

# **Goose Creek Consolidated Independent School District**

## **Harlem Elementary**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science

# **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

Currently, Harlem Elementary has 700 students:

- 62% Hispanic
- 28.57% African American
- 7.57% White
- 392 Males; 308 Females

During 2015-2016 school year, Harlem Elementary had 750 students:

- 62.40% Hispanic
- 26.40 African American
- 8% White
- 1.73% two or more race
- 399 Males; 351 Females
- 1.5% of SPED referrals which matches demographics of our students
- 26% of our students are identified as LEP
- 43.43% mobility rate
- 13% of our student population is serviced through SPED

Attendance:

- Students in primary grades (Pk, K and 1) have more absences (whether they are excused/unexcused). In addition, students in kinder and second have more tardies than other grade levels. Kinder had 30 students with 5 or more tardies while 2nd grade had 25 students with 5 or more tardies.

### Demographics Strengths

- As a campus, we have systems in place to prove residency. We have noticed that the proof of residency monitoring has helped to decrease student

population for the students who do not live in the Harlem school zone.

- Harlem has a bilingual specialist on our campus who assists with PLCs, lesson planning, LPACs and assists with SSI. Harlem has several resources to assist the bilingual department.
- Acknowledgement of attendance on announcements.
- Acknowledgement of attendance through grade level awards and certificates.

## Student Achievement

### Student Achievement Summary

Based on data from 2015 to 2016 (2016 to 2017 for 5th), most students have shown progress throughout the years, which confirms that the interventions, strategies, and tools used on our campus are working. Individual student needs are identified through ISIP, Benchmarks, CBAs, Unit tests, CFAs and other assessments or classwork. Student-specific services and interventions are determined, implemented, adjusted, evaluated, and monitored through guided reading, Dreambox, Think Through Math, Waterford, Imagine Learning, Istation, and/or district/campus assessments. Student performance on state assessments, local benchmarks, and students' report cards are analyzed to drive our instruction and help with grouping, lesson planning for ALT, SSI, tutoring, etc. Interventions that are in place to support students who are not successful include ALT, tutoring, RTI, Dreambox, Think Through Math, Waterford, Imagine Learning, and Istation.

We have RTI tiers in place, as well as guided reading and ALT to support each student. RTI is implemented within ALT, half groups, and in class in small groups. Students are identified and placed in RTI based on district/campus assessments and progress made. Teachers also trace back through the students' educational careers to see if any progress has been made. The RTI process and implementation seems to be effective, however, it is also slow and tedious, which delays students from getting tested and the services needed.

LEP and special education students traditionally perform significantly lower than non-special education and non-LEP students, however, we use their results to look for growth and progress, instead. To support ELL and special education students and their teachers, paraprofessional support, ALT time, and supplemental aids are provided, if eligible. Both groups consist of students that have gaps and that struggle with meeting satisfactory on district/campus assessments, which is reflected on state assessments as well. Also, special education students are now taking a state assessment without modifications and with less accommodations than in the past. However, both the ELL and special education groups of students have shown a significant amount of growth.

Tools that are available to ensure that strategies are designed to improve student performance include, but are not limited to: PLCs, collaborating, team meetings, planning, PLC training days, professional development, technology trainings, and vertical alignment meetings.

### Student Achievement Strengths

In regards to percentages of students that met satisfactory on STAAR, the following students possibly performed better due to campus expectations, group sizes, mandatory PLCs, tutorials, and ALT.

- **5TH MATH:** According to the data from 2016 to 2017, there was a 14% increase for Black/African Americans and 17% increase for SPED.
- **5TH SCIENCE:** In May 2016, all groups met satisfactory performance and exceeded the previous year with extraordinary growth. Fifth grade met satisfactory performance with 82% in May of 2016 versus 45% in April of 2015, showing an increase of 37%. Also, the White group exceeded toward level III with 22%, and Hispanic group at 13%, making a 22% and 10% increase, respectively.

