

# Hardin-Jefferson Independent School District

## China Elementary School

### 2022-2023 Campus Improvement Plan

Accountability Rating: C



**Board Approval Date:** November 7, 2022  
**Public Presentation Date:** November 14, 2022

# Mission Statement

**Our mission is to develop China Elementary Little HAWKS who are:**

- **Honest**
- **Accountable**
- **Willing to Learn**
- **Kind to others**
- **Safe and secure**

## Vision

**The China Elementary faculty and staff are committed to the academic, physical, and social-emotional growth of EVERY student as we strive to create confident learners able to communicate clearly and effectively, read and think critically, and solve problems collaboratively.**

# Core Beliefs

## **China Elementary supports HJ Core Values:**

- Integrity – exhibiting honesty and sincerity
- Excellence – educationally superior
- Commitment – our pledge to our community
- Positive Attitude – a spirit that promotes greatness
- Unity – oneness with each other

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Summary of CE Campus Plan Focus Areas:

1. In accordance with the implementation of the Comprehensive Counseling Model Plan, our school counselor is now spending 80% of her day in working with students to help them overcome difficulties in their lives. She works with students and provides parents with additional resources as needed. An increasing number of children are experiencing emotional distress because of Covid-related factors, especially regarding early closure/virtual learning, etc. Many children have learning gaps and need additional support as we work to help them overcome these struggles. Our counselor will continue a kindness campaign with special events and incentives throughout the year. We begin each day with student-led pledges organized by our counselor, a moment of silence, and a kindness quote.
2. Our campus is implementing the 7 Mindsets Social Emotional Learning program. Our counselor will work with each class and grade level group monthly to help them develop mindsets that will lead to happiness, meaning, and success. The strands taught in this web-based training include dreaming big, discovering unique talents, developing positive relationships, becoming responsible and accountable, appreciating what we have in life, learning the importance of giving back, and goal setting. Teachers have many resources with which to help their students to develop in these areas.
3. Additional face-to-face parent involvement activities will be offered at China Elementary during this school year. Some of these opportunities include Meet the Teacher, Title1/Dyslexia Meetings, HB454 Accelerated Learning Plan conferences, and face to face ARD, 504, and LPAC meeting opportunities. Additionally, parents will be invited to participate in several “lunch with your child” opportunities during the school year, such as the upcoming Thanksgiving meal.
4. Administrative staff and China Elementary PTO seek to encourage all staff members with special treats and meals throughout the year. Our PTO group remains our biggest supporter, and they treat staff throughout the year with snow cones, meals, sweet treats, coffee/soda carts, Christmas surprises, and gift cards. They also support our Hawks Nest for students with good behavior, along with Accelerated Reader prizes bought with AR points.
5. HB 3 Reading Academy training continues in 22-23 with K-3 teachers and administrators who have not yet had the training. At the conclusion of this year, we hope to have trained all K-3 teachers, special education teachers, and administrators.
6. Teacher professional development activities continue to expand with Google Classroom Special Education training, Region 5 workshops, vertical and horizontal planning opportunities, and opportunities to visit classrooms of high performing teachers to improve teaching practices in specific areas. Both a math and reading teacher attended the TEKS Resource System Conference in July with district and campus administrators. They continue to serve as liaisons to teachers who need additional help in using the TEKS Resource System curriculum.
7. All teachers were provided a personal copy of [Teach Like a Champion 2.0](#) to use as a resource for individual growth as teachers. This book is accompanied by web-based resources to help teachers improve in specific areas they have targeted as areas in which they need growth.
8. We are working with grade 3-5 students to teach them how to set and accomplish reasonable goals in math and reading. Students set goals after each benchmark test for the period before the next benchmark and are rewarded with several different incentives when they accomplish their goals.
9. Our Math and Reading RTI teachers continue to serve our most at-risk students in a small group ratio of 4:1. We are already seeing progress for these students as they close gaps.

# Demographics

## Demographics Summary

China Elementary is a Hardin-Jefferson ISD campus currently serving 544 students in PPCD-5th grade (9-30-21). The campus is located in China, Texas, Jefferson County, and is classified as a suburban campus. The campus is located at 605 Henderson Avenue at Highway 90. Our campus has seen a growth of 45 students since snapshot date in October 2020. Our campus serves ECSE students from both China Elementary and Sour Lake Elementary. Average class size for the campus on October 2021 snapshot date was 16.3 students. The largest class sizes were in fourth and fifth grades with 21 or more students in those classes. Our kindergarten class was also large and had 20 students per classroom. The trend for the 22-23 school year is for larger class sizes in most grade levels.

## STUDENTS:

As per the 2022 School Report Card, China Elementary served 494 students at snapshot date.

The economically disadvantaged rate was 50%. This number was likely down from the 2021 rate of 56.1% due to our campus having school-wide free meals.

Our campus is fairly diverse and the ethnic distribution on snapshot date in October 2021 is found below. All subpopulations except the White subpopulation grew slightly.

22.7% African American

20.0% Hispanic

51.0% White

0.3% American Indian

2.6% Asian

0.1% Pacific Islander

3.6% Two or more races

## Student enrollment by Type:

50.0% Economically disadvantaged

14.2% Special education (includes speech only students)

8.9% Emergent bilingual/English learners

## PARENTS and COMMUNITY:

Educational levels of parents whose children attend China Elementary vary widely. A survey of educational levels of parents has not been done recently. Best estimates would be that 80% of parents have at least a high school education with about 20% of this group having a college degree and/or postgraduate work. Many parents attended Hardin-Jefferson ISD schools. There is a great culture of "Hawk Pride" in this district, and parents are proud to have their children in the district.

Parents expect students to go to college or further training programs once they graduate from high school. The socioeconomic status of the community is diverse as well. China Elementary students come from at least four distinct and separate sub-communities. One of those is primarily economically disadvantaged and African American, with the others being slightly better off economically and more diverse in race.

