

Goose Creek Consolidated Independent School District

Harlem Elementary

2021-2022 Campus Improvement Plan



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

Our population consists of 47.27% female and 52.73% male. Over the past 3 years, the female population has decreased while the male population has increased. A further breakdown of the campus demographics is 63.94% Hispanic-Latino, 23.28% Black-African American and 9.77% White. Sub-populations include: 85.92% economically disadvantaged students, 24.14% bilingual, 1.87% ESL, 13.51% SPED, 28.92% LEP, 3.02% Dyslexia and 23.24% receive speech therapy services. The Hispanic and White population have increased while the African American population has decreased. Our special population has increased in the area of Autism, SPED and Bilingual. The ESL and LEP population has decreased since 2018. Our overall economically disadvantaged percentages have decreased.

Data shows overall attendance rates have dropped over the last three years. Interventions for attendance include Attendance Monitoring forms, Student Success Team referrals for students with frequent absences/tardies, classroom and campus incentives for perfect attendance and the CS3/CYS conduct home visits. There are 388 at-risk students (based on universal screeners). Of these 388 students, 86.8% of students are economically disadvantaged, 82.7% receive free lunch, 13.5% are identified as SPED, and 26.8% are ELs.

The campus promotes a growth mindset. Harlem has the highest level of single parent households in the district. While the students continue to show growth and STAAR scores continue to improve, the intermediate grades could benefit from additional in school tutoring or support. In order to support the staff and have high quality teachers, professional development opportunities are provided in technology, behavior, specific content areas, SPED and cultural sensitivity. Professional development was offered in person as well as face to face in an effort to reach all teachers. Teachers are also supported with assistance from campus and district specialists. Teachers presented PD at Tech Tuesdays , collaborated during PLCs/planning and are also given opportunities to observe master teachers on campus and at other campuses.

Demographics Strengths

Harlem has many strengths. Despite the high number of at-risk students, major growth is evident in all sub populations. LEP scores have improved across grade levels and last year, our campus placed second for the most students who exited using TELPAS state scores. Our teachers continue to focus on quality instruction, receive a plethora of professional development opportunities and have established a growth mindset for student progress.

Student Learning

Student Learning Summary

From 2018-2019, our overall student academic achievement indicates a growth in reading and writing. However, writing and reading continue to be our lowest performing academic areas with Whites and Special Education as our low 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 to all students through ALT (Alternative Learning Time), guided reading and small group instruction in reading and math.

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. 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%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): None of our groups met the state average in Reading, Math, or Writing. Writing continues to be a challenge on our campus specifically with Whites and Special Education students. Reading also continues to be a challenge on our campus, especially for Special Education students. **Root Cause:** The root cause is the lack of foundational skills in Reading and Writing. Students continue to have deficiencies in academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

Harlem's instruction is rigorous, relevant and aligns with TEKS and ELPS. Instruction has been cognitively demanding as possible with the global pandemic present and the lack of student collaboration opportunities. It has been more difficult to reach our students during this strenuous time due to student attendance. Professional learning communities are still working on using data effectively. PLCs are held weekly to analyze data, collaborate, breakdown TEKS and prepare for cognitively demanding instruction. Teachers and students are tracking data in data folders and teachers are using the data to guide their instruction. Harlem teachers and staff are focused on improving student instruction because in the most stressful and trying times, teachers are present and instructing to their full capacity. Teachers are striving for a good balance of technology and hands on learning to benefit student instruction and learning. With the new ratio of technology being 1-1, students are given the opportunities for virtual learning with the use of programs such as Education Galaxy, Accelerated Reader, Waterford, Seesaw, Google Classroom, ST Math, etc.

School Processes & Programs Strengths

Instruction aligns with TEKS and ELPS. Teachers have resources available to assist in breaking down TEKS such as Lead4ward documents, TEKS Mastery Series and the TEKS Vertical Alignment Flipchart. Teachers are prioritizing TEKS, planning effective strategies and instruction to focus on improving student academic achievement. Teachers are using differentiation and scaffolding to support the diversity of the learners on the campus. The rigor of instruction is adjusted according to student needs during small group instruction for reading, math and during ALT time. Useful data is collected during Guided Reading, conferences with students, and campus/district assessments. The data is tracked in classroom charts, student binders and goal tracking documents. Instruction is supported with a balance of technology and hands on activities. Teachers are strategically using technology resources such as Waterford, Education Galaxy, Accelerated Reader, Seesaw and Google Classroom to focus on improving student academic achievement and engagement.

