 Workers' Compensation	$1,404.00

199.11.6145.99.001.7.24.0.00	6145 Unemployment Compensation	$130.00
199.11.6145.FA.001.7.24.0.00	6145 Unemployment Compensation	$39.00
199.11.6145.FX.001.7.24.0.00	6145 Unemployment Compensation	$101.00
199.11.6146.FA.001.7.24.0.00	6146 Teacher Retirement/TRS Care	$259.00
199.11.6146.FX.001.7.24.0.00	6146 Teacher Retirement/TRS Care	$3,157.00
199.11.6146.99.001.7.24.0.00	6146 Teacher Retirement/TRS Care	$3,743.00
	6100 Subtotal:	**$387,547.00**
6300 Supplies and Services		
199.11.6399.00.001.7.24.0.00	6399 General Supplies	$5,000.00
199.11.6399.FA.001.7.24.0.00	6399 General Supplies	$690.00
	6300 Subtotal:	**$5,690.00**
6400 Other Operating Costs		
199.11.6499.00.001.7.24.0.00	6499 Miscellaneous Operating Costs	$1,000.00
	6400 Subtotal:	**$1,000.00**

Personnel for Calhoun High School:

Name	Position	Program	FTE
Abraham, Allyson	Aide	Novanet	1.0%
Alvarado, Santos	Teacher	Inclusion	.28%
Caraway, Jeanette	Aide	RTI Academy	1.0%
Clark, Kay	Teacher	Applied Algebra I	.42%
Innerarity, Michael	Teacher	ISS	.72%
Machicek, Kelly	Aide	Content Mastery	1.0%
Rothbauer, Devra	Teacher	STAAR Biology	.14%
Saenz, Roger	Teacher	Inclusion	.14%
Spencer, Kristin	Teacher	RTI Academy	1.0%
Swope, Phillip	Teacher	STAAR History	.14%
Torres, Mary Lori	Teacher	STAAR Math	.28%

Site-Based Decision Making Committee

Committee Role	Name	Position
Assistant Principal	Dana Dworaczyk	
Assistant Principal	Brent Niemeier	
Assistant Principal	Wes Wyatt	
Business Representative	Sarita Bonuz	
Classroom Teacher	Lauree Aschen	
Classroom Teacher	John Ferguson	
Classroom Teacher	Rebecca Friesenhahn	
Classroom Teacher	Sheryl House	
Classroom Teacher	Dee Anna	
Classroom Teacher	Andreanna Martinez	
Classroom Teacher	Felix Salinas	
Classroom Teacher	Erin Weaver	
Counselor	Sandra Rudellat	
Counselor	Blan Willoughby	
Paraprofessional	Renee McCarthy	
Parent	Melinda Cain	
Principal	Nicole Amason	

Campus Funding Summary

199 LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		19913629900001724000	$5,000.00
1	1	9		19913623900874721000	$750.00
				Sub-Total	$5,750.00
255 TITLE II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		25513639900874624000	$102.50
1	1	9		25513623900001724000	$750.00
1	2	3			$200.00
1	2	5		25513623900001624000	$280.00
1	2	5		25513623900001624000	$280.00
1	2	5		25513623900001724000	$300.00
1	3	8		25513623900001724000	$450.00
1	4	6		25513623900001624000	$150.00
1	4	6		2513623900001724000	$450.00
1	8	1		25511649900001624000	$197.00
1	8	1		25511649900001624000	$120.00
1	8	1		25511649900001624000	$197.00
3	1	8		25513629900001624000	$5,000.00
				Sub-Total	$8,476.50
263 TITLE III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Training for Reading Smart Reading Mate	26313629900001725000	$440.00
1	1	3	Sheltered Instruction training	26313623900001725000	$100.00
1	1	7			$827.00

1	1	10		2631362390000162500 0	$50.00
1	1	12		2631163990000162500 0	$187.50
1	1	12		2631163990000162500 0	$187.50
1	1	12		2631163990000162500 0	$1,378.00
1	1	12		2631163990000162500 0	$273.00
1	1	14		2631163990000172500 0	$3,818.00
5	1	9		2631163990000162500 0	$75.00
5	1	9		2631164990000162500 0	$75.00
				Sub-Total	$7,411.00
410 IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1		410-11-6399.00-001-711000	$1,873.00
3	1	1		410-11-6399.00-001-711000	$169.95
				Sub-Total	$2,042.95
				Grand Total	$23,680.45