- **5TH READING:** According to the data from 2015 to 2016, there was an increase of 5% for LEP
- **4TH MATH:** From 2015 to 2016 there was an increase of 6% for LEP students and an increase of 9% for advanced (Masters) performance overall.
- **4TH READING:** From 2015 to 2016, there was an increase of 14% overall and the economically disadvantaged group made a 19% increase.
- 4th Writing: From 2015 to 2016, there was a 7% increase in the advanced (Masters) performance and a 10% increase for economically disadvantaged.
- **3RD MATH:** From 2015 to 2016, the following groups made at least a 10% increase in advanced (Masters) performance: African American/Black, White, Female, and 2nd Year monitoring. Also, all groups (except ELL and SPED) had at least 70% meet satisfactory and also made growth compared to 2015. The ELL group, however, had an increase of 29%.
- **3RD READING:** From 2015 to 2016, the following groups made at least a 10% increase in approaches GL: Asian (100%), two or more races (84%), white (100%), first year monitoring (100%) and 2nd Year monitoring (88%).

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Current 3rd and 4th grade Reading STAAR scores are less than 55% approaching grade level and scores have decreased in both grade levels from the prior year. **Root Cause:** Teachers need additional Professional Development and assistance with planning in order to help close the performance gaps.

## **School Culture and Climate**

### **School Culture and Climate Summary**

According to the student survey, some students may feel disrespected but the teachers, custodians, food service workers and paras feel equally disrespected by the students at times. We all try to educate and model respectful behaviors, but it is sometimes difficult when having to repeat expectations repeatedly for the same students over and over. We adults need to be consistent with modeling appropriate behaviors and school expectations across the grade levels so that the transition from year to year will be smooth. It's hard for the students to behave when we are not doing the right thing ourselves.

### **School Culture and Climate Strengths**

- Our school is safe
- Badge system for door entry
- Drills
- Fences/Gates
- Zero tolerance for bullying
- Campus activities



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Strategies and structures in place to build capacity are those such as mentors and buddies for new teachers, professional development and balanced lit. trainings. However, some areas do not provide enough professional development for teachers and it has been noticed that classroom supplies are low. Overall, there are other structures in place to ensure teachers implement what they've learned. Examples of this are: T-TESS goals, observations, walk-throughs, lesson plans, team meetings and collaboration (PLCs). Although there are some needs for improvement with staff quality, the staff possesses strengths as well.

### **Staff Quality, Recruitment, and Retention Strengths**

- Teachers are qualified and meet district expectations.
- Paraprofessionals do their best and always go the extra mile.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Overall, our campus curriculum and instruction approach consists of weekly PLCs, setting T-TESS goals to address campus content needs and using data to drive instruction. Currently, we use local and district assessments to evaluate student performance and make changes to address needs. We tweak instructional calendars, ALT tutorials groups and PLC focus.

### **Curriculum, Instruction, and Assessment Strengths**

- PLC planning time
- Campus Collaboration
- Instructional support from CIS, consultants and district specialists

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Great communication from school to parents. Continual reminders are sent home to encourage attendance. School does a great job at reaching out to the community, but many times we do not get the support from our families with regard to PTO and volunteering at the campus.

### **Family and Community Involvement Strengths**

- Strong attendance at family nights
- Great high school Jr. High support
- Good community support and/or help
- Great communication with parents & having them come in

## **School Context and Organization**

### **School Context and Organization Summary**

Our school is organized in a way that supports our students growth and success. We achieve this by participating in PLC meetings, team planning and faculty meetings. In these meetings, we analyze data to ensure each child is receiving differentiated instruction and the appropriate accommodations. Our schedule allows time to focus on small group instruction and time to create student driven lessons.

### **School Context and Organization Strengths**

- Growth
- Addressing areas of concern
- PLC, planning and analyzing data
- Creating small groups (ALT)
- Creating Lessons

# Technology

## Technology Summary

In summary, we feel we have an adequate amount of technology available, but need access to more trainings for our parents, teachers and students. This could be accomplished by having space for more computers, allotment of time, and training specific to the tailored needs of students, teachers, and parents.