There are no major employers in the community; however, there are several small businesses who employ agricultural workers. Many of the parents who work commute to Beaumont and surrounding cities. A high number of petrochemical workers live in the district and work in Beaumont, Port Arthur, and Orange. There is some community crime, but typically non-violent crime. Our community is a safe place to live and raise children. There is a higher crime rate in the sub-community that is primarily African American and economically disadvantaged. There are prison systems nearby in the Port Arthur area, and a growing number of our students have parents and/or siblings who are incarcerated. Many of these

children live with grandparents or other family members. As expected, these students typically lag academically and present behavior problems associated with trauma from their previous homes and separation from parents. About 30% of our students live with another family member and/or prove residency via the district affidavit.

Family involvement is high for our campus. Students from our attendance zone primarily attend public school although we have a few students who go to private schools and/or are home schooled. Adult education is available in nearby Beaumont.

## **STAFF:**

In the 21-22 school year, we had 48.5 full time staff members. 34 of those staff members were teachers. The average teacher salary was \$49,337.

In 21-22 our staff can be categorized by years of experience:

Beginning teachers - 0.3%

1-5 years - 23.5%

6-10 years - 20.6%

11-20 years - 44.1%

21-30 years - 11.8%

> 30 years - 2.8%

All teachers for the 22-23 school year are highly qualified. The majority of our teachers have 10 or more years of teaching experience, some with many more years experience. We have recently recruited several new teachers who are beginning their careers, and we continue to mentor and provide professional development for them and all staff. All instructional paraprofessionals are highly qualified. Some of them have 60 hours of college credit, while others have met district criteria in math/literacy/writing. Professional development is provided for paraprofessional staff as well. We have a high retention rate for employees and rarely have openings. Strong grade level and subject area teams exist on campus to provide support to new teachers. TTESS goals drive much of the professional development and teachers are provided resources and needed training. Professional development is provided in several ways: online Google Classroom training, collaborative meetings, before/after school meetings, technology training sessions, as well as two full days of district-provided professional development for all district staff. A survey is done each year to ascertain the types of professional development needed for the staff. Teachers are also allowed to observe teachers with strengths in areas in which they need to grow. This practice will be continued in the 22-23 school year with the best practice of Instructional Rounds, where teachers have opportunities to observe classrooms of their peers.

All teachers had T-TESS evaluations in 2021-2022 as well as ongoing walkthrough observations. All teachers in the 2022-23 school year will have a minimum of 4 walkthroughs and one formal announced observation using T-TESS criteria. Scores from T-TESS will be submitted to Texas Tech University as part of the Teacher Incentive Allotment (TIA) process. Teachers whose students do not meet campus/district expectations are provided opportunities to work with successful teachers, go to workshops, visit other campuses, etc.

## **Demographics Strengths**

1. China Elementary has a diverse student population.
2. Participation in special programs is proportionate to student subpopulations.
3. A strong RTI program exists to address needs of struggling students from all student groups.
4. Family and community involvement is high at China Elementary.
5. China Elementary enjoys a strong sense of community and good reputation in the surrounding area.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Economically disadvantaged students who have not attended high quality early education classes lag behind their more financially stable peers in many areas,

including experiences, enrichment opportunities, participation in extracurricular activities, and fewer opportunities to build language skills. **Root Cause:** Students from our economically disadvantaged group can be found across all race/ethnicity subpopulations. Students from economically disadvantaged homes have less support at home and often come to school with below average expressive and receptive language skills, which impedes learning in all subjects.



# Student Learning

## Student Learning Summary

# 2022 STAAR **MEETS** STANDARD



### STAAR Curriculum Drilldown for CHINA EL

Source: Admin Year:  
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: HARDIN-JEFFERSON ISD -> CHINA EL

Curriculum	Prior Year	Current Year
Mathematics 03	19%	33%
Mathematics 04	44%	17%
Mathematics 05	63%	63%
Reading 03	27%	38%
Reading 04	51%	33%
Reading 05	57%	66%
Science 05	32%	50%
Writing 04	46%	0%

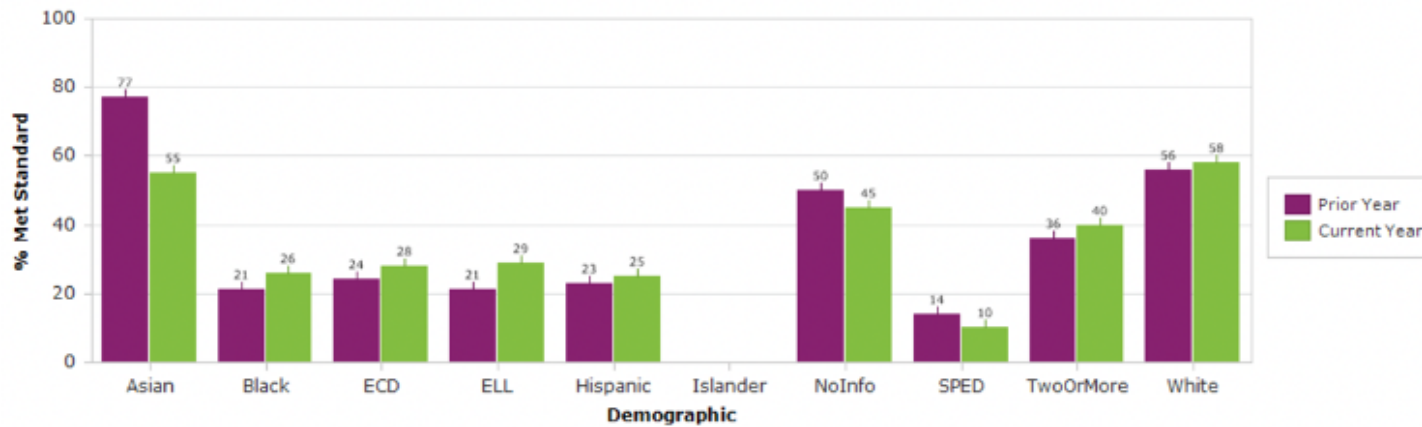




# STAAR Demographic Drilldown for CHINA EL

Source: Admin  
Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: HARDIN-JEFFERSON ISD -> CHINA EL