Addendums

2016-2017 Site-Based Decision Making Committee

Meeting Date: October 3, 2016

Committee Role	Name	Position	Signature
Assistant Principal	Dana Dworaczyk	Asst. Principal	Dana Dworaczyk
Assistant Principal	Brent Niemeier	Asst. Principal	Brent H Niemeier
Assistant Principal	Wes Wyatt	Asst. Principal	Wes Wyatt
Business Representative	Sarita Bonuz	TrinityShores	Sarita Bonuz
Classroom Teacher	Lauree Aschen	Fine Arts	Lauree Aschen
Classroom Teacher	John Ferguson	Special Education	John Ferguson
Classroom Teacher	Rebecca Friesenhahn	Social Studies	Rebecca Friesenhahn
Classroom Teacher	Sheryl House	CTE	Sheryl House
Classroom Teacher	Dee Anna Kveton	English	Dee Anna Kveton
Classroom Teacher	Andreanna Martinez	Math	Andreanna Martinez
Classroom Teacher	Felix Salinas	Foreign Language	Felix Salinas
Classroom Teacher	Erin Weaver	Science	Erin Weaver
Counselor	Sandra Rudellat	Counselor	Sandra Rudellat
Counselor	Blan Willoughby	Counselor	Blan Willoughby
Paraprofessional	Renee McCarthy Vesely	Principal's Secretary	Renee McCarthy-Vesely
Parent	Melinda Cain	Parent	Melinda Cain
Principal	Nicole Amason	Principal	Nicole Amason

CALHOUN High School

2016-2017
You Matter!

Celebrations

- Distinction Designations in Mathematics, Science, Top 25% Student Progress and College Readiness
- One student was Commended by the National Merit Scholarship Corporation
- CHS students scored above the State and National average on the ACT test
- Increased focus on College and Career Readiness
- Upgrades to CHS

Opportunities

- Reading
    - Economically disadvantaged
    - Special Education
    - ELL
    - African American, Hispanic and Asian
- Math
    - Special Education
- Attendance
- Budget – Lost/absorbed positions

Changes in CIP

- ELL study hall specializing in Literacy
- ESOL class in addition to English class
- SIOP professional development for English and Special Education Teachers
- Consultant Marsha White for English Department
- Removal of planning periods except for Department Heads
- Decrease Support Teachers in Mainstreamed classrooms
- Scheduled Tutorials before school
- The Academy is five periods with increased class sizes
- Attendance Incentives
    - Weekly and Long Term drawings for attendance prizes
    - Daily personal phone calls to students who are absent

Met level 2 & above	Reading	Math	Science	Social Studie	Target State/Feder
All Students	58%	83%	88%	91%	60/87%
African American	38%	*	*	83%	60/87%
Hispanic	55%	83%	87%	91%	60/87%
White	70%	81%	90%	94%	60/87%
Asian	38%	100%	79%	84%	60/87%
Econ. Disadv.	53%	82%	83%	92%	60/87%
Special Education	20%	46%	58%	75%	60/87%
ELL	18%	94%	73%	62%	60/87%

TEXAS EDUCATION AGENCY
2016 Accountability Summary
CALHOUN H S (029901001) - CALHOUN COUNTY ISD

Accountability Rating

Met Standard

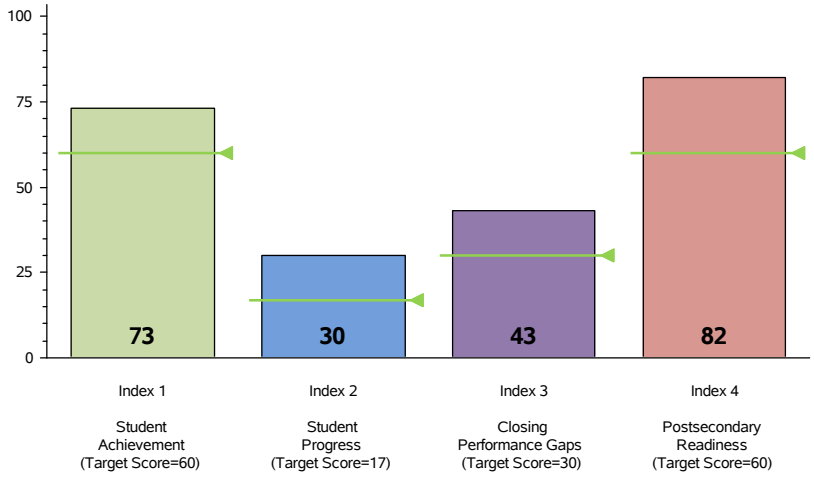
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,210	1,656	73
2 - Student Progress	357	1,200	30
3 - Closing Performance Gaps	689	1,600	43
4 - Postsecondary Readiness			
STAAR Score	13.5		
Graduation Rate Score	23.9		
Graduation Plan Score	21.4		
Postsecondary Component Score	23.1		82

Campus Demographics

Campus Type	High School
Campus Size	1,188 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	49.0
Percent English Language Learners	4.6
Mobility Rate	13.9

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	14 out of 21 = 67%
Participation Rates	13 out of 13 = 100%
Graduation Rates	4 out of 5 = 80%
Total	**31 out of 39 = 79%**

For further information about this report, please see the Performance Reporting Division website at https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html

Calhoun County ISD

2015-2016 REPORT ON VIOLENT/CRIMINAL INCIDENTS

Calhoun County Independent School District

Office of the Assistant Superintendent of Curriculum & Instruction
525 N. Commerce Street
Port Lavaca, Texas 77979
361-552-9728 (phone)
361-551-2648 (fax)

TEA requires an annual statement to the Board of Trustees reporting the number, rate and type of violent or criminal incidents that occurred on each district campus. The information is reported though the PEIMS Student Disciplinary Action Summary 2015-2016 summer collection, incident sub-totals.

