

Goose Creek Consolidated Independent School District
Harlem Elementary
2016-2017 Campus Improvement Plan

Mission Statement

Harlem Elementary's mission is to enhance our students' lives academically, emotionally and socially as we adapt to our changing world.

Vision

Harlem Elementary - EVERY student matters, EVERY moment counts!

Value Statement

We will work closely with all stakeholders in order to ensure the success of all students.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	14
Technology	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Harlem Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.	18
Goal 2: Harlem Elementary will provide a well-balanced and appropriate curriculum to all students.	19
Goal 3: Harlem Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.	20
Goal 4: Harlem Elementary will provide and maintain a safe, positive learning environment.	21
Goal 5: Harlem Elementary will recruit, develop, and retain highly qualified and highly effective personnel.	22
Goal 6: Harlem Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	23
Goal 7: Harlem Elementary will provide the technology infrastructure and tools to maximize student achievement.	24
2016-2017 Campus Instructional Leadership Team	25

Comprehensive Needs Assessment

Needs Assessment Overview

Harlem Elementary is one of 16 elementary campuses in Goose Creek Independent School District. Harlem Elementary opened its doors in 1923 and serves predominantly low socio-economic families. Harlem Elementary serves 747 students in grades Pre-K to grade 5. Five years ago, 985 students were served by the campus, which is a decrease of 25%. Teachers in grades pre-kindergarten through first grade are self-contained. Teachers in grades 2-5 are departmentalized.

The student population is 26 % African-American, 8% Anglo, 1% Asian, 61% Hispanic, 52% male and 47% female with a low socioeconomic status of 78.5%. The staff population is 26% African-American, 40% Anglo, 2% Asian, 35% Hispanic, 13% male and 87% female with an average of 8.7 years of experience.

The overall mobility rate for the campus is approximately 17%. The average daily attendance rate for students is 97.3%. The average daily attendance rate for staff is 95%.

Harlem Elementary serves 166 English Language Learner students, 50 students in the Gifted and Talented program (42% males, 58% females, and 1% LEP), 28 students identified for 504 services, 70% of RtI Tier I students, 30% of Tier II students, 10% of Tier III students, 76 students served through special education services (10%) and 15 students tested, but not qualified for special education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, ISIP, STAAR, Attendance (students and staff), District CBA's and TELPAS.

Committees were formed to look for areas of weaknesses and strengths. The data showed: Overall, the data showed that our students are struggling in the core content areas (Reading, Math, Science and Writing). The STAAR data indicated that although the campus met standard, it was very close to not meeting standard.

Demographics

Demographics Summary

For the 2015-2016 school year our campus demographics are as follows: 27% AA, 62% Hispanic, 9% White, 2% Other. SPED students make up 11% of our student population which is 721 students. 26% of our students are identified as LEP and 85% of students receive free or reduced lunch. This is somewhat consistent for the past 3 years with an increase in Hispanic population and a decrease in the white population over the past 3 years. 55% of our student body meet 1 or more At Risk indicators, and our attendance rate has been consistently in the 96% range for 3 years.

Demographics Strengths

- Strategies in place for Special Pops:
 - PLC
 - ALT Schedule
 - Tutors
- Attendance Strategies:
 - SST Team
 - Morning Announcement
 - Attendance Incentives (i.e. gift cards and bicycle)
 - Classroom Incentives (trophies)
- Strategies in Place for LEP population:
 - Bilingual PLC
 - ELL CQR
 - Bilingual Specialist/CIS & Instruction Specialist
- At-Risk:
 - Reach-Out Week
 - College and Career Week

Demographics Needs

- LEP population has big learning gaps
- SPED population has big learning gaps
- Attendance needs to be at 98%

- More SST referrals from classroom teachers
- RtI process

Student Achievement

Student Achievement Summary

- When comparing the percentages of those that met expectations on district assessments from last school year, 2014-2015, to this school year, 2015-2016, we analyzed student achievement based on progress. The majority of our students that have made progress have been in the intermediate grade levels (3rd-5th). Primary levels were about the same as previous years, however, there were specific student groups within that made progress. This may be due to the consistency of weekly PLCs and planning time, as well as the several interventions that we have had in place this year.
- The following interventions and strategies are in place to support students who are not successful: ALT, after and before school tutorials, Istation, SSI, small group instruction, differentiation, Think Through Math, Imagine Learning, Dreambox (K-2), SIOP strategies (LOs and COs displayed daily).
- The data listed below confirms that the interventions are working. But it also shows that we need to apply these interventions to our SPED students and specific student groups on each grade level more, who have shown little or no progress.
- Also, our campus addresses re-teaching for students who are absent, particularly for students who are at-risk of failing by providing one to one or small group re-teaching, homework, after/before school tutoring, and whole group spiraling. Teachers also include technology, and graphic organizers, such as Frayer models, throughout their lessons, and they contact the FIC or parents after the 2nd or 3rd time a student is absent.

