

# Calhoun County Independent School District

## HJM Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

HJM students, staff, and parents will work hand in hand to be the best that we can be.

# Value Statement

HJM Core Values:

Community- Serve and share selflessly

Compassion- Students are the focus of all decisions

Excellence- Strive to perform at maximum potential

Integrity- Be honest and fair

Respect- See each person's value

Responsibility- Choose right over wrong. Accept consequences for actions.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

HJM Elementary serves students in ECSE through 5th Grade and the current enrollment is 669 students. In addition to the regular classroom, HJM has Early Childhood Education for three and four year old children with special needs and approximately 130 identified English Language Learners (41 of these students are Karen students). Additionally, 16 students have been exited from the ESL program and are being monitored. The Ethnicity ratio consists of approximately: Asian 10%, Black 2%, Hispanic 64%, and White 22%. Forty nine percent are considered at risk and receive specialized instruction. As a title I campus 70% of our students are economically disadvantaged. HJM houses a life skills facility where specially trained teachers and para-professionals are hired to work with our severe and profound students. Our after school enrichment programs include Young Astronauts, Student Council, Choir, Robotics, an after school reflection time. HJM also has an after school program four days, 3 hours a day. We are proud of our Sharktown minitropolis, which consist of: IBC Banking, Wal-Mart, IRS, Utilities, Helping Hands, H.E.B., Postal Service, JAWS Center 25. The school's summer school program provides additional support, serving approximately 8% of our student population.

### Demographics Strengths

Our staff has had the challenge of closing academic gaps using innovative strategies and techniques in the classroom. We have assigned intense interventions where readiness skills are being implemented in order to scaffold learning for targeted students. Continuous progress monitoring of students responses to targeted interventions allows teachers to differentiate instruction in order to meet individual needs. Tier 3 students are monitored closely and are pulled to work with the RTI Intervention Specialist. Tier 2 RtI students are monitored closely and classroom teachers are providing intense interventions during small group instruction. Individualized computer based intervention programs are being utilized (I-Stations, Waterford, Reflex Math and Read Naturally) in order to meet individual needs and scaffold learning. Struggling ESL students are pulled by a certified ESL teacher for additional language support. Parental involvement is always promoted and the parent liaison assist families in goal setting and educational development as well as refining program initiatives.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** In ELAR, grades 3-5, the Asian population failed to meet the Closing the Gaps target of 74% (scored 71%). **Root Cause:** HJM has a high percentage of Karen students and these students do not portray the states true demographic Asian population.

**Problem Statement 2:** In Math, grades 3-5, the White population failed to meet the Closing the Gaps target of 74% (scored 71%). **Root Cause:** Many students that fall into this sub pop are students with learning or intellectual disabilities.

# Student Learning

## Student Learning Summary

2022 STAAR Reading			2022 STAAR Math			
	approaches	meets	masters	approaches	meets	masters
3rd	85%	56%	33%	89%	73%	41%
<b>state</b>	75%	50%	30%	70%	41%	20%
4th	94%	69%	32%	96%	77%	48%
<b>state</b>	76%	52%	28%	68%	41%	22%
5th	87%	59%	39%	86%	63%	32%
<b>state</b>	80%	56%	36%	75%	45%	23%
				5 <sup>th</sup> STAAR Science		
				73%	38%	18%
				66%	37%	17%

**HJM Elementary is a high achieving campus. 2021-2022-A Rating, 2019-2020-No Rating due to COVID, 2018-2019, 2017-2018, 2016-2017**

Although HJM struggled with closing the achievement gaps due to the pandemic challenges, students have made considerable progress. This is largely due to a viable curriculum along with initiatives focusing on high performance, research based intervention programs, common assessments, and the use of effective teaching strategies. A data board is used to intensely study student strengths, weaknesses, and progress. This allows for a collaborative and prescriptive approach to each students individual educational needs.