Demographic	Prior Year	Current Year
Asian	77%	55%
Black	21%	26%
ECD	24%	28%
ELL	21%	29%
Hispanic	23%	25%
Islander	0%	0%
NoInfo	50%	45%
SPED	14%	10%
TwoOrMore	36%	40%
White	56%	58%



## Student Learning Strengths

The "ALL" student group improving performance on "Meets standard" on the 2022 STAAR assessment include:

1. A 2% increase in campus "all student" reading STAAR scores (grades 3-5)
3. A 5% increase for African American students (all subjects)
4. A 4% increase for Economically disadvantaged learners (all subjects)
5. An 8% increase for English Language Learners (all subjects)
6. A 14% increase for 3rd grade math students

7. An 11% increase for 3rd grade reading students
8. A 9% increase for 5th grade reading students.
9. An 18% increase for 5th grade science students

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The percentage of 5th grade students at "Meets standard" for 2022 STAAR Math was well above State and Region 5 percentages. However, 3rd and 4th grade "Meets standard" scores for 2022 STAAR Math were at or below those of Region 5 percentages. **Root Cause:** Learning gaps due to Covid closure still exist within these two grade levels of students, especially the fourth grade group. These students are fifth graders in 22-23. More time will be devoted to learning math facts and teaching strategies for solving multi-step math story problems.

**Problem Statement 2 (Prioritized):** The percentages of 3rd and 5th grade students at "Meets standard" on the 2022 STAAR Reading were well above State and Region 5 percentages. However, 4th grade scores for 2022 STAAR Reading were below the state average for third graders. **Root Cause:** Covid closure in 2020 and virtual instruction of 31% of our third grade students for a semester or more of 20-21 severely impacted reading fluency and comprehension rates. Students in this group most affected by Covid closure are now fifth graders. More time will be devoted to reading fluency and comprehension as well as building vocabulary skills.

# School Processes & Programs

## School Processes & Programs Summary

Our administrative, campus leadership, and vertical alignment teams have spent a great deal of time studying and disaggregating scores and setting goals for student growth for the 2022-2023 school year. New monitoring processes were created for watching all student groups and individuals for growth throughout the year.

In Aug. 2022, teachers met in vertical alignment teams for each subject area and studied strengths, weaknesses, and trends. They were asked to identify focus categories for improvement, to identify resources/materials needed, and to align activities from grade to grade to better support student growth in the focus categories.

Urgent intervention students (as identified by Istation Reading and Math ISIP assessments) are served by math and reading RTI teachers. Classroom teachers serve intervention and "on watch" students. However, it is difficult to make groups as small as data warranted they should be.

Materials and resources are provided to teachers to ensure that they have what they need to engage students in authentic work and to solve complex, real world problems. STAAR teachers and students have access to Edmentum Study Island for all tested subject areas. Paired with TEKS Resource System, these products allow for individual student growth as well as keeping instruction well aligned to TEKS.

Istation Reading and Math are used for assessing PK-5 reading and math areas to determine student benchmark levels and to monitor/track their progress as specific targeted instruction is provided in RTI tiers. Grades 3-5 students have access to Study Island Reading and Math for TEKS remediation and Istation Reading and Math which continually assesses and adjusts instruction for individual students. These products were chosen because of their tight alignment with state standards and scientifically research-based best practices. Teachers review data from these assessments to inform whole and small group instruction as well as to sort students into RTI groups. These products also allow teachers, vertical alignment teams, RTI specialists, and campus/district administrators to monitor progress as a whole and for specific students. RTI meetings are held 4 times per year or more often depending on the level of need for various groups.

Differentiation and scaffolded instruction were discussed in vertical alignment teams as well. These teams identified processes, strategies, and materials needed to enhance student learning, including technology, questioning, manipulatives, visual aids and graphic organizers. Vertical alignment teams also analyzed student assessment data with regard to readiness, supporting and process standards and discussed strategies to better align instruction, vocabulary, and strategies so that students have continual progress from one grade to the next.

Individual teachers set personal professional development goals for themselves through TTESS goal-setting. They are tied to improving student achievement as identified through the various assessment and benchmark data on students. These goals may be reached in many ways: workshop attendance, book studies, observing high performing teachers on campus and in the district, web-based seminars, and campus/district professional development offerings. Professional development also is implemented according to campus need as a whole as determined by vertical alignment team meetings and assessment data. Areas to be covered this year are: enhancing critical thinking through modeling and "think aloud", as well as better questioning strategies, and building rapport and better relationships with students.

Teachers will continually track student performance by monitoring student achievement on unit tests, classroom observation of skill development, and monitoring student tracking with Istation data, as well as with student achievement on a mock STAAR release tests. Vertical alignments teams will meet routinely to identify strengths, weaknesses, and trends and to determine areas of further focus.

Students in grades K-5 will monitor and track progress on Istation Reading and Math. Students meeting their monthly goals will be rewarded monthly. Gr. K-2 will work toward increasing their DRA levels and math fact fluency.

ESL students were provided in-class and pull-out support based on their needs. Teachers of ELAR are ESL certified, and we also have a RTI/ESL teacher who works to be sure these students are receiving appropriate instruction and strategies. Teachers receive copies of instructional/linguistic accommodations to be used in instruction, and administrators observe classes to see that they are being implemented (walkthroughs and observations).

The campus leadership team met and identified strengths, weaknesses, and problem areas. Feedback was communicated through vertical alignment teams on Data Day prior to the

school year start. Root causes were determined in vertical alignment and leadership team meetings. Goals were set in each vertical alignment team based on STAAR data. We will continue to meet throughout the year to ensure that we remain focused on our goals. This will be communicated from the leadership team to vertical alignment teams. These topics will also be revisited with grade level teachers in RTI meetings. Goals for individual struggling students will be set and monitored by teachers and reviewed by RTI team every 6-9 weeks, based on which tiers children are working in.