Student Achievement Strengths

- The student groups that did meet growth expectations or that made a significant increase included the following:
 - Kinder Math - Females (+13%)
 - Kinder Science - African American (+10%)
 - 1st Math - All groups increased in CBA 1
 - 1st Science - White (+19%)
 - 2nd Math - CBA 1: White (+17%), LEP (+50%); All groups increased on CBA 3
 - 2nd Reading - CBA 1: African American (+15%); CBA3: Males (+12%), LEP (+11%), SPED (+16)
 - 2nd Science - CBA1: White (+20%), Male (+16%), LEP (+18%); CBA 3: African American (+29%), Male (+21%), LEP (+20%), SPED (+42%)
 - 3rd Math - All groups increased except African American (-2%)
 - 3rd Reading - All except SPED (-5%) and African American (-11%)
 - 4th Writing - White (+15%), Male (+13%)
 - 4th Math - All except SPED
 - 5th Math - All groups increased
 - 5th grade Reading - All groups except white & SPED
 - 5th Science - all groups except white & SPED

Student Achievement Needs

- The student groups that did not meet growth expectations or that made a significant decrease include the following:
 - Kinder Math - African American (-10%), Males (-13%)
 - Kinder Science - Hispanics (-13%), Females (-11%)
 - 1st Math - All groups declined on CBA 3 except White (+7%)
 - 1st Reading - All groups declined on CBA 1 & CBA 3 (except a few small groups)
 - 1st Science - African American (-12%)
 - 2nd Reading - All groups declined except African American (+15%)
 - 3rd Reading - SPED (-5%), African American (-11%)
 - 4th Reading - All groups declined
 - 5th Science & Reading - White (-7%), Special Ed (0% met on both years)

School Culture and Climate

School Culture and Climate Summary

The students really enjoy the atrium and feel the school should be and feel more welcoming, fun and colorful. Students and staff would like to request permanent murals throughout the campus. Teachers would like for the administrative team to conference with parents regarding student discipline and have a progressive system of consequences. The Olweus program is in place to reduce the threat of bullying and it has helped educate our students in the definition of bullying and overall decrease bully incidents in our school. School activities have been inclusive for all grade levels, parents and community members.

School Culture and Climate Strengths

- Atrium
- Tiles kids painted
- Include all grade levels for parent night
- Better job at addressing correct definition of "bullying"
- Rotations at parent night - parents chose where to go
- Community also helped at parent night (Lee College, Fire Fighters, etc.)

School Culture and Climate Needs

- More colorful
- More creative and decorative (school appearance)
- More bright (School appearance)
- Make school inviting - entrance (colorful, student tiles)
- "Colorful hallways"
- Keep up with atrium
- Outside/front of school image - plants, rocks
- Bus driver power - Safety issue
- Maintain track (fill in gravel)
- A bilingual teacher in each station at parent night to translate and communicate
- Parent involvement - create a system contract with parent
- Discipline - consequences - No action taken, no ISS all day, student back to class in 10 minutes, no consequences

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality, recruitment, and retention are important factors that lead to the success of the overall organization. Harlem is recruiting highly quality and effective staff by having a qualified committee interviewing potential candidates. The hiring committee will include the principal, staff members, and team members when necessary. Staff members new to the campus will be assigned a mentor or a buddy to assist and support their needs throughout the school year. Data is evaluated during PLD meetings to determine which professional development is needed for each staff member to accommodate the needs of students. Teachers are able to draw upon the experiences of other teachers during PLC meetings.