### Student Learning Strengths

According to 2021-2022 District STAAR Results:

- 56% of 3rd Grade students scored at the Meets level in Reading
- 73% of 3rd Grade students scored at the Meets level in Math
- 69% of 4th Grade students scored at the Meets level in Reading
- 77% of 4th Grade students scored at the Meets level in Math
- 59% of 5th Grade students scored at the Meets level in Reading
- 63% of 5th Grade students scored at the Meets level in Math

### 2022 Accountability Ratings Overall Summary

STAAR Performance 91- A

School Progress 91- A

Academic Growth 85- B

Relative Performance 91- A

Closing the Gaps 90- A

#### Additional Strengths:

- Interventions are provided for students in order to ensure success.
- Prescribed interventions were assigned during grade level tier 2 interventions meetings
- 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 teachers have the tools necessary for the students to be successful.
- RtI teacher works with most tier 3 students
- ESL teacher pulls designated EL students
- 88% of teachers are ESL certified

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

**Problem Statement 1:** In grades 3-5, the overall SPED passing rate on STAAR is 55% in ELAR (based on 2022 STAAR). **Root Cause:** Students struggle with retention of information taught.

# School Processes & Programs

## School Processes & Programs Summary

Continuous and focused data analysis is recognized as an essential process. A data board is used to display students testing data and specific students' eligibility (RtI, 504, SPED, ESL). HJM staff is working collaboratively with the other elementary campuses, as well as district office, to plan for each week. TEKS Resource helps drive instruction and teachers will use this resource as a road map when planning. Curriculum decisions are data driven with continuous improvement as the focus. 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 campus as a teaching tool in order to generate data. These assessments are rigorous, and raise expectations for student achievement. Intervention programs are monitored regularly: Waterford, Read Naturally, Reflex and IStation. The district and campus goals reflect a 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.

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. Parental and community input is encouraged during SBDM meetings regarding the campus needs assessment and CIP. Each campus goal, objective and strategy is reviewed with all members and active discussion takes place regarding ALL components of the campus improvement plan. Please see program strengths regarding feedback.

## School Processes & Programs Strengths

- Implementation of the districts scope and sequence is critical and teachers understand the value of providing a viable curriculum.
- Mathletics during morning announcements twice a week in order to review basic Math facts.
- Daily writing across all grade levels that incorporate targeted grade level writing rubrics.
- Teachers use the data from map testing and benchmark assessments to plan and determine small group lessons. This helps determine flexible groupings as well.
- Teachers integrate google classroom activities into the instructional day and expect students to work with technology to prepare projects, homework, and communicate with the teacher.
- TEKS Resource for aligned curriculum and instruction.
- Research based instructional practices.
- Intense interventions that target student needs.
- Data board that displays individual student testing and eligibility profiles.
- HJM is excited to have a mini-metropolis within our school that includes help from our partners in the community, such as H.E.B, I.B.C, Wal-Mart, U. S. Postal Service, Utilities, I.R.S., and JAWS 25 News Station. Students receive incentives for attendance and behavior to spend in our mini-metropolis.
- Nine weeks awards assembly where we invite special guest to help present the awards.
- Remind, school messenger and social media are used to contact parents about upcoming events.

- Teachers are in constant contact with parents regarding academic successes/concerns.
- Mentor and tutors are on hold due to the pandemic but they will assist students with academic and behavioral challenges through Partners in Education.
- HJM has a 5 phase discipline plan that is reviewed with each parent and signed.

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

**Problem Statement 1:** Align writing curriculum and implement target strategies with grade a level appropriate rubric. **Root Cause:** Implementation with fidelity.

**Problem Statement 2:** The PLC framework and campus initiatives need to be developed with new staff in order to increase student success. **Root Cause:** The need for all staff to clearly understand and utilize campus initiatives and implement with fidelity.

**Problem Statement 3:** Provide on-going training to new staff on campus procedures and academic expectations. **Root Cause:** System needs to be in place that will give new staff members time to visit productive classrooms in session.