Teacher leaders are vital to campus growth. Teachers are nominated to serve on campus leadership team and are assigned to represent specific groups of teachers so that every teacher has a voice in campus planning as well as an avenue to address problems encountered throughout the year. Duty rosters are developed with input from teachers about preference of morning/afternoon duties. Administrators are in the duty schedule rotations and available to address issues and to help brainstorm solutions when needed.

There are no after school programs at CE because many of our students would not have a ride home if they stayed past bus times. Our school day ends at 3:30, and teachers are needed for after school duty until 3:45-4:00. This limits after school participation. Teachers report to classrooms at 7:30 a.m. each day and are available to help students with homework problems, reteaching/retesting opportunities, and makeup work.

The master schedule maximizes class time for instruction and is developed to exclude as many interruptions as possible. Announcements are not made during class periods unless absolutely necessary. Every grade level has a dedicated intervention period of 60 minutes. During this time, students are grouped for small group instruction on specific needs. Other students receive supplementary and acceleration of skills during this period.

Classes are located to maximize instruction and to reduce transition time. The school map reveals that grade levels are grouped together with supplemental staff located as near to needed areas as physically possible.

Our district purchased the 7 Mindsets Social Emotional Learning programs for the 2022-23 school year. Implementation of this program will allow students to develop in seven key areas that should also increase student achievement and personal well-being:

- Everything is Possible: Dream big, embrace creativity and expect results.
- Passion First: Pursue your authentic talents and deepest interests.
- We Are Connected: Explore the synergies in all relationships and learn to empower one another.
- 100% Accountable: Choose to be responsible for your own happiness and success.
- Attitude of Gratitude: Seek positives from every experience and be thankful for all you have.
- Live to Give: Inspire and serve others while maximizing your potential.
- The Time is Now: Harness the power of this moment, and take purposeful action today.

Our campus continues to have a strong program in 504, ESL, and RTI as well as a strong special education department. The mission for each of these programs is to make sure students are provided the assistance and support they need in order to develop in all aspects: emotionally, academically, physically, and mentally. These programs are coordinated and monitored by administrative staff: principal, assistant principal, counselor, and diagnostician.

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

1. Faculty and staff are dedicated and committed to student growth.
2. Programs are in place to assist students needing more support in all areas - 504, ESL, RTI, special education.
3. Administrative and counseling staff will continue to use restorative practices and discipline strategies for effective connection with students.
4. RTI Reading and RTI Math teachers continue to do small group interventions with students identified with urgent intervention needs. Students are served 120 mins./week in reading and/or math, dependent on individual needs.

# Perceptions

## Perceptions Summary

### FAMILY AND COMMUNITY ENGAGEMENT

We recognize that parents are a vital part of educating children. They are invited to participate fully in school activities, are kept up-to-date with teacher and campus communications, and have many opportunities to volunteer and have a part in campus life. Two parent representatives are members of our district leadership team and campus leadership team. A parent representative is a part of our LPAC team. Teachers and administrators welcome parents to visit classrooms and watch lessons and are afforded opportunities to discuss their child's strengths, weaknesses, and needs. Teachers communicate regularly with parents in a variety of ways: notes, emails, phone calls, virtual conferences, and through use of Remind app. We also communicate to parents from the campus in a variety of ways: school web page, campus Facebook page, campus Remind communications, emails, phone calls, letters. Our nurse visits regularly with parents with health needs. Administrators and front office staff have an open door policy, and parents stop by frequently with questions, concerns, or advice. We hope to convey to parents that we see them as their child's first teacher. Developing a good relationship with parents is a priority. We believe that parents perceive that this is so. We have good feedback from parents and enjoy a good reputation in the school community. We have an active PTO which provides the "extras" our campus needs from time to time. They also do an excellent job of recruiting volunteers to help teachers and provide TLC for teachers during the year: small gifts, treats, meals, and other forms of appreciation. There is good rapport and communication between the campus, district, and PTO group. We have a growing Hispanic population, and we provide communications in Spanish to those parents who need that help. We have several community partnerships in the community. This group is represented on our campus leadership team, and in 22-23, we will continue this aspect of rapport/communication with a community partnership with Walters-Cross State Farm insurance company.

### SCHOOL CULTURE AND CLIMATE

The majority of students on our campus enjoy coming to school at China Elementary. They tell teachers and their parents, who often share with us. It is apparent around holidays and prior to summer break that for many students we are their safe place. Some cry when they leave us. Serving a campus where more than half of our students live at poverty levels means that we work harder at making relationships with students who vitally need adults who see value and worth in them. The staff at China Elementary by and far share the conviction that parents send us the best students they have and that we must be the best teachers we can. What we do matters. Every day matters. Students who are new to campus are assigned a homeroom teacher and a student or two in the homeroom class who introduce them to friends and show them where things are located in our building. Our students take this seriously, and it is heart-warming to watch as they begin to fold new students into their peer groups.

We have great students at China Elementary who come from all kinds of homes. Every child has value. We emphasize kindness and respect for others on our campus. The majority of learners feel they belong on our campus and are proud to be Little Hawks. The Hawk culture is strong throughout the HJISD community. Students participate in sports and other events outside of school and often know one another's families. There are occasionally students who do not seem to fit readily into our campus culture. For these students, our administrative team and grade level teacher teams help to transition students into peer groups that might be more nurturing. We touch base with parents and students to see what interests and preferences they may have. This is often very effective for helping students fit in better.

An analysis of discipline data shows that less than 10% of our students received office referrals in 2021-22. Less than 1/10 of those students were referred to the office multiple times. The goal of an office visit is to help the student know what behavior got them there, why it is unacceptable, what restitution is necessary, and alternative behaviors to deal with conflict situations. Various consequences are used, including loss of privileges such as recess, rewards, etc. Students fill out a reflection sheet where they record why they were referred, what harm the behavior caused, and what restitution they feel they need to make. Administrators and counselor work together to help students learn to self-regulate and make positive choices more of the time.