HJM, K-5:
No incidents.

JR, K-5:
3 Incidents, Fighting/Mutual Combat.

POC, K-5:
No Incidents.

Seadrift, K-8:
No Incidents.

Travis, 6-8:
1 Incident, Fighting/Mutual Combat.
9 Incidents, Possessed, Sold, Used, Or Was Under The Influence Of Marijuana Or Other Controlled Substance.

Calhoun High School, 9-12:
29 Incidents, Possessed, Sold, Used, Or Was Under The Influence Of Marijuana Or Other Controlled Substance .
3 Incidents, Criminal Mischief.
1 Incident, Assault Against a District Employee or Volunteer.
7 Incidents, Assault Against Someone Other Than a School District Employee or Volunteer.

All reported incidents were addressed in compliance with Texas Education Code Chapter 37 and the CCISD Student Code of Conduct.

The District took the following actions in order to protect CCISD students:

- Anti-bullying campaign on campuses
- "Red Ribbon Week" activities to stay drug free
- Campus procedures for stressing positive student behaviors and attendance along with behavior plans are enacted at the campus level
- Instituted a Board Approved Drug Testing Policy
- Work with counseling resources to address: Bullying, dating violence, discrimination, child abuse, drug and alcohol abuse
- Character Education is delivered to students through a variety of counseling entities including guidance curriculum and morning announcements. Travis Middle School is piloting a character education curriculum
- Prevention Programs are delivered to all students on fire safety, bus safety, Science Lab Safety, monthly fire drills, yearly intruder and lockdown procedures
- Calhoun County ISD has 2 full-time resource officers and 1 truancy officer who work closely with the Port Lavaca Police Department and Calhoun County Sheriff Office
- Driver's License Scanners are used on all campuses for student/staff safety
- District Safety Committee meets monthly to discuss campus needs on safety
- Surveillance cameras are on all campuses providing protection from illegal activities and intruders
- Keyless school ID card entry is used on all campuses and buildings
- Motivational speakers are used to inspire students to make good choices at home, school and in their communities

Pursuant to the requirements of the No Child Left behind Act of 2001, Section 9532, the Texas Education Agency has developed a definition and methodology for identification of campuses required to implement the School Safety Choice Option. No CCISD campus met the definition of a Persistently Dangerous School. A school is defined as Persistently Dangerous if the number of mandatory expellable incidents per year equals to 1% or more of the three most recent consecutive years. CCISD is not required to implement the School Safety Choice Option.

Calhoun County ISD

2015-2016

ACADEMIC PERFORMANCE/

HIGHER EDUCATION

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

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Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALHOUN									
	CALHOUN COUNTY ISD								
	029901001	CALHOUN H S							
		Four-Year Public University	32	4	4	6	6	12	0
		Two-Year Public Colleges	78	29	13	13	11	10	2
		Independent Colleges & Universities	6						
		Not Trackable	7						
		Not Found	105						
		Total High School Graduates	228						
	029901003	HOPE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	53						
		Total High School Graduates	59						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Calhoun County ISD

2015-2016

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Calhoun County ISD

2015-2016

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Calhoun County ISD

2015-2016

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Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALHOUN									
	CALHOUN COUNTY ISD								
	029901001	CALHOUN H S							
		Four-Year Public University	32	4	4	6	6	12	0
		Two-Year Public Colleges	78	29	13	13	11	10	2
		Independent Colleges & Universities	6						
		Not Trackable	7						
		Not Found	105						
		Total High School Graduates	228						
	029901003	HOPE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	53						
		Total High School Graduates	59						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Calhoun County ISD

2015-2016
ACADEMIC PERFORMANCE/
HIGHER EDUCATION

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALHOUN									
	CALHOUN COUNTY ISD								
	029901001 CALHOUN H S								
		Four-Year Public University	32	4	4	6	6	12	0
		Two-Year Public Colleges	78	29	13	13	11	10	2
		Independent Colleges & Universities	6						
		Not Trackable	7						
		Not Found	105						
		Total High School Graduates	228						
	029901003 HOPE H S								
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	53						
		Total High School Graduates	59						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.