Perceptions

Perceptions Summary

Staff and students were asked to describe campus life with regard to respect, relationships, behavior and support. According to data, 92% of campus staff agree that the administrator's attitudes and actions are consistent with the district mission and goals of continuous school improvement. Almost 80% also feel that the school has a consistent approach of addressing behavior management issues at school. Of the students surveyed, 89% believe that their teachers want them to do the very best in school. Almost 80% responded that the adults at the school treat everyone with respect. Students were asked what strategies are in place to reduce the threat of bullying. Of students surveyed, 37% said that students treat one another with respect "most of the time" and 55% responded "some of the time." Committee members stated that more strategies are needed, and that time needs to be allocated in the daily schedule to address this issue. Students and staff were asked if effective procedures are in place to promote safety and if students feel safe when they are at school. Of the students surveyed, 60% responded that they feel safe in their classes and 39% responded that they never feel safe from being picked on, teased, embarrassed, or harassed by other students at school. Of staff surveyed, 92% of staff agree that programs and activities implemented at school do maintain a positive, safe and orderly school climate. Parents were also asked if they felt the home/school connection was effectively in place to educate and engage them in understanding how to support their children. Of the parents, 78% agree that they feel welcome at school and feel that their conference time with their child's teacher met their needs.

Perceptions Strengths

According to the data, students feel safe at school and think that there is a positive school climate. Students and staff also feel that treatment of staff and students is positive and there is mutual respect among all. Most students believe that their teachers want them to do their best and will be supportive in helping them to achieve their goals. Most staff feel that programs and activities are being implemented for the betterment of all on campus. Lastly, parents feel welcome on the campus and believe their needs are being met.

Priority Problem Statements

Problem Statement 1: None of our groups met the state average in Reading, Math, or Writing. Writing continues to be a challenge on our campus specifically with Whites and Special Education students. Reading also continues to be a challenge on our campus, especially for Special Education students.

Root Cause 1: The root cause is the lack of foundational skills in Reading and Writing. Students continue to have deficiencies in academic vocabulary.

Problem Statement 1 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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
- Economically disadvantaged / Non-economically disadvantaged performance 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.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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 Sources: Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: More effective planning processes which will lead to an increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Close achievement gaps across content areas</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 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, Empowering Writers, Balanced Literacy Training, Special Education, Bilingual PD and Response to Intervention training.</p> <p>Strategy's Expected Result/Impact: Teachers will learn best practices and implement them into their classrooms which will lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Paraprofessionals will learn best practices and implement them with students which will lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
 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

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





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize co-teach model with Special Education teachers and general education teachers.</p> <p>Strategy's Expected Result/Impact: Increase in Special Ed. Scores on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in student success in identified areas of need.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers Counselor CS3</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$9,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: Attain 98% or higher attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increase student attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers Counselor CS3</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Decrease in student discipline data from the prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3 Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Students will be aware of different colleges/career opportunities</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CS3</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the daily implementation of Character Strong to promote positive citizenship and 21st century skills among students.</p> <p>Strategy's Expected Result/Impact: Developing good citizens</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline data</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CS3 Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student attendance and decrease in student discipline data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor CS3</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease bullying among students and decrease student discipline data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor CS3</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas Strategy's Expected Result/Impact: Increase student achievement as a result of hiring highly effective teachers Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers Strategy's Expected Result/Impact: Retain teaching staff Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Assess the staff development needs of those teachers not meeting highly effective standards. Strategy's Expected Result/Impact: Teachers will receive the necessary training to become highly effective Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Select only highly effective teachers from the applicant pool. Strategy's Expected Result/Impact: Hiring of highly effective teachers Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure campus personnel decision-makers are available during peak recruiting/hiring times Strategy's Expected Result/Impact: Hiring of highly effective teachers Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase teacher's toolbox to better meet the needs of ESL and GT students Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development for teachers Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: CS3</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Building home/school connections in order to increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers CS3 Counselor</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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).</p> <p>Strategy's Expected Result/Impact: Building a positive home/school connection</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.</p> <p>Strategy's Expected Result/Impact: Increase of parent involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff.</p> <p>Strategy's Expected Result/Impact: Building community partnerships</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: We will provide a coordinated approach to school health in order to educate students, families and the community on healthy lifestyle activities and nutrition (done through CATCH lessons, a CATCH family night, Sun Safety lessons, posters around school and posters in the cafeteria).</p> <p>Strategy's Expected Result/Impact: Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and physical activity.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, CATCH committee/Wellness team and nutrition department.</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase of student technological knowledge</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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
Sub-Total					\$189,500.00
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
Sub-Total					\$10,200.00
Grand Total					\$199,700.00