# Perceptions

## Perceptions Summary

HJM Elementary serves students from 3 years of age (ECSE) through 5th grade. Students take an active role in the morning announcements through our JAWS 25 campus news station. During the announcements, we stress the importance of students being present everyday and we share daily attendance percentages. Students with attendance concerns will have the opportunity to access individualized computer programs in order to "regain instruction." Students with perfect attendance will be rewarded with a snack from the HJM snack cart. Also, during announcements we have a 2 minute Athletic Time where every Pk-5th grade student does a Math fact fluency check. Athletic goals and progress are posted outside each grade level hallway. Teachers make contact with parents after the first absence. We continue to implement an effective discipline plan (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. Additionally, we have school wide "Motivational Rallies" in order to instill a sense of pride while reviewing school wide expectations.

## Perceptions Strengths

Many school events have been revised to accommodate COVID safety protocols

- 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, school messenger, campus website, social media, and marquee are 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.
- HJM Facebook page is updated to promote positive communication
- Our PTO hosts the annual Chili Supper event
- Book Fair night promotes positive family interactions
- Literacy evening events
- Grandparent breakfast
- Unity Day
- 911 Tribute
- Pumpkin literature family day
- 5 phase discipline program
- Watch DOGS program
- Meet the teacher
- Sharktown
- Choir enrichment
- Donuts with Dads
- Muffins for Mom
- Red Ribbon Week
- Veteran's Day program

- Christmas store
- Christmas musical
- Mentoring program
- Positive motivational messages posted on campus walls
- Student writing displayed in each grade level
- Athletic time during morning announcements twice a week
- Character education program
- T-shirts purchased by PTO for each student
- 9 weeks awards assemblies
- School wide monthly motivational rallies
- ESL evening events
- Random Acts of Kindness week

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The PLC framework and campus initiatives need to be developed with new staff in order to increase student success. **Root Cause:** The need for all staff to clearly understand and utilize campus initiatives and implement with fidelity.

**Problem Statement 2:** Provide on-going training to new staff on campus procedures and academic expectations. **Root Cause:** System needs to be in place that will give new staff members time to visit productive classrooms in session.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- 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
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

### **Parent/Community Data**

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

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

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

# Goals





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

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

**Evaluation Data Sources:** Performance based assessments, STAAR assessment, Universal Screener, TPRI, individualized computer program results 2022-3rd grade students who score "Meets" grade level or above on STAAR Reading will increase from 56% meets to 70% meets by June 2025.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventions including flexible groupings will be provided to targeted 3rd grade students in ELAR in order to address achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will meet passing standard on performance based assessment and STAAR. Interventions used: Ford-Ferrier, Istations, Waterford, Read Naturally, Accelerated Reader</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Classroom Teachers, Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each grade level Professional Learning Community will meet and collaborate during planning time to evaluate students and plan instruction to increase student achievement. Lesson plans will be entered online in Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will meet passing standard on performance based assessment, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist and Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HJM will implement the district Instructional Model using TEKS Resource: Instructional Calendars (YAG): 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HJM will purchase rigorous research based ELAR materials in order to achieve performance objectives. Instructional supplies, supplemental materials, and support services will be purchased to support the academic and social goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener. Interventions used include Waterford, Brain Pop, IStations, Education Galaxy, Read Naturally, Accelerated Reader.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> HJM teachers will use Aware data to disaggregate performance based assessments and STAAR results in order to identify the academic needs of students using research based interventions to meet academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> A Response to Intervention teacher will provide intensive systematic instruction to students that are struggling academically.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Rtl Teacher, Administration, and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Summer school will be provided to students in order to close the achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% will meet passing STAAR standards during 3rd administration.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Grade level students will participate in motivational ELAR camps in order to review writing expectations and align instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in writing scores across the grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist and Rtl Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> An instructional specialist will meet with teachers weekly to provide instructional support and guidance in order to ensure academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> GT students will be given opportunities to explore their passions by demonstrating skills in self-directed learning, critical thinking, and project based instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> NNAT-2, IOWA Test of Basic Skills, Torrance Test of Creative Thinking</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Guided reading and small group instruction will be provided to all K-2 grade students during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> TxKea, TPRI data, Waterford Reports, Istations Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> We will continue to work toward school improvement (AYP) in ELAR for students with disabilities and ELL students. Technology hardware, instructional software programs, and intervention materials will be purchased to assist in achieving this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores and TPRI data will increase by 5% or one year's growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				







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

**Performance Objective 2:** All HJM students will participate in Math activities that are aligned with state standards and meet the expected rigor in the classroom on state and local assessments.