Staff Quality, Recruitment, and Retention Strengths

- We have a committee
- Our committee is made up with various backgrounds
- Mentees will have someone to go to
- Mentors can provide resources to their mentees
- District Mentor is available to the new teachers
- We explore the TEKS
- Balanced Literacy
- Be able to learn from other teachers
- Teachers will get a chance to learn new strategies

Staff Quality, Recruitment, and Retention Needs

- Team members should be available to meet during the interview they should be able to interview
- Mentees and mentors should get the chance to socialize before school starts
- Mentors should have at least 3 years experience on campus to be a mentor
- Balance Literacy Training should be available to all teachers not just new teachers
- More information is needed on how to be able to observe other teachers
- Teachers have the option of being able to go to other schools to observe

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Our campus has weekly PLCs for 2nd-5th and monthly PLCs for K-1st. During these PLCs teachers are able to collaborate and examine data, which then is used to create groups of students who need help. In 5th grade, benchmark data is used to determine what students were in need of Pre-SSI for reading and math. Breaking up the data into specific TEKS has helped the teachers to identify the TEKS that must be retaught. Additionally, 3rd grade teachers have been able to develop daily warm-ups, which target specific TEKS in which the students have not mastered. Data has also been used to identify struggling learners to be placed into groups for our ALT block.
- Our campus has hired additional tutors for reading. Our CIS and campus interventionist also have an ALT group that they see. Several computer programs such as Imagine Learning, Dream Box, Think Through Math and I-Station also assist the student's learning outside the classroom. Many of our students who need the extra help are students who have been identified as At Risk students, RTI, and LEP. Most students who are receiving additional support have shown progress in ISIP, CBA, and benchmarks. When comparing 2015/2016 school year benchmarks to 2014/2015 benchmarks, Harlem has increased in percent passing across the board. District assessments are age appropriate, but do not meet each individual student's needs because some students are below grade level.
- In 3rd-5th, the teachers, CIS, and consultant gather to discuss skills taught and to create questions for CFA's (Common formative assessments). In addition, the CIS and the consultant also create math unit tests and mini assessments.
- Progress is tracked at the beginning, middle, and end of the year in I-Station for reading and Universal Screener for math. Tracking is also done at the beginning and end of the year with DRA reading levels.
- During PLCs we review the data and discuss the progress of individual students, teachers, and grade levels and review how our campus compares to comparable campuses.

Curriculum, Instruction, and Assessment Strengths

- Constant review of data
- Adjust instruction based on data
- Weekly PLCs
- In School ALT (K-5)
- Teacher created daily warm-ups for math
- Integrating technology through the content knowledge
- Reading tutors
- Vertical alignment
- Using benchmark scores to create Pre-SSI groups
- Created CFA's (Common formative assessments).
- Grade levels plan together

Curriculum, Instruction, and Assessment Needs

- Need to create more reading CFA's (Common formative assessments).
- Special education training for co-teach
- Special education interventions
- Reading review for primary CBA
- District needs to update science primary CBA's
- more grade levels need to have students track data
- Writing training for all
- Writing accountability for all grade levels

Family and Community Involvement

Family and Community Involvement Summary

Harlem Elementary offers a wide variety of Family Night activities for parents to choose from with a vast number of community partnerships in which participate with the students and their families at Family Nights. Attendance for Family Nights seem to be the highest in the Fall. SST also has a variety of services and resources available to help support families when they are made aware of the need. Communication from the school is available to the families in English and Spanish.

Family and Community Involvement Strengths

- Harlem Elementary provides many family engagement opportunities
- Harlem Teacher and Staff make necessary phone calls to parents
- Translation assistance during Parent/Teacher Conferences

Family and Community Involvement Needs

- More volunteers and family involvement
- Possibly provide transportation for family nights
- Use school messenger more to help bring in parents

School Context and Organization

School Context and Organization Summary

This committee feels that our campus experiences positive and negative concerns. The campus has shown growth improvement over the last year. There are still areas of needs that we continue to work on. Some of the strengths include schedules, PLCs, Planning and increase in involvement. Some areas of needs are more parent involvement, discipline, Rtl, SPED, and resources. Overall, this committee is satisfied with our campus improvement with the School Context and Organization.

School Context and Organization Strengths

- Schedules (no wasted time)
- PLCs
- ALT
- Specialist-help
- Parent Nights
- Tutoring
- Explore TEKS
- Planning
- Decor - TEKS aligned
- Eduphoria - Data, useful

School Context and Organization Needs

- Parent Involvement
- 1/2 groups
- Discipline
- Student Survey Data (current year)
- Transitioning - SPED
- ALT - Stability
- S.S. - Resources
- Computer Lab
- SPED - Technology (more) Removed

Technology

Technology Summary

Technology on campus is sufficient; however, training needs to be addressed. Trainings need to be content specific and available at various times with various proficiencies. Lastly, there should be a training with basic information and quick tips. To accommodate this, we need more instructional technologists to adequately cover all elementary campuses. This would allow an assigned ITS more time meeting our campus needs.