## Technology Strengths

- GCCISD portal
- More access points
- Quick response to work orders
- People are using technology - still need more
- Pre-loaded data district loads data for Waterford, etc.
- Technology PD is available

# 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
- 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Migrant 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.
- Section 504 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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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

## **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
- Study of best practices








# 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	Title I	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.	1	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).	8	Campus Instructional Specialists, Campus Administrators, Teachers	Better planning which will lead to increase in student achievement			
Problem Statements: Student Achievement 1						
Funding Sources: Coordination of Local, State, and Federal Funds - \$40,000.00						
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.	3	Campus Administrators, Campus Instructional Specialists, Teachers	Close achievement gaps across content areas			
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 SIOP.	10	Campus Administrators, Campus Instructional Specialists, Teachers	Teachers will learn best practices and implement them into their classrooms			
Problem Statements: Student Achievement 1						
Funding Sources: Coordination of Local, State, and Federal Funds - \$20,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Achievement
<b>Problem Statement 1:</b> Current 3rd and 4th grade Reading STAAR scores are less than 55% approaching grade level and scores have decreased in both grade levels from the prior year. <b>Root Cause 1:</b> Teachers need additional Professional Development and assistance with planning in order to help close the performance gaps.

## 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	Title I	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.		Campus Administrators, Campus Instructional Specialists, Teachers	An increase in the number of ELL students exiting from the Bilingual/ESL program			
	Funding Sources: Coordination of Local and State Funds - \$1,071.00					
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 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.		Campus Administrators	Rigorous lesson plans and improving teacher skill set			
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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 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	Title I	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.		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.		Campus Administrators, Campus Instructional Specialists, Teachers, Counselor, CS3	Increase in student achievement			
Funding Sources: Coordination of Local and State Funds - \$15,000.00						
 = 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 PBAS model school wide.

**Evaluation Data Source(s) 1:** Campus Discipline Reports

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue the daily implementation of the Developmental Asset Framework, 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	Title I	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	5	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	Teachers will stay employed with GCCISD			
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	4	Principal, Assistant Principal	Increase teacher's toolbox to better meet the needs of ESL and GT students			
8) Provide professional development for teachers	4	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 community by providing on-going communication for involvement that educates and informs students, teachers and parents.

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

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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	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 - \$1,500.00						
2) Continue developing our partnership with our Partners in Education, LCY Elastomers, to support our students and our staff.		Campus Administrators, CS3	Building community partnerships			
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).	7	Campus Administrators, Teachers, CS3	Building a positive home/school connection			
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, CS3	Increase of parent involvement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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, 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	Title I	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.		Teachers, Campus Administrators	Increase of student technological knowledge			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



## Instructional Leadership Team

Committee Role	Name	Position
Administrator	Betty Baca	Principal
Administrator	Nawase Sherman	Asst. Principal
Classroom Teacher	Jody Cone	kinder teacher
Classroom Teacher	Kristi Fudge	1st grade teacher
Classroom Teacher	Charli Chambers	2nd grade teacher
Classroom Teacher	Stephanie Stover	3rd grade teacher
Classroom Teacher	Fabiola Avena	4th grade teacher
Classroom Teacher	Angelica Cuevas	5th grade teacher
Classroom Teacher	Wendy Frisbee	SPED 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
1	1	2	Costs for Assessment, Curriculum Mapping and Specialized Training	Title I Part A	\$40,000.00
1	1	4	Training costs focused on school improvement	Focus Funds	\$20,000.00
6	1	1	Materials for parent academic sessions	Title I Part A	\$1,500.00
Sub-Total					\$61,500.00
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	\$15,000.00
Sub-Total					\$16,881.00
Grand Total					\$78,381.00

## **Addendums**

**FAMILY & COMM. INVOLVMENT**

Team Rep: Michael Garza

Weaver

Juarez

Young

Raymond

Henderson

**STAFF QUALITY, RECR. & RET.**

Team Rep: Carl Gray

Huddleston

D. Garza

Schmitt

Chambers

Montgomery

**DEMOGRAPHICS**

Team Rep: Nawase Sherman

Lyra

Bishop

Butler

Carr

Vega

**CURR., INSTR. & ASSESSMENT**

Team Rep: Betty Baca

Mendez

Avena

Pina

Orebo

LaBouve

**SCHOOL CULTURE & CLIMATE**

Team Rep: Janet Tello

Cantu

Holt

Cruz

Lilley

Beloney

**TECHNOLOGY**

Team Rep: Dorinda Huron

Scheu

Edmund

Stover

Simon

Haggerty

**STUDENT ACHIEVEMENT**

Team Rep: Candice Chapa

Alcazar

Cone

Renteria

Sharp

Hickman

**SCHOOL CONTEXT & ORG.**

Team Rep: Lindsey Wyatt

Till

Fudge

Charles

Cuevas

Frisbee

## Harlem Elementary

Committee Area:

