

# Goose Creek Consolidated Independent School District

## Harlem Elementary

### Campus Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



**Board Approval Date:** November 2, 2020

**Public Presentation Date:** November 2, 2020

# **Mission Statement**

Harlem Elementary's mission is to have all students learning at high levels by establishing collaborative teacher teams and positive community partnerships that are focused on increasing student achievement.

## **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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Over the last three years there has been a slow improvement in attendance, with kindergarten continuing to have the lowest attendance rates. There are many campus programs and incentives to help promote attendance. Some of these programs are BEEP rallies, weekly attendance calls, class celebrations and Saturday attendance recovery when necessary. Harlem's student demographics consists of 55% Hispanic, 21% African-American, 15% white 4% Asian, 3% other and 2% two or more races. However the teacher demographics are not comparable to the students. This is because the teacher population consists of a higher white percentage, followed by Hispanic, African American and Asian. The campus also has a higher percentage of male students than female while having a significantly lower percentage of male to female teachers. At-risk students make up a big population of the campus. Currently there are 437 students identified as at-risk with several of them falling into more than one identifiable category.

### Demographics Strengths

Attendance has slowly continued to improve over the last three school years. The 2017-2018 school year was 96.08%, the 2018-2019 school year was 96.12% and the 2019-2020 school year is 96.34%. The campus provides several incentives as well as interventions to help promote attendance. There are also several programs in place to assist with at-risk students.

# Student Learning

## Student Learning Summary

From 2018 to 2019, our overall our student academic achievement indicates a growth in reading and writing. However, writing and reading continues to be our lowest performing academic areas with Whites and Special Education students as our lowest performing subgroups due to lack of grammar skills and vocabulary. We identified specific student needs by analyzing our CBA, benchmark, CFA and classroom performance data and currently provide support through ALT, guided reading, tutorials and small group instruction.

## Student Learning Strengths

For the past 2 years, our Academic Growth score has been higher than the district and state in both reading and math. And although we are not meeting our target in Writing, our scores have risen from 46% in 2018 to 62% in 2019. We also exceeded the state average in Science with 85%. For four years, we have focused on Writing T-TESS goals which has helped with our Writing scores. Also our district specialists, Gretchen Childs, and our ELA CIS have provided classroom/planning assistance. This past year, we focused on increasing the number of Meets and Masters in all STAAR subjects. Technology resources such as Education Galaxy have been purchased and implemented, and fourth grade teachers have attended several writing clinics and bilingual PLCs.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** None of our student groups met the state average in Reading, Math, nor Writing. Writing continues to be a challenge on our campus specifically with Whites and Special Education. Reading also continues to be a challenge on our campus, especially for Special Education students. **Root Cause:** The root cause is our lack of foundational skills in reading and writing. Students continue to have deficiencies in academic vocabulary. Since reading and writing are so closely intertwined, writing is greatly affected.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Our campus has several research based resources, which align to the TEKS readily available along with district and campus support as needed. During the 2018-2019 school year, Harlem earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students. We also earned three distinctions in the areas of Math, Science, and Comparative Academic Growth, which proves that materials and resources, differentiation, technology, and other instructional strategies, are being used effectively.

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

The scientifically-based research materials and programs that staff use are Fountas and Pinnell reading materials, Benchmark materials for Phonics and Writing, and technology programs such as Waterford, Education Galaxy, Mission Math, and Fast Forward; all of these materials and programs are aligned to the TEKS.

Differentiation and learning scaffolds are supported on the campus with small group instruction for reading/math and during ALT time. The curriculum resources for Benchmark and Fountas and Pinnell have built-in scaffolds and differentiation to address the diverse needs of student learning. Fountas and Pinnell along with DOK offer scaffolded questions to support different levels of reading comprehensions during lessons. Benchmark has incorporated lessons for intervention and enrichment that teachers use to provide differentiated instruction to students. Education Galaxy, Waterford, and Fast Forward assess students on their current levels and provide scaffolding and differentiated skill practice for literacy and math.