Bullying and other incidents may be reported anonymously through our participation in the anonymous Crime Stoppers TIPS program. These incidents are investigated quickly and thoroughly, with timely and appropriate contacts to parents. Teachers are knowledgeable about the need to be alert and aware to bullying and to provide avenues for reporting.

Students who practice bullying behavior are counseled and given the opportunity to make restitution to the victim. Parents are contacted with both the bully and victim.

### **Perceptions Strengths**

1. CE students, parents, and teachers are a vital part of a strong campus culture.
2. Parents support teacher and administrative discipline policies and see themselves as stakeholders in their child's education.
3. CE enjoys a good reputation with areas surrounding our attendance zone, and we are growing in student population as new families build and move into our attendance zone.

# Priority Problem Statements

**Problem Statement 1:** The percentage of 5th grade students at "Meets standard" for 2022 STAAR Math was well above State and Region 5 percentages. However, 3rd and 4th grade "Meets standard" scores for 2022 STAAR Math were at or below those of Region 5 percentages.

**Root Cause 1:** Learning gaps due to Covid closure still exist within these two grade levels of students, especially the fourth grade group. These students are fifth graders in 22-23. More time will be devoted to learning math facts and teaching strategies for solving multi-step math story problems.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The percentages of 3rd and 5th grade students at "Meets standard" on the 2022 STAAR Reading were well above State and Region 5 percentages. However, 4th grade scores for 2022 STAAR Reading were below the state average for third graders.

**Root Cause 2:** Covid closure in 2020 and virtual instruction of 31% of our third grade students for a semester or more of 20-21 severely impacted reading fluency and comprehension rates. Students in this group most affected by Covid closure are now fifth graders. More time will be devoted to reading fluency and comprehension as well as building vocabulary skills.

**Problem Statement 2 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

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

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

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

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






# Goals

**Goal 1:** All students attending China Elementary will be educated in learning environments that are safe, drug free, and conducive to learning. Students who are highly engaged and part of a positive campus culture are more likely to have good school attendance, succeed academically, make positive relationships with others, and complete high school.

**Performance Objective 1:** China Elementary administrators and staff will implement district safety/security protocols in order to provide a safe learning environment for students and a safe work environment for staff.

- Evaluation Data Sources:** Raptor sign-in, sign-out reports  
 Guest/contractors' sign-in, sign-out logs  
 Sign-in sheets for district training (staff and substitutes)  
 Exterior/interior door check logs  
 Record of drills and review of drills documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Standard Response Protocol will be taught to staff and students and practiced in routine drills. Each drill will be evaluated for ways to improve response.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will clearly understand and be able to follow Standard Response Protocol for the following situations: Hold, Secure, Lockdown, Evacuate, Shelter, as well as fire drills and bad weather drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, district safety coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The front reception area will be enclosed fully in glass. Front doors will be locked at all times, and visitors will be admitted after ringing the doorbell. Raptor technology will be used for sign-in and sign-out of students and visitors to the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will provide controlled access to the campus and create a safer environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> District contractors, Receptionist, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	0%			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All exterior doors to the campus will be locked at all times. The expectation for interior doors is that they be locked when students are in the classroom. All exterior and interior doors will be checked weekly. (TEA is expected to check every campus' exterior doors a minimum of one time/year.)</p> <p><b>Strategy's Expected Result/Impact:</b> Safer classroom environment for students and teaching staff</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** All students attending China Elementary will be educated in learning environments that are safe, drug free, and conducive to learning. Students who are highly engaged and part of a positive campus culture are more likely to have good school attendance, succeed academically, make positive relationships with others, and complete high school.

**Performance Objective 2:** By the end of the 2022-2023 school year, the number of incidents involving violence, tobacco, alcohol, and other drug use, will be reduced by 3% as measured by PEIMS and the number of discipline referrals.

**Evaluation Data Sources:** PEIMS discipline data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators and counselor will have input in the development of the HJISD Comprehensive Counseling Model Plan and will complete required training associated with compliance with the model's implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social emotional health for students Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus and district administrators Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> China Elementary students will participate in social-emotional learning activities on a weekly schedule using the 7 Mindsets SEL curriculum (funded through the ESSER III grant received by the district.)</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of office referrals; reduction of bullying behaviors; development of a positive and thriving campus culture; increased student achievement; ability to better self-regulate</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus administrators Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> 7 Mindsets Curriculum - Local Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with exemplary character will be recognized monthly with our Student of the Month recognition: announcement to campus, posting of picture and positive student qualities on our campus and district web pages and China Elementary FB page. A positive phone call home will be made to the parent of the recognized student.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus climate/culture and an increase in desired behaviors of student population, resulting in increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus principals Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Digital access to posting recognitions - Technology Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will take part in Red Ribbon Week activities designed to help them become aware of healthy life choices. Parents will be included in activities and provided information they can use at home to help students make good choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of students making poor choices, such as engaging in injurious behaviors: bullying, violence, self-injury, addictions</p> <p>Increased student achievement as a by-product of healthy life choices</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals Counselor Classroom teachers PE teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> Stickers and incentives for children during Red Ribbon Week - Local Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CE students in grades PK-3 will have a 30 minute daily recess. Students in grades 4-5 will have a 20 minute daily recess. PK and Kindergarten will have an additional 30 minutes recess during the day. CE students in grades K-5 will have four PE periods of 45 minutes/week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunities to participate in moderate to vigorous physical activity, both structured and play-based, resulting in better fitness and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> PE teacher Campus principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> PE/Health teachers will work on good sportsmanship, anti-bullying, and treating others with respect in times of conflict as part of the PE/Health curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of office referrals, esp. with regard to bullying and increased student achievement as a result of a positive learning climate/culture</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators PE teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All grade K-5 students will be assessed with Fitness Gram in PE classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Healthier children are better students with better school attendance. Promoting wellness and physical fitness will help students with increased attendance and subsequent increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> PE teacher Campus principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Fitness gram software for input - district provided - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> China Elementary administrators and counselor will conduct tier 2 &amp; 3 circles with students who need more behavioral support. Teachers and other children may attend these circles in instances where relationships and restoration are needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop more empathy for one another, will become better able to state their needs, and will become more accountable to teachers and one another as a peer group. This will result in fewer office referrals and time out of class, increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Administrators and counselor will work with students who have repeat discipline referrals to help them develop increased coping skills for conflict as well as to work with parents on ways to reinforce at home. Students who have excessive discipline referrals for aggressive behaviors will be referred to the counselor and possibly referred for additional testing through 504 and/or special education. Administrators will create and monitor personal behavior charts and contracts, making daily check-ins with students experiencing difficulty in this area.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals for repeat offenders</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Incentives and rewards - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June







Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Students will explore careers and educational opportunities available after high school via virtual field trips about various types of occupations, guest speakers to classrooms, and other campus events (College shirt day, career dress-up day, journal-writing, art contests, STEAM projects.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of the connection between education and careers</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Students will learn to set goals using Istation monthly ISIP software. Data will be tracked on monthly ISIP assessments. Students meeting their monthly goals in reading and/or math will be rewarded monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased motivation to learn and perform well on ISIP assessments resulting in greater reading and math achievement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers RTI teachers Administrators</p> <p><b>Funding Sources:</b> Funding to purchase incentives for reaching goals - Local Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** China Elementary parents and community members will continue to be partners and stakeholders in the education of our students.

**Performance Objective 1:** By the end of the 2022-2023 school year, at least 90% of all students' parents and/or family members will participate in routine communications with their child's teacher(s) as documented by Remind communications, emails, phone conferences, face-to-face meetings, virtual conferences, letters, notes, attendance at meetings (HB 4545, 504, LPAC, ARD, GT, etc.) and will be provided information and Parent/Family Engagement opportunities.

**Evaluation Data Sources:** School records will indicate that at least 90% of students, parents/family members participated in partnership in education opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> China Elementary PTO meetings will be held at varying times to accommodate schedules of as many parents as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parents participating in PTO meetings and events</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal PTO executive board</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Meeting room, digital announcements of meetings/events - Local Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> China Elementary will offer many different opportunities for parent participation throughout the school year, including but not limited to: Book Fairs, Family Literacy Night, PTO meetings/events, awards ceremonies, Christmas Sing Song, Texas Public School Week activities, review of state/federal accountability reports and TEA ratings, Title 1/Dyslexia Meeting, Meet the Teacher/Open House, Accelerated Reader incentive programs, and other Parent/Family Engagement opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parents attending virtual parent involvement activities at China Elementary (virtual due to Covid restrictions for safety and social distancing purposes)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Librarian Classroom Teachers PTO executive Board</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents and local business partner(s) will be asked to serve on the District Leadership Committee and the site-based campus leadership team.</p> <p><b>Strategy's Expected Result/Impact:</b> A venue will be established by which parents can express thoughts, ideas, suggestions for improvement needed at the campus and district level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals Superintendent</p> <p><b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents, teachers, and students will sign a Title 1 Parent Compact which details responsibilities of each stakeholder.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding and clarification of the roles of each group represented</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Registration staff Campus principals</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** 100% of academic classes at China Elementary will be taught by effective certified teachers. All paraprofessional staff will be highly qualified.

**Performance Objective 1:** 100% of core academic classes will be taught by certified teachers.

**Evaluation Data Sources:** Teacher certifications and endorsements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators will attend job fairs in order to diversify hiring of staff members. It is important that we find/hire teachers and paras who will better represent the ethnic/racial breakdown of our student population so that all students have role models from diverse ethnic/racial groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased likelihood of interviewing and hiring a more diverse staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> G/T teacher will have 30 hours of Gifted/Talented training and will do a yearly 6 hour update to keep her certification current.</p> <p><b>Strategy's Expected Result/Impact:</b> Fully certified G/T teacher to work with G/T student population</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All special education paraprofessional staff will receive ongoing training in special education-related topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement for special education students</p> <p><b>Staff Responsible for Monitoring:</b> Special education teachers Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All ELAR classroom teachers not yet certified in ESL will receive training materials (and/or training sessions) and be registered for an ESL certification test at district expense.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement by ELL students as measured by STAAR and/or TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** 100% of academic classes at China Elementary will be taught by effective certified teachers. All paraprofessional staff will be highly qualified.

**Performance Objective 2:** 100% of instructional staff will implement strategies that improve student success as a result of quality professional development.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student success on 2022 STAAR and 2022 Staff PD Survey will determine targeted areas for ongoing staff development.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development will be implemented according to teacher perception of areas of need (delineated in their TTESS Goal-Setting) and as identified on the district survey of professional development opportunities needed. Focus areas include: TTESS Goal Setting, Critical Thinking, Teach Like a Champion book and accompanying digital resources, and Reading Academies for 2 teachers in grades K-3 over the 21-22 school year. Teachers will also complete state required compliance trainings as prescribed by the district through use of the EduHero software program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased level of support for teachers to address classroom problems, preparation for planning and implementing effective instructional practices, and providing numerous strategies to new teachers to increase detainment of teaching staff and to develop healthy staff morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals Superintendent</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> DMAC technology/EduHero compliance courses - Local Funds, Reading Academy materials and trainer - Title I Funds, Reading by Design training for special education teacher - Special Education - \$820</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and staff will be provided opportunities for pertinent technology training so that they can deliver instruction in creative and engaging ways for students and so that they can help students integrate technology skills into their learning. Time will also be spent on helping teachers access features of digital products available to increase student learning: Istation, DMAC, iPad apps, mClass Amplify resources, Chromebook training, Go Guardian, Google Classroom, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher levels of teacher efficiency and skills to provide engaging and relevant lessons/activities for their students, which will result in more motivated and eager learners</p> <p><b>Staff Responsible for Monitoring:</b> Technology teacher District technology director Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Technology Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All campus staff members will complete professional development on a number of special education and 504 topics via monthly Google Classroom assignments as well as face to face professional development in special education topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Key leadership staff prepared to appropriately maintain and coordinate programs delivering services to areas of high need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal Assistant principal Special programs director 504/LPAC coordinator District instructional technology director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> District funds and coordination of Google Classroom assignments - Local Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be provided growth opportunities in order to develop more effective instructional practices (through the use of instructional rounds, walkthroughs, and follow-up conferencing. Teachers will set TTESS goals and monitor their growth through the collection of artifacts and documents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 100% of teachers in grades Kindergarten through 3rd grade will be trained in HB3-mandated Reading Academy cohorts by June 2024. (Six teachers in grades K-2 were trained in 2020-21; eight teachers in K-3 were trained in 2021-22. We anticipate completion of training for K-2 teachers and two grade 3 teachers in 2022-23 as well as special education teachers working with K-2 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher ability resulting increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> District reading coordinator District and campus administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 3:** 100% of academic classes at China Elementary will be taught by effective certified teachers. All paraprofessional staff will be highly qualified.