**Evaluation Data Sources:** 2022-3rd grade students who score "Meets" grade level or above on STAAR Math will increase from 43% to 69% by June 2025. All Math will increase from 43% meets to 60% meets by June 2025

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventions involving flexible groupings will be provided to targeted 3rd grade students in Math in order to address achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will meet passing standard on performance based assessment, STAAR. Interventions used include Istations, Waterford, Reflex Math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Classroom Teachers, and Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each grade level Professional Learning Community will meet and collaborate during planning time to evaluate students and plan instruction to increase student achievement. Lesson plans will be entered in eduhporia.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will meet passing standard on performance based assessment, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist and Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HJM will implement the district Instructional Model using TEKS Resource: Instructional Calendars (YAG): 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HJM will purchase rigorous research based Math materials in order to achieve performance objectives. Instructional supplies, supplemental materials, and support services will be purchased to support the academic and social goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> HJM teachers will use Aware data to disaggregate performance based assessments and STAAR results in order to identify the academic needs of students using research based interventions to meet academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, STAAR, EOY assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> A Response to Intervention teacher will provide intensive systematic instruction to students that are struggling academically.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance bases assessments, STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RtI Teacher, Administration and Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> An instructional specialist will meet with teachers weekly to provide instructional support and guidance in order to ensure academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, TPRI, STAAR, EOY assessments, Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** All HJM students who score meets grade level or above on STAAR Science 5th will increase by 5% each year.

**Evaluation Data Sources:** 2022 STAAR Scores students who score "Meets" grade level or above on STAAR Science 4-8 will increase by 5% each year. HJM students will increase from 63% to 66% "Meets."

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventions involving flexible groupings will be provided to targeted students in Science in order to address achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall "Meets" by 5% each year on 5th grade STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, administrators, and Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HJM will purchase rigorous research based Science materials in order to achieve performance objectives. Instructional supplies, supplemental materials, and support services will be purchased to support academic and social goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will meet passing standard on performance based assessment, STAAR, Ford-Ferrier</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HJM will implement the district Instructional Model using TEKS Resource: Instructional Calendars (YAG): 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> An instructional specialist will meet with teachers weekly to provide instructional support and guidance in order to ensure academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be successful on performance based assessments,</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

STAAR, EOY assessments

**Staff Responsible for Monitoring:** Administration



No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 4:** All HJM students will participate in Social Studies activities that are aligned with state standards and meet the expected rigor in the classroom and on state and local assessments.





**Evaluation Data Sources:** Index Score of 90 on Student Achievement Index 1 and increase to an Index Score of 50 on Student Progress Index 2. The percent of students who score "Meets" grade level or above on Social Studies will increase by 5% each year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interventions will be provided to targeted students in order to address achievement gaps. <b>Strategy's Expected Result/Impact:</b> Increase overall "Meets" by 5% each year on 3-5 PBA's. <b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administrators, and Classroom Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional supplies, materials, and support services such as Brain Pop and Social Studies Weekly will be purchased to support the academic and social goals of the campus in Social Studies. <b>Strategy's Expected Result/Impact:</b> Local assessments will demonstrate mastery of Social Studies information. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





**Evaluation Data Sources:** Index Score of 90 on Student Achievement Index 1 and increase to an Index Score of 50 on Student Progress Index 2.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HJM will continue to work toward school improvement (AYP) in All content areas for students with disabilities and Emergent Bilingual Students. Technology hardware, Instructional Software Programs, and intervention materials will be purchased to assist in achieving this goal</p> <p><b>Strategy's Expected Result/Impact:</b> Index Score of 90 on Student Achievement Index 1 and increase to an Index Score of 50 on Student Progress Index 2. The percent of students who score "Meets" grade level or above will increase by 5% each year.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Specialist, Administration, Instructional Specialist, and SPED Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** HJM will consistently monitor student attendance to improve its 95% attendance rate and ensure increasing opportunities for student academic success.