Instruction is supported with the use of technology through Seesaw, Google Classroom, and several technology platforms such as Mission Math, Waterford, and Education Galaxy. Student learning is supported with manipulatives through hands on tools, videos, workbooks, sentence stems, and technology.

# Perceptions

## Perceptions Summary

Harlem Elementary is a positive campus as indicated by both staff and student surveys. Staff/student relationships are indicated as being positive and respectful as shown by surveys. Students/staff feel Harlem is a safe environment and that they are supported by each other and by our administrators. Teachers encourage parental involvement through newsletters, Remind messages, PTO membership, parent conferences and volunteer training is offered to parents. Parents feel welcomed and feel that their child is safe while at school. Parents are also satisfied with the level of education Harlem offers and reach out to the student's teacher if they have any questions or concerns.

## Perceptions Strengths

Surveys shows staff relationships are positive. Our teachers do a good job of trying to reach parents via notes, remind app, seesaw app, etc. Teacher/student relationships are positive via survey results. Student/staff diversity is a positive. Surveys show that students/teachers feel safe at Harlem.

# Priority Problem Statements

**Problem Statement 2:** None of our student groups met the state average in Reading, Math, nor Writing. Writing continues to be a challenge on our campus specifically with Whites and Special Education. Reading also continues to be a challenge on our campus, especially for Special Education students.

**Root Cause 2:** The root cause is our lack of foundational skills in reading and writing. Students continue to have deficiencies in academic vocabulary. Since reading and writing are so closely intertwined, writing is greatly affected.

**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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## **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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP 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**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources 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.

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Disaggregate and analyze assessment data in order to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Collaborate in Professional Learning Communities (PLCs) every two weeks 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Better planning which will lead to an increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize Instructional Specialists, At-Risk Interventionist, and administrators to facilitate weekly planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps across content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 4:</b> 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, Empowering Writers, Balanced Literacy Training, Special Education, Bilingual PD and Response to Intervention training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn best practices and implement them into their classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Provide professional development for paraprofessionals, including (but not limited to): guided reading training, LLI training, math training, bilingual PD, special education PD, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Paraprofessionals will learn best practices and implement them with students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Paraprofessionals</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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.

**Evaluation Data Sources:** STAAR scores, TELPAS scores, Lesson Plans, Walk-throughs, Coaching Calendars

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Bilingual/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of ELL students exiting from the Bilingual/ESL program</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Special Ed. Scores on CBAs, Benchmarks and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize team planning and PLCs in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous lesson plans and improving teacher skill set</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$120,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<b>Strategy 4:</b> Utilize co-teach model with Special Education teachers and general education teachers. <b>Strategy's Expected Result/Impact:</b> Increase in Special Ed. Scores on STAAR <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**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 provide student academic, attendance, and/or behavior supports to identified students.

**Evaluation Data Sources:** Attendance Data, SST Committee minutes, Positive Behavior Recognition Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Harlem Elementary will monitor all student academic, attendance, and behavior needs and provide support and resources through the CSSS and CYS to identified students and parents to ensure that students have opportunities to overcome situations that are impeding their success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success in identified areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers Counselor CS3</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Campus Student Success Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 2:</b> Harlem Elementary will plan and implement accelerated interventions such as tutoring for identified at-risk students to ensure students progress through school successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$9,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June







<p><b>Strategy 3:</b> Harlem Elementary will continue to implement counseling sessions, mentors, PALS, interventions to support students with educational needs to ensure they progress through school successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers Counselor CS3</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Attain 98% or higher attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Harlem Elementary will motivate students to be at school by recognizing students with perfect attendance every six weeks, daily announcements of percentage of attendance attained and weekly messages to parents through School Messenger.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers CS3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Continue to implement a reward and incentive program for positive student behavior (Champs Tickets, Baca Bucks, Harlem Mart, etc.) that supports the development of self-esteem and opportunities for self-growth for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline data from the prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CS3 Counselor Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of different colleges/career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CS3</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 PBIS model school wide.