Technology Strengths

- Technology is available
- Provided with training
- Reach out to specialists
- Lots of devices
- Students are engaged
- Always learning new things

Technology Needs

- CTS has too many other responsibilities
- Scanners needed for teachers
- Document cameras wired wrong
- Technology needs to be uniform
- Printers in rooms

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data






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

Goals

Goal 1: Harlem Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will achieve 90% or mastery on their grade level assessments and meet or exceed the state average on STAAR.


Summative Evaluation: Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Disaggregate and analyze assessment data in order to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.	1, 2	Campus Administrators, Campus Instructional Specialists, Teachers	Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs			
2) Collaborate in Professional Learning Communities (PLCs) weekly to discuss content area TEKS, the district scope and sequence and student assessment data in order to plan effectively for classroom instructional time and ALT (Alternative Learning Time).	8	Campus Instructional Specialists, Campus Administrators, Teachers, District Specialists	Lesson Plans, Walk-throughs, Assessment Data			
3) Utilize Instructional Coaches, At-Risk Interventionist, consultant and administrators to facilitate weekly planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	9	Campus Administrators, Campus Instructional Specialists, Teachers, District Science Instructional Specialist, Consultant	Notes from PLC meetings, Lesson Plans, ALT groups, Benchmark and STAAR results			
4) Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration, ABYDOS, Writing training, Balanced Literacy Training and SIOP.	10	Campus Administrators, Campus Instructional Specialists, Teachers Consultant, District Specialists	Benchmark/CBA Scores, STAAR Results, TELPAS Results, ISIP reading levels, Walk-throughs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Harlem Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Teachers will implement a rigorous and relevant curriculum to ensure academic success for all learners.


Summative Evaluation: TELPAS scores, increase in Special Ed scores on STAAR, increase in ELL scores on STAAR, Lesson Plans, Walk-throughs, Assessment Data, Coaching Calendars

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.		Campus Administrators, Campus Instructional Specialists, Teachers, Bilingual District Specialist	TELPAS Scores, Number of students successfully exiting the Bilingual Program			
2) Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.		Campus Administrators, Teachers	Increase in Special Ed. Scores on STAAR			
3) Utilize team planning and PLC's in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.		Campus Administrators, Teachers, Campus and District Specialists, Consultant	Lesson Plans, Walk-throughs, Assessment Data, Coaching Calendars			
4) Utilize co-teach model with Special Education teachers and general education teachers.		Campus Administrators, Teachers, Special Education teachers	Increase in Special Ed. Scores on STAAR			
						

Goal 3: Harlem Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers through PBAS and Attendance Committee.


Summative Evaluation: Attendance Data and SST Committee minutes, increase of recognition of positive behavior

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Harlem Elementary will motivate students to be at school by recognizing students with perfect attendance every six weeks and daily announcements of percentage of attendance attained.		Campus Administrators, Teachers, Family Involvement Coordinator, Attendance Clerk	Attendance Data and SST Committee Minutes			
2) Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.		Campus Administrators; Counselor; Family Involvement Coordinator	Lesson Plans/info that counselor sends out			
3) Implement a reward and incentive program for positive student behavior (Champs Tickets, Baca Bucks, Harlem Mart). Utilize Keystone curriculum daily to develop self-esteem and provide opportunities for self-growth for all students.		Campus Administrators, Family Involvement Coordinator, Counselor, Teachers	Increase recognition of positive behavior			
4) Harlem Elementary will monitor at-risk students and plan interventions accordingly (including, but not limited to: mentors, PALS, counseling sessions, parent conferences and tutoring) to ensure they progress through school successfully.		Campus Administrators, Campus Instructional Specialists, Teachers, Counselor, CYS Worker, Family Involvement Coordinator	Mentor List, PAL List, ALT groups, Tutorial List, Benchmark and STAAR results			
						

Goal 4: Harlem Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Harlem Elementary will provide and maintain a safe, positive learning environment for all students utilizing the PBAS model school wide.