## Harlem Elementary

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☒ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

# Comprehensive Needs Assessment

Harlem Elementary

Date: 5/10/17

Next Meeting Date \_\_\_\_\_

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☒ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Brandy LaBouve	Brandy LaBouve	5 <sup>th</sup> Teacher
Fabiola Avena	Fabiola Avena	4 <sup>th</sup> Teacher
Melissa Piña	Melissa Piña	Dyplina
Jazhel Mendez	Jazhel Mendez	15+ grade
Maghen Orebo	Maghen Orebo	kinder teacher
Patty R. Baca	Patty R. Baca	Principal.

# Comprehensive Needs Assessment

Harlem Elementary

Date: May 3, 2017

Next Meeting Date May 10, 2017

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☒ School Context and Organization
- ☐ Technology

Name	Signature	Position
Kristie Fudge	Kristie Fudge	Teacher
Lauren Till	Lauren Till	Teacher
Wendy Friebel	Wendy Friebel	teacher sped K-4
Angelica Cuevas	Angelica Co	Bil. teacher
Janet Charles	Janet Charles	Bil. Teacher



# Comprehensive Needs Assessment

Harlem Elementary

Date: May 10, 2017

Next Meeting Date \_\_\_\_\_

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☒ School Context and Organization
- ☐ Technology

Name	Signature	Position
Kristie Fudge	Kristie Fudge	Teacher
Wendy Frisbee	Wendy Frisbee	SPED K-4
Janet Charley	Janet Charley	Teacher
Lauren Till	Lauren Till	Teacher
Lindsey Wyatt	Lindsey Wyatt	ELA CIS
Angelica Cuevas	Angelica Cuevas	Bit Teacher

## Harlem Elementary

Next Meeting Date 5/10/17

☒ Demographics

- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

# Comprehensive Needs Assessment

Harlem Elementary

Date: 5/10/17

Next Meeting Date \_\_\_\_\_

Committee Area:

- ☒ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Nawase' Sherman	Nawaseid	Team leader
Kristen Carr	Kristen Carr	teacher
Winter Baker	Winter Baker	teacher
Wendy Lynn	Wendy Lynn	teacher
Bekki Bishop	Bekki Bishop	teacher
Cristina Vega	Cristina Vega	teacher

## Harlem Elementary

Next Meeting Date 5.10.17

- ☐ Demographics
- ☒ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

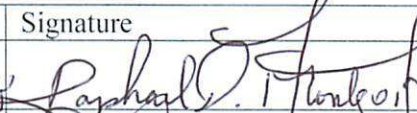

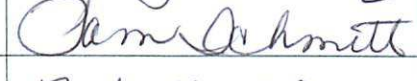






## Harlem Elementary

Next Meeting Date 5/10/17

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☒ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
RAPHAEL D. MONTGOMERY		Teacher (Behavior)
Dikora Sarze		Bil. teacher
Cam Ahmatt		1st Teacher
Rieko Huddleston		SILC Teacher
Carl Gray		P.E.

# Comprehensive Needs Assessment

Harlem Elementary

Date: 5/10/17

Next Meeting Date ~~5/10/17~~

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☒ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
RAPHAEL D. MONTGOMERY	<i>Raphael D. Montgomery</i>	Behavior Teacher
Charli Chambers	<i>Charli Chambers</i>	Teacher
<i>Pam Schmitt</i>	<i>Pam Schmitt</i>	Teacher
Rijko Huddleston	<i>Rijko Huddleston</i>	SILC Teacher
Carl Gray	<i>Carl Gray</i>	P.E.
<i>Diana Garza</i>	<i>Diana Garza</i>	Bil. teacher