**Performance Objective 3:** Teachers will have representation and active input into the development of the Teacher Incentive Allotment plan and process.

**HB3 Goal**

**Evaluation Data Sources:** TIA Meeting participation (agendas and sign-in sheets)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher representatives will attend Teacher Incentive Allotment committee meetings and communicate regularly the progress of the committee to those whom they represent.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus and district administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District and campus administrators will continue to calibrate observation data by conducting team walkthroughs and collaborative learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased administrative calibration on TTESS Increased effectiveness of observation data to coach and mentor teacher growth, resulting in increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus and district administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** The percentage of grade 3-5 students who score "meets grade level" expectations in reading will increase from 46% to 62% by June, 2024.

**Performance Objective 1:** The percentage of grade 3 students who score "meets grade level" or above on STAAR Reading will increase from 38% to 62% by June 2024. (HJISD Literacy Board Goal). The annual target for 2022-2023 is 54%.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dyslexic students will be served by a Neuhaus certified dyslexia teacher using the Neuhaus Basic Language Skills curriculum. Students requiring additional application and practice of concepts will be served by teachers trained in Reading by Design curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher Reading by Design teachers Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dyslexic students and special education students with reading disabilities will participate in the Learning Ally program which allows them to listen to their Accelerated Reader books as a pre-reading activity. This enriches their reading and comprehension ability.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fluency and comprehension ability</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Classroom teachers Dyslexia teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> K-2 students will take the mClass screener three times per year: beginning, middle and end of year. This screener will also be used to pinpoint areas of weaknesses where teachers can provide acceleration. The screeners also have the capacity to "flag" students who may be at risk for dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading achievement and early identification and intervention for students at risk for reading problems.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Dyslexia teacher Administrators</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A campus reading RTI staff member will serve K-5 reading students identified as in need of urgent intervention by the Istation ISIP assessment. She will provide 60-120 minutes intervention/week to students identified for urgent intervention and intervention as identified by benchmark assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by progress monitoring of the above assessment for K-2; increased STAAR Reading performance for gr. 3-5 urgent intervention students</p> <p><b>Staff Responsible for Monitoring:</b> RTI Reading Teacher Administrators Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Salary for RTI teacher - Title III - ESSER funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The Saxon Phonics and Spelling curriculum will be taught in grades K-2. It is a highly sequential, multi-sensory phonics program which is taught in a spiraling manner with multiple opportunities to apply new learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Saxon Phonics and Spelling materials for grades K-2 - IMA - \$13,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> K-2 teachers will conduct small leveled guided reading groups 4 times/week while other learners are involved in appropriate literacy center practice. The DRA (Developmental Reading Assessment) will be given incrementally to measure student reading growth (comprehension, fluency, accuracy).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading fluency and accuracy</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All readers K-5 will participate in the Accelerated Reader (A.R.) program. They will choose books they can read independently at home with their parents and will take A.R. tests at school to measure comprehension ability. Students will be able to use the points gained from A.R. tests each nine week period to purchase items "for sale" in the A.R. store.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved fluency and comprehension Vocabulary enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators Librarian</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Renaissance subscription - IMA - \$4,000, Funding for A.R. store items - Local Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Students in grades 3-5 will use Study Island as a supplement to TEKS Resource System curriculum. Teachers are able to monitor progress and inform small group instruction of targeted needs based on student mastery levels. At-risk students receive instruction in areas that will fill in any gaps, and students already mastering grade level material have the opportunity to extend learning to higher levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in all student groups and subpopulations; increased number of students able to meet STAAR Reading and Writing standards</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Edmentum quote included Study Island and Reading Eggs (previous strategy) - IMA - \$1,403</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will use the Lone Star Learning Target ELA-Reading Practice in grades 1-5. This program spirals teaching of tested concepts throughout the year and gives students multiple opportunities to problem solve with real world situations. Additionally, it gives the teacher resources for modeling comprehension strategies using meta-cognitive (think aloud) processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students able to meet STAAR Reading standards</p> <p><b>Staff Responsible for Monitoring:</b> Classroom math and reading teachers Campus principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Lone Star Learning digital products - IMA - \$3,636</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** The percentage of grade 3-5 students who score "meets grade level" expectations in math will increase from 38% to 62% by June, 2024.