Summative Evaluation: Campus Discipline Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Continue the daily implementation of the Developmental Asset Framework and Keystone Curriculum to promote positive citizenship and 21st century skills amongst students.		Campus Administrators, Counselor, Teachers	Lesson Plans, Walk throughs			
2) Implement a campus Positive Behavior and Academic Support (PBAS) plan that meets campus needs and meet regularly (every 6 weeks) with the PBAS team to review discipline data and to monitor its effectiveness/progress.		Campus Administrators, Counselor, Teachers	Review 360 data (that shows a decrease)			
3) Utilize positive incentives to promote good citizenship and attendance, including (but not limited to): awards assembly, student incentives (Baca Bucks/Champs tickets), student recognition on announcements, teacher incentives (e.g. picnics, lunch with teacher or administrator), etc.		Campus Administrators, Teachers, Counselor, Family Involvement Coordinator	Review 360 data, Awards Assembly Lists, Attendance Data			
4) Continue implementation of our campus Bullying Awareness Plan that includes parent education sessions, Bullying Contract, teacher awareness training, student program, and routine monitoring of discipline data.		Campus Administrators, Teachers, Counselor, Family Involvement Coordinator	Review 360 data, Lesson Plans shared by counselor, Minutes from Olweus Committee			
						

Goal 5: Harlem Elementary will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain Highly Qualified personnel.


Summative Evaluation: District Hiring Report, Staff Development Records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of Highly Qualified teachers in core academic subject areas	4, 5	Principal, Human Resources	Job Fair Report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff		Principal, Human Resources	Master Schedule, NCLB Audit			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers		Assistant Superintendent for Curriculum and Instruction, Principal, Assistant Principal, Human Resources	Minutes			
4) Assess the staff development needs of those teachers not meeting HQ standards		Principal, Assistant Principal, Human Resources	Written HQ Intervention Plan completed for each non-HQ teacher			
5) Select only HQ teachers from the applicant pool	3	Principal, Assistant Principal, Human Resources	HQ Audit Report			
6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times		Principal, Human Resources	Campus submits staffing assignments by June 30			
7) Encourage all teachers to become ESL and GT certified		Principal, Assistant Principal, Bilingual Director, Human Resources	Teachers with ESL and GT certification			
8) Provide professional development for teachers		Principal, Human Resources				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Harlem Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Harlem Elementary will create a partnership between home, school and community by providing on-going communication for involvement that educates and informs students, teachers and parents.


Summative Evaluation: Parent/teacher surveys, Contact Logs, Volunteer Records, STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Engage parents in meaningful ways to support their child's academic progress through family nights, parent-teacher conferences, and parenting sessions.	6, 7	Campus Administrators, Campus Instructional Specialists, Teachers, Family Involvement Coordinator, Counselor, CYS Worker	Sign in sheets, Contact Logs			
2) Continue developing our partnership with our Partners in Education, LCY Elastomers, to support our students and our staff.		Campus Administrators, Family Involvement Coordinator	Meeting minutes			
3) Utilize a variety of methods to communicate between home and school to support ongoing student success (newsletters, daily folders, School Messenger, Home Visits and Parent Conferences.		Campus Administrators, Teachers, Family Involvement Coordinator	Parent/Teacher Surveys, Contact Logs			
4) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.		Campus Administrators, Family Involvement Coordinator	Sign in sheets, Membership reports			
						

Goal 7: Harlem Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Integrate technology into the daily curriculum to enhance student engagement and promote 21st century learning, including (but not limited to): Edusmart, Starfall, Type to Learn, PowerPoint, Brain Pop, United Streaming, other web based sites, etc.

Summative Evaluation: Campus Schedule, STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Harlem Elementary teachers will incorporate a variety of educational technology tools into their lessons thereby exposing students to various platforms and giving them opportunities to develop their technology capacities.		Teachers, Campus Administrators, District Specialists	Sign in sheets, Parent Contact Logs			
						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Betty R. Baca	Principal
Administrator	Nawase' Sherman	Asst Principal
Classroom Teacher	Candice Chapa	Math CIS
Classroom Teacher	Jody Cone	Kindergarten
Classroom Teacher	Angelica Cuevas	Fifth grade
Classroom Teacher	Wendy Frisbee	SPED
Classroom Teacher	Araceli Garcia	District Representative
Classroom Teacher	Brenda Odell	Music
Classroom Teacher	Melissa Pina	4th grade
Classroom Teacher	Stephanie Stover	Third grade
Classroom Teacher	Lindsey Wyatt	ELA CIS