# Comprehensive Needs Assessment


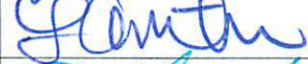



Harlem Elementary

Date: 5/3/2017

Next Meeting Date \_\_\_\_\_

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☒ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Janet M. Tello		Counselor
Cantu		Kinder teacher
Holt		1st teacher
Lilley		4th teacher
Beloney		Sped. Ed. teacher.
Cruz		
ANNA HOLT		/



## Harlem Elementary

Next Meeting Date \_\_\_\_\_

- ☐ Demographics
- ☐ Student Achievement
- ☒ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

## Harlem Elementary

Next Meeting Date           

- ☐ Demographics
- ☐ Student Achievement
- ☒ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

## Harlem Elementary

Next Meeting Date 5-10-17

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☒ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

[illegible]

# Comprehensive Needs Assessment

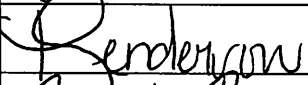

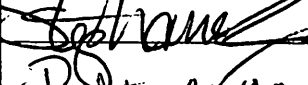

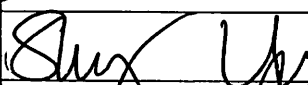
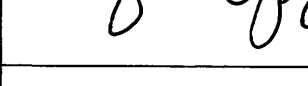
Harlem Elementary

Date: May 10, 2017

Next Meeting Date N/A

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☒ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Yamarrak Henderson		Teacher
Brittany Haymond		Teacher
Stephanie Juarez		Teacher
Patty Weaver		Teacher
Michael Carr		FIC
Sherry Young		Teacher

## Campus Program Evaluation for Parent Involvement Opportunities

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- High attendance at family events / nights
- High degree of communication with our parents.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

More parents to assist with PTO  
+ volunteering

Indicate the Root Cause  
for each identified need:

Parents don't make it a priority to  
come + help at the campus.

School Year: 2016-17

Date Completed: Summer 2017

## Campus Program Evaluation for

### State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- 2 tutors that work with students for ACT/tutoring time (Reading).</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>We want like an additional tutor for math.</p>
<p>Indicate the Root Cause for each identified need:</p>	



## Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- Distinct professional development</li> <li>- SPED T's sat in on PLC's</li> <li>- Cognia / Fast Forward as resources</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Purchase classroom materials that are hands-on to support special education students that are in resource.</p>
<p>Indicate the Root Cause for each identified need:</p>	

# Campus Program Evaluation for Gifted and Talented-Program Intent "21"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- PLCs and planning w/ team members</li> <li>- Differentiating instruction</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Purchase resources / hands on activities, games, etc. to help support classroom instruction.</p>
<p>Indicate the Root Cause for each identified need:</p>	



## Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- Bilingual PLC meetings</li> <li>- Araceli Garcia on campus assisting + sitting in on PLC's</li> <li>- Monthly Bil. meetings</li> <li>- Team collaboration</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Purchase classroom materials that will help students begin transitioning (hands-on materials) into English.</p>
<p>Indicate the Root Cause for each identified need:</p>	

## Campus Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- Certified pre-K teachers in mainstream</li> <li>- 2 paraprofessionals in PK.</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>- Additional training for teachers to incorporate PK laptops in classrooms.</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	

School Year: 2016-17

Date Completed: Summer 2017

**Campus Program Evaluation  
for  
NCLB-Title I, Part A-Improving Basic Programs**

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

*We have a FIC at our campus + 2  
Campus Instructional Specialists*

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Indicate the Root Cause  
for each identified need:

School Year: 2016-17

Date Completed: Summer 2017

## Campus Program Evaluation for NCLB-Title I, Part C-Migrant Education Program

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- Students are closely monitored to ensure they are making progress.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Indicate the Root Cause for  
each identified need:

## Campus Program Evaluation for NCLB-Title III, Part A-Limited English Proficient

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- Anaceli Garcia on campus provides coaching, support, assistance with PLC's / planning</p> <p>- Bilingual PLC's / meetings on campus?</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>- Bilingual PK needs assistance with planning?</p>
<p>Indicate the Root Cause for each identified need:</p>	