**Evaluation Data Sources:** 100% of students will transition seamlessly amongst each grade level.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HJM students will earn one shark dollar per day for attendance and for putting forth effort each day. <b>Strategy's Expected Result/Impact:</b> Increase attendance and increase performance on individualized computer programs <b>Staff Responsible for Monitoring:</b> Counselors and Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HJM students will be recognized at awards assemblies for perfect attendance. <b>Strategy's Expected Result/Impact:</b> Increase student attendance. <b>Staff Responsible for Monitoring:</b> Administrators and Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

**Evaluation Data Sources:** Drills and training will take place every 9 week period and will be documented through logs and electronic messaging that facilitate staff and student understanding of safety protocols.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Safety tips will be announced on our HJM Jaws 25 news station and students and staff will practice drills on a monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from staff and parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School-wide character education focus during daily announcements, motivational rallies, red ribbon week, fire prevention, and awards assemblies. Community leaders (police department, game wardens, sheriff's department) play a positive role in these events. Also, bridging resources needed between home and school to further students' academic and social success.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Harbor and Mid-Coast will address topics such as bullying, positive self image, respect, emotional awareness during special programs and block.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HJM will have 2 mail outs a year to keep addresses current for safety purposes and positive parental communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive communication feedback</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Clerk and Principal Secretary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> A behavior intervention para professional will provide behavioral intervention support. <b>Strategy's Expected Result/Impact:</b> Decreased in referrals and maximize instruction <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Staff members will help ensure student safety by helping sanitize high traffic areas on campus. <b>Strategy's Expected Result/Impact:</b> Increased attendance <b>Staff Responsible for Monitoring:</b> Head Custodian and Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will be served by highly qualified teachers and they will be encouraged to become ESL certified.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers ESL certified  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HJM will encourage community members to take part in our mentor program to better equip students with targeted skills.  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals and an increase in EOY Assessment scores.  <b>Staff Responsible for Monitoring:</b> Parent Liaison</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent Liaison will help bridge the communication gap between home and school and play an active role in programs that encourage parental involvement. Informational title 1 meetings will be held to keep families informed.  <b>Strategy's Expected Result/Impact:</b> 100% families will receive positive communication from school  <b>Staff Responsible for Monitoring:</b> Parent Liaison</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HJM Special Education teachers and instructional paraprofessionals will receive specific training in order to meet targeted needs. Region 3 is providing a continuum of hands-on services for staff members that work with our severe and profound population of students.  <b>Strategy's Expected Result/Impact:</b> Staff retention and increased student progress.  <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 2:** HJM will actively recruit teachers and mentor new hires to ensure the retention of effective educators.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will receive quality staff development in target areas based on campus needs. <b>Strategy's Expected Result/Impact:</b> 100% of staff will be highly qualified <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

**Evaluation Data Sources:** Based on the yearly audit of finances and program budgets, HJM will meet the needs of the campus while adhering to all mandated regulations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HJM will exercise fiscal responsibility towards current resources, as well as additional resources that will be purchased and expenditures will remain within the HJM budget.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be provided with necessary tools in order to ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Principal Secretary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HJM will utilize federal and state financial resources according to ESSA and state regulation to assure compliance with the law in regards to the purchase of materials, instructional programs, and services in order to meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Based on the yearly audit of finances and program budgets, HJM will utilize federal, state, and local budgets in accordance with all mandated regulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Special Education Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Messenger and social media will be utilized as needed to advise parents and community of safety issues as needed. <b>Strategy's Expected Result/Impact:</b> Increase communication regarding safety <b>Staff Responsible for Monitoring:</b> Counselor and Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HJM will provide a safe, secure and healthy learning environment designed to nurture positive academic, and social development. <b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator and Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for HJM Elementary

**Total SCE Funds:** \$307,920.09

**Total FTEs Funded by SCE:** 8.75

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

Compensation, teacher satisfaction, student achievement, and staff development practices are all areas of focus when dedicating academic resources. Supplementing with research-based curriculum along with best practices are strategies to accomplish campus and district goals.

