Goose Creek Consolidated Independent School District

Harlem Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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

The staff feels like we have a good system in place for attendance. Everyone works together to make sure we are doing everything we can to get the students here on time. Even with many incentives/procedures in place, our attendance rate is remaining stagnant. One thing we noticed is that over 60% of the at-risk students in every grade level have high percentages of tardies and absences.

ELLs in the STAAR grades are performing well below expected academic levels. There also seems to be a foundation issue. Even though we are given support for our ELLs, most of them are not meeting the academic goals. There has been a slight increase in student performance over the last few years with most grade levels and content areas.

Demographics Strengths

- We have several incentives and interventions in place for attendance and work together as a staff to make sure students are coming to school.
- There are clear procedures and lots of support in regards to attendance at Harlem.
- ELLs have support from campus/district personnel.
- ELA offers quality professional development that meets the needs of most teachers.
- Math gets its professional development through our PLCs at Harlem.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL students are performing below the expected academic levels at Harlem. **Root Cause**: ELLs are not getting the foundation they need and are not being supported enough. Maybe we should look at the early exit program/curriculum since they are not performing where they need to be.

Student Academic Achievement

Student Academic Achievement Summary

Overall, our student academic achievement indicates a growth in math, reading and science. However, we have identified writing and reading as our lowest performing academic areas with ELLs and African Americans as our lowest performing sub groups due to lack of grammar skills and vocabulary. We identify 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 Academic Achievement Strengths

- 5th grade math
- 5th grade reading
- 5th grade science (2017)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing performance continues to be a challenge on our campus specifically with ELLs and African Americans based on 2017 STAAR results and 2018 benchmark data. **Root Cause**: The root causes are a lack of grammar skills and an explicit grammar curriculum across grade levels. Students also have a deficiency in academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

At Harlem Elementary, we are committed to creating a learning experience that requires students to be engaged, communicate with others and learning actively every day. We do this by implementing the district curriculum with fidelity.

School Processes & Programs Strengths

- We create lesson plans that incorporate hands on activities, group work, technology and higher order questions.
- We meet with consultants such as Gretchen Childs and Shante Creeks as well as Instructional Specialists and Bilingual Specialists on a weekly basis to continue growing as a collaborative team.
- State assessments, walk-throughs, data analysis, data folders, CBA's and CFA's are all used to guide and plan instruction.
- The needs of ELL's is met by using Sheltered Instruction, CO's and LO's and sentence stems are used to build vocabulary to increase language proficiency levels.
- Technology is being implemented throughout all grade levels and through various programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A high percentage of our students are reading below grade level. **Root Cause**: Attendance, mobility rates, lack of parent involvement, lack of community support and no reading technology programs for grades 3-5 are some of the root causes.

Perceptions

Perceptions Summary

Overall, staff and students feel safe in school, and messages are being communicated and translated; however, parent involvement involving structured opportunities that promote academic engagement are lacking and are poorly attended by parents. Student responses are positive for the most part (on student surveys). Students mostly agree that teachers show respect towards them and provide a good learning environment in school. School data responses show that academic success is not the main priority of families, perhaps because some of the parents lack the education needed to help their students succeed.

Perceptions Strengths

Students had positive feedback regarding respect, relationships, and behavior in and out of the classroom, and felt there was support throughout the campus. Strengths include having a safe campus, multiple opportunities for family engagement, and mutual respect between staff and students. Opportunities for families included Open House, Parent Night, Book Fair, school programs, class parties, and Fall & Spring Family Nights.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The primary problem appears to be the lack of parent engagement in their child's education. Sometimes the parents/guardians don't understand the expectations that the school has for their child. **Root Cause**: Sometimes parents feel overwhelmed with the amount of papers being sent home, and either ignore them, or throw them away.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Other additional 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 Source(s) 1: Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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.	2.4	Campus Administrators Campus Instructional Specialists Teachers	Increased student achievement			
Funding Sources: Coordination of Local and State Funds - 300.00						
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).	2.4	Campus Instructional Specialists Campus Administrators Teachers	Better planning which will lead to increase in student achievement			
3) Utilize Instructional Coaches, 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.	2.4	Campus Administrators Campus Instructional Specialists Teachers	Close achievement gaps across content areas			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
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, Empowering Writers, Balanced Literacy Training, Special Education, Bilingual PD and Sheltered Instruction.	2.5	Campus Administrators Campus Instructional Specialists Teachers	Teachers will learn best practices and implement them into their classrooms			

✓ = Accomplished	= Considerable	= Some Progress	= No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Writing performance continues to be a challenge on our campus specifically with ELLs and African Americans based on 2017 STAAR results and 2018 benchmark data. **Root Cause 1**: The root causes are a lack of grammar skills and an explicit grammar curriculum across grade levels. Students also have a deficiency in academic vocabulary.

School Processes & Programs
Problem Statement 1: A high percentage of our students are reading below grade level. **Root Cause 1**: Attendance, mobility rates, lack of parent involvement, lack of community support and no reading technology programs for grades 3-5 are some of the root causes.