**Evaluation Data Sources:** Campus Discipline Reports  
PBIS Minutes

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue the daily implementation of Keystone Curriculum and Olweus to promote positive citizenship and 21st century skills among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing good citizens</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Implement a campus Positive Behavior Interventions and Support (PBIS) plan that meets campus needs and meet regularly (every 6 weeks) with the PBIS team to review discipline data and to monitor its effectiveness/progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student disciplinary data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CS3 Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance and decrease in student disciplinary data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor CS3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease bullying among students and decrease student disciplinary data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor CS3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Sources:** Hiring Report, Staff Development Records

**Summative Evaluation:** None

<b>Strategy 1:</b> Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas <b>Strategy's Expected Result/Impact:</b> Increase student achievement as a result of hiring highly effective teachers <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> Assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 3:</b> Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers <b>Strategy's Expected Result/Impact:</b> Retain teaching staff <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 4:</b> Assess the staff development needs of those teachers not meeting highly effective standards. <b>Strategy's Expected Result/Impact:</b> Teachers will receive the necessary training to become highly effective <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 5:</b> Select only highly effective teachers from the applicant pool. <b>Strategy's Expected Result/Impact:</b> Hiring of highly effective teachers <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 6:</b> Ensure campus personnel decision-makers are available during peak recruiting/hiring times <b>Strategy's Expected Result/Impact:</b> Hiring of highly effective teachers <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 7:</b> Encourage all teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase teacher's toolbox to better meet the needs of ESL and GT students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<b>Strategy 8:</b> Provide professional development for teachers <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 the community by providing on-going communication to increase involvement and educate parents and community members.

**Evaluation Data Sources:** Parent/teacher surveys, Parent Contact Logs, Volunteer Records, STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of the campus. These documents will be distributed to parents and family members as well as made available to the local community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> CS3</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Building home/school connections in order to increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers CS3 Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize a variety of methods to communicate between home and school to support ongoing student success (campus newsletters, daily folders, School Messenger, Home Visits and Parent Conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> Building a positive home/school connection</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers CS3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CS3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<b>Strategy 5:</b> Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff. <b>Strategy's Expected Result/Impact:</b> Building community partnerships <b>Staff Responsible for Monitoring:</b> Campus Administrators CS3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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, Education Galaxy, PowerPoint, Brain Pop, United Streaming, other web based sites, etc.

**Evaluation Data Sources:** Campus Schedule, Lesson Plans, STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student technological knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Betty Baca	Principal
Administrator	Nawase' Sherman	Asst. Principal
Classroom Teacher	Daena George	Kindergarten Teacher
Classroom Teacher	Anna Holt	1st Grade Teacher
Classroom Teacher	Brittany Raymond	2nd Grade Teacher
Classroom Teacher	Bekki Bishop	3rd Grade Teacher
Classroom Teacher	Ione Mitchell	4th Grade Teacher
Classroom Teacher	Brandy LaBouve	5th Grade Teacher
Classroom Teacher	Tammy Beloney	SPED teacher
Classroom Teacher	Aleasha Shipley	Librarian
Classroom Teacher	Sam Torres Banda	ELA CIS
District-level Professional	Araceli Garcia	District Bil. Specialist
Paraprofessional	Abimael Carrasco	Paraprofessional
Parent	Viviana Banuelos	Parent



## Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$120,000.00
3	1	1	Campus Student Success Specialist cost	Title I, Part A	\$65,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A	\$500.00
<b>Sub-Total</b>					<b>\$189,500.00</b>
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental instructional materials	GT Funds	\$400.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$300.00
3	1	2	Payroll costs for tutors and intervention materials	SCE Funds	\$9,000.00
3	1	3	Payroll costs for tutors and intervention materials	SCE Funds	\$0.00
<b>Sub-Total</b>					<b>\$10,200.00</b>
<b>Grand Total</b>					<b>\$199,700.00</b>