**Performance Objective 1:** The percentage of grade 3 students who score "meets grade level" or above on STAAR Math will increase from 33% to 62% by June 2024. (HJISD Early Math Board Goal). The annual target for 2022-2023 is 50%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A campus reading RTI staff member will serve K-5 math students identified as in need of urgent intervention by the Istation ISIP assessment. She will provide 60-120 minutes intervention/week to students identified for urgent intervention and intervention as identified by benchmark assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math achievement</p> <p><b>Staff Responsible for Monitoring:</b> RTI teacher Campus administrators Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> ESSER III funds for RTI teacher salary - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the Lone Star Learning Target Math Practice in grades K-5. This program recycles teaching of tested concepts throughout the year and gives students multiple opportunities to problem solve with real world situations. Additionally, it gives the teacher resources for modeling problem solving strategies using meta-cognitive (think aloud) processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math achievement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Lone Star Learning subscriptions for math teachers K-5 - IMA - \$3,636</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in grades 3-5 will use Study Island as a supplement to TEKS Resource System curriculum. Teachers are able to monitor progress and inform small group instruction of targeted needs based on student mastery levels. At-risk students receive instruction in areas that will fill in any gaps, and students already mastering grade level material have the opportunity to extend learning to higher levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math achievement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Funding for Edmentum purchase - Study Island gr. 3-5 - IMA - \$1,403</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** By June 2024, the campus will work to close the achievement gap and makeup for learning loss resulting from the COVID-19 pandemic.

**Performance Objective 1:** The campus will provide small group instruction in order to help students close learning gaps resulting from Covid 19 pandemic learning loss. Instruction will be delivered by a math RTI teacher and reading RTI teacher, as well as by classroom teachers during the campus dedicated intervention period for each grade level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Master schedule  
Intervention service schedules  
RTI student data and records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading and Math RTI teachers will serve K-5 students targeted for urgent intervention in a 4 student: 1 teacher ratio. Intervention will be conducted in each grade level's 60 minute dedicated intervention period. Students will be determined by performance on a variety of benchmark data as well as classroom performance on skills tests (including but not limited to: iStation reading and math, mClass Texas K-2, DRA (Developmental Reading Assessment.)</p> <p><b>Strategy's Expected Result/Impact:</b> Closing of gaps created by Covid-19 pandemic related closures/quarantines/virtual instruction, resulting in higher student achievement in reading and math (as measured by benchmark data and performance on STAAR Reading and Math (gr.3-5.)</p> <p><b>Staff Responsible for Monitoring:</b> RTI teachers Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June




Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will provide small group instruction for reading and math students targeted to receive intervention services during the grade level dedicated intervention period. Student progress will be monitored carefully and groups will be adjusted for student need throughout the year in the RTI process. Students not needing small group instruction will have opportunities to extend their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing of learning gaps caused by Covid-19 pandemic learning loss, resulting in higher student achievement in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In accordance with HB 4545, parent-teacher committee meetings will be held to discuss Accelerated Learning Plans for 2022-23 grade three students who failed one or more STAAR tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent awareness; increased collaboration/support between school and home; increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> District 504/LPAC Coordinator Diagnostician/speech therapist Campus administrators</p> <p><b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Grade 4 math and reading teachers will assist students in goal-setting for growth every nine weeks using iStation Reading and Math benchmark data. Students meeting goals will be rewarded each grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased self-regulation and motivation; increased student achievement</p>	Formative			Summative
	Nov	Feb	Apr	June


**Staff Responsible for Monitoring:** Classroom teachers  
Administrators

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

**Goal 6:** By June 2024, the campus will work to close the achievement gap and makeup for learning loss resulting from the COVID-19 pandemic.

**Performance Objective 2:** Student attendance will be closely monitored in order to ensure that students are present for instruction and have the opportunity to mastery taught objectives/skills.

- Evaluation Data Sources:** Attendance reports  
 Raptor early-out and late-in data  
 Truancy reporting (New Truancy Handbook provided by district)  
 Attendance committee meetings  
 Parent conferences  
 Rewards for good attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Receptionist will record parent/doctor notes to determine excused/unexcused absences. Notes will be sent home on a routine basis to students with excessive tardies and absences. Truancy meetings will be held with parents of students with excessive absences. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Assistant principal, Receptionist, Secretary	Formative			Summative
	Nov	Feb	Apr	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for China Elementary School

**Total SCE Funds:** \$4,500.00

**Total FTEs Funded by SCE:** 4

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

Supplementary programs and materials are purchased with SCE funds in order to support learners who have not performed satisfactorily on STAAR assessments. These include, but are not limited to, software programs, practice materials, manipulatives, and other aids based on student need.

## Personnel for China Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charlotte Dorn	2nd grade ELAR/SS teacher	1
Kayla Compton	Reading RTI teacher	1
Kimbrellyn Coleman	Math RTI teacher	1
Melissa Boggs	5th grade reading teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Bailey	3rd grade self-contained teacher	Regular education	1
Wendi Shiff	4th grade ELAR/SS teacher	Regular education	1

# Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	7 Mindsets Curriculum		\$0.00
1	2	4	Stickers and incentives for children during Red Ribbon Week		\$200.00
1	2	7	Fitness gram software for input - district provided		\$0.00
1	2	8			\$0.00
1	2	9	Incentives and rewards		\$0.00
1	2	11	Funding to purchase incentives for reaching goals		\$4,000.00
2	1	1	Meeting room, digital announcements of meetings/events		\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	2	1	DMAC technology/EduHero compliance courses		\$0.00
3	2	3	District funds and coordination of Google Classroom assignments		\$0.00
4	1	7	Funding for A.R. store items		\$2,000.00
<b>Sub-Total</b>					<b>\$6,200.00</b>
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Reading Academy materials and trainer		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Saxon Phonics and Spelling materials for grades K-2		\$13,000.00
4	1	7	Renaissance subscription		\$4,000.00
4	1	8	Edmentum quote included Study Island and Reading Eggs (previous strategy)		\$1,403.00
4	1	9	Lone Star Learning digital products		\$3,636.00
5	1	2	Lone Star Learning subscriptions for math teachers K-5		\$3,636.00
5	1	3	Funding for Edmentum purchase - Study Island gr. 3-5		\$1,403.00
<b>Sub-Total</b>					<b>\$27,078.00</b>

Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Reading by Design training for special education teacher		\$820.00
<b>Sub-Total</b>					\$820.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Salary for RTI teacher	ESSER funds	\$0.00
5	1	1	ESSER III funds for RTI teacher salary		\$0.00
<b>Sub-Total</b>					\$0.00
Technology Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Digital access to posting recognitions		\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					\$0.00