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 Source(s) 1: STAAR scores, TELPAS scores, Lesson Plans, Walk-throughs, Coaching Calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.	2.4	Campus Administrators Campus Instructional Specialists Teachers	An increase in the number of ELL students exiting from the Bilingual/ESL program			
Problem Statements: Demographics 1 - Student Academic Achievement 1						
Funding Sources: Coordination of Local and State Funds - 1071.00						
2) Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.	2.4	Campus Administrators Teachers	Increase in Special Ed. Scores on CBAs, Benchmarks and STAAR			
Funding Sources: Coordination of Local and State Funds - 510.00						
3) 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.	2.5	Campus Administrators	Rigorous lesson plans and improving teacher skill set			
4) Utilize co-teach model with Special Education teachers and general education teachers.	2.5	Campus Administrators Teachers Special Education Teachers	Increase in Special Ed. Scores on STAAR			
✓ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL students are performing below the expected academic levels at Harlem. **Root Cause 1**: ELLs are not getting the foundation they need and are not being supported enough. Maybe we should look at the early exit program/curriculum since they are not performing where they need to be.

Student Academic Achievement

Problem Statement 1: Writing performance continues to be a challenge on our campus specifically with ELLs and African Americans based on 2017 STAAR results and 2018 benchmark data. **Root Cause 1**: The root causes are a lack of grammar skills and an explicit grammar curriculum across grade levels. Students also have a deficiency in academic vocabulary.

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 PBIS and Attendance Committee.

Evaluation Data Source(s) 1: Attendance Data, SST Committee minutes, Positive Behavior Recognition Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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 CS3	Increase student attendance			
2) Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	2.5	Campus Administrators Counselor CS3	Students will be aware of different colleges/career opportunities			
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 CS3 Counselor Teachers	Decrease in student discipline data			
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.	2.6	Campus Administrators Campus Instructional Specialists Teachers Counselor CS3	Increase in student achievement			
Funding Sources: Coordination of Local and State Funds - 18000.00						
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Source(s) 1: Campus Discipline Reports

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue the daily implementation of Keystone Curriculum and Olweus to promote positive citizenship and 21st century skills among students.		Campus Administrators Counselor Teachers	Developing good citizens			
2) 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.		Campus Administrators Counselor CS3 Teachers	Decrease in student disciplinary data			
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 CS3	Increase student attendance and decrease in student disciplinary 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 CS3	Decrease bullying among students and decrease student disciplinary data			
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Hiring Report, Staff Development Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas		Principal	Increase student achievement as a result of hiring highly effective teachers			
2) Assure all assignments and re-assignments are filled with highly effective staff		Principal	Increase student achievement			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers		Principal Assistant Principal	Retain teaching staff			
4) Assess the staff development needs of those teachers not meeting highly effective standards		Principal Assistant Principal	Teachers will receive the necessary training to become highly effective			
5) Select only highly effective teachers from the applicant pool		Principal Assistant Principal	Hiring of highly effective teachers			
6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times		Principal	Hiring of highly effective teachers			
7) Encourage all teachers to become ESL and GT certified		Principal Assistant Principal	Increase teacher's toolbox to better meet the needs of ESL and GT students			
8) Provide professional development for teachers		Principal	Increase student achievement			
✔ = 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 the community by providing on-going communication to increase involvement and educate parents and community members.

Evaluation Data Source(s) 1: Parent/teacher surveys, Parent Contact Logs, Volunteer Records, STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	3.1	CSSS	Increase in parent participation			
2) 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.	3.2	Campus Administrators Campus Instructional Specialists Teachers CS3 Counselor	Building home/school connections in order to increase student achievement			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
3) 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).		Campus Administrators Teachers CS3	Building a positive home/school connection			
Problem Statements: Perceptions 1						
4) Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.		Campus Administrators CS3	Increase of parent involvement			
5) Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff.		Campus Administrators CS3	Building community partnerships			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The primary problem appears to be the lack of parent engagement in their child's education. Sometimes the parents/guardians don't understand the expectations that the school has for their child. **Root Cause 1**: Sometimes parents feel overwhelmed with the amount of papers being sent home, and either ignore them, or throw them away.

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.

Evaluation Data Source(s) 1: Campus Schedule, Lesson Plans, STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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.	2.5	Teachers Campus Administrators	Increase of student technological knowledge			
✔ = Accomplished ◐ = Considerable ◐ = Some Progress ⬤ = No Progress ✘ = Discontinue						

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Betty Baca	Principal
Administrator	Nawase Sherman	Asst Principal
Classroom Teacher	Fabiola Avena	Kinder teacher
Classroom Teacher	Anna Holt	1st grade teacher
Classroom Teacher	Charli Chambers	2nd grade teacher
Classroom Teacher	Cristina Vega	3rd grade teacher
Classroom Teacher	Irene Lilley	4th grade teacher
Classroom Teacher	Shelena Hickman	5th grade teacher
Classroom Teacher	Rhonda Jackson-Edmund	5th grade teacher
Classroom Teacher	Raphael Montgomery	SPED teacher
Classroom Teacher	Myron Lyra	Specials teacher
Classroom Teacher	Candice Chapa	Math CIS
Classroom Teacher	Lindsey Wyatt	ELA CIS
Classroom Teacher	Melissa Pina	Interventionist

Campus Funding Summary

Coordination of Local, State, and Federal Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent academic sessions	Title I Part A	$1,000.00
				Sub-Total	$1,000.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental instructional materials	GT Funds	$300.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	$1,071.00
2	1	2	Supplemental instructional materials	Special Education Funds	$510.00
3	1	4	Payroll costs for tutors and intervention materials	SCE Funds	$18,000.00
				Sub-Total	$19,881.00
				Grand Total	$20,881.00