## Personnel for HJM Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abbott, Brandi	Teacher	0.75
Amejorado, Diane Leal	Teachers Aide	0.8
Dugi, Kristan	Teacher	0.4
Gibson, Jill	Teacher	0.5
Gilbert, Amanda	Teachers Aide	1
Grantland, Kelly	Teacher	0.2
Htoo, Sah Mu Gay	Teachers Aide	1
McFall, Carol	ESL Teacher	1
Motl, Gay	RTI Teacher	1
Schneider, Kimberly	Teacher	0.1
Smith, Rhonda	Computer Lab Aide	1
Yendrey, Denise	Teachers Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Durham- Adame, Marie	Instructional Specialist	30	1.
Maricela Rodriguez	Title 1 Aide	30	1.
Martinez, Zachary	3-5 Counselor	30	1.
Simpson Deborah	Parent Liaison	30	1.

# Addendums



# 2022-2023 Campus Site-Based Committee

Meeting Date: August 9, 2022

8:30 A.M.

HJM Library

Committee Role	Name	Position	Signature
Classroom Teacher	Charlene Grabener	Kindergarten teacher	
Classroom Teacher	Cathie Self	2nd grade teacher	
Classroom Teacher	Macliegh Burris	1st grade teacher	
Classroom Teacher	Maggie Colley	3rd grade teacher	
Classroom Teacher	Jill Gibson	4th grade teacher	
Classroom Teacher	Kelly Grantland	5th grade teacher	
Administrator	Sherron McGrew	Assistant Principal	
Administrator	Tiffany O'Donnell	Principal	
Paraprofessional	Gwen Grigsby	Secretary	
Administrator	Leather McCall	Administrator in training	
District-level Professional	Lisa Rambo	District Representative	
Community Representative	Laura King	Community Representative	
Parent	Margaret Alvarez	Parent Representative	
Non-classroom Professional	Tammy Boehl / <i>Tammy Boehl</i>	Counselor	
Classroom Teacher	Kathryn Meza	PK teacher	
Classroom Teacher	Betty Tinsley <i>B</i>	SPED Teacher	



605 North Commerce  
 Port Lavaca, TX 77979  
 361-552-5253 (ph) 361-551-2605 (fax)  
 Tiffany O'Donnell, Principal  
 Sherron McGrew, Assistant Principal  
 Leather McCall, Inter. Assistant Principal

## We Are Family!

2022-2022 Highlights

★ Postsecondary Readiness    ★ Mathematics    ★ Science    ★ Comparative Closing the Gaps

STAAR Reading				STAAR Math		
	approaches	meets	masters	approaches	meets	masters
3rd	85%	56%	33%	89%	73%	41%
state	75%	50%	30%	70%	41%	20%
4th	94%	69%	32%	96%	77%	48%
state	76%	52%	28%	68%	41%	22%
5th	87%	59%	39%	86%	63%	32%
state	80%	56%	36%	75%	45%	23%
				5 <sup>th</sup> STAAR Science		
				73%	38%	18%
state				66%	37%	17%

Enrollment	Hispanic	White	Asian	Other	RtI	Eco Dis	SPED	EL's	At Risk
669	67%	19%	11%	1%	22% (145 students)	71.55% (478 students)	15.9% (106 students)	20% (130 students)	41% (275 students)

### Instructional Initiatives

- Embedded tutorials/interventions
- After school program (Camp x-STREAM)
- Prescribed interventions
- Writing across the grade levels
- Mathletics during morning announcements
- Life Skills Curriculum

### Safety Initiatives

- Outside and inside doors checked throughout the day
- ALL visitors must wear a visitors pass (drivers licensed scanned)
- Script for answering the doorbell
- Subs are given emergency drill checklist
- Prompt work orders

### Shout-Outs

- Overall Campus TEA Rating- A
- All academic areas are above the state average
- Leadership Opportunities: Young Astronauts, Robotics, Choir, Student Council, Jaws 25, Sharktown
- Leadership Opportunities for challenging students (Young Men's and Young Woman's Leadership Club)

### Challenges

- Academic gaps
- Challenging behaviors
- Substitutes
- Resource positions