

**Goose Creek Consolidated Independent School District**  
**Harlem Elementary**  
**2022-2023 Campus Improvement Plan**



**Public Presentation Date:** November 3, 2022

# **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

Harlem Elementary is a Title 1 campus consisting of a population of pre-kindergarten, ECSE, kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, bilingual/dual language programs, and special education. The student body consists of 718 students: 53.34% male and 46.66% female. The majority of the students are Hispanic-Latino (66.16%), followed by Black-African American (22.14%), White (8.77%), Two - or - more races (2.51%), American Indian - Alaskan Native (.14%), Asian (.14%), Native Hawaiian - Pacific Islander (.14%). The ratio of students in special programs are as follows: Bilingual (443 students), Gifted and Talented (41 students), SPED (109 students) and Dyslexia (37 students). Among the students 85.80% are on free or reduced lunch. This population is served by 4 Administrative Support staff, 4 Specialists (CIS/Dyslexia/Interventionist), 48 Teachers, and 18 Educational Aides. All members of the staff are highly qualified and certified in their respective positions.

### Demographics Strengths

Ethnicity, socioeconomic status, and our bilingual population of students have stayed consistent over the past 3-5 years. Although enrollment has slightly increased, attendance has declined which could be due to the COVID Pandemic. Incentives are offered for attendance. There has been an increase with identifying Special Education and Dyslexia students who will be able to receive appropriate services. All members of the staff are highly qualified and certified. Our district and campus offers professional development opportunities throughout the school year.

# Student Learning

## Student Learning Summary

After analyzing STAAR data, we determined that SPED and AA (5<sup>th</sup> grade) and White (4<sup>th</sup> grade) students are struggling in reading. These same students also struggle in 5<sup>th</sup> grade math. The committee determined that there are systems in place to help bridge these gaps. Some of the interventions include after school tutorials, ALT, Saturday tutorials, and the various programs we use for RTI. Although teachers provide intervention for RtI, the committee noted that teachers need support navigating the program that is used to document the RtI process. The committee noted that the lack of parent involvement, student attendance, and foundational ready to learn skills continue to impede student academic growth.

## Student Learning Strengths

- 100% STAAR participation rate in 2021
- 5<sup>th</sup> grade math STAAR scores were higher than the state and the district average
- ALT
- Half Groups
- Tutors and Tutorials
- Instructional Rounds
- Dr. Lisa Spain Professional Development
- Focusing on growth/growth mindset

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In 4th grade, White and SPED students and in 5th grade, AA and SPED did not meet the state average in Reading. In math, White, ED, LEP students in 4th grade and AA in 5th grade did not meet the state average. **Root Cause:** The root cause is our lack of foundational skills in reading and math. Students continue to have deficiencies in academic vocabulary. For the past few years everyone has had to focus on writing as a TTESS goal. Another thing we have focused on is increasing the number of Meets and Masters in all STAAR subjects.

# School Processes & Programs

## School Processes & Programs Summary

Administrators, teachers, and instructional coaches believe the rigor and relevance of instruction is meeting TEKS and standards. Rigor is set high and we continue to rise to the challenge of meeting our students' needs.

Data feedback is immediately available using ISIP, CBA's, monthly screeners, benchmarks, CLI and Waterford progress. Tracking student data affords students the opportunity to take ownership in their academic success. Data assessments are utilized to effectively develop small groups for students not meeting their goals, while collaborating with teachers in creating goals for their success. Teachers utilize assessment data to prepare reteach strategies, develop interventions, ALT groups and identify students for RTI, if necessary. Using data from CBAs, unit assessments and ISIP is expected when progress is not occurring. Also, teachers use small group instruction, RTI, contact parents and adjust ALT groups in order to identify gaps in learning. Technology is used to support instruction and learning with the use of iPads for Pear Deck, Edpuzzle, Istation, TeacherMade, Google Classroom, and Seesaw. Professional development strategies are implemented and monitored by utilizing materials given at C&Ps, Project Read, Fueling Brains, and observed during T-TESS walkthroughs.

There are some barriers that reduce the use of technology, such as teacher instruction and students not coming to school prepared with the iPad or iPad not being charged. One solution could be more chargers available in the classroom for students to be able to charge their iPads. Teachers want to use specific apps to integrate into the daily lessons, in addition to more training being available to show how to incorporate these specific apps into the daily lessons. More opportunities for training should be offered either virtual or face to face, especially pre-recorded videos of trainings.

With a sense of urgency and strong commitment to improving our students, all staff is focused on improving academic achievement by positive motivation such as STAAR Bucks, BEEP Tickets, AR Parties, tutorials, and PLCs.

## School Processes & Programs Strengths

- Teacher/Student feedback and collaboration in creating goals for student success
- Weekly PLC meetings with each grade level
- PBIS rewards/incentives in place
- Availability and use of technology and resources
- Opportunities for Professional Development

# Perceptions

## Perceptions Summary

The survey data shows that 89% or more students feel their teachers make learning fun and engaging, their teachers enjoy teaching, they care about the students and encourage them to share opinions and ideas in class. Regarding whether teachers are consistent and fair with discipline, less than 20% of students disagreed. The committee noted that it was possible that the 20% “repeat offenders” may have been the students who disagreed.

Regarding support & belonging, 85% of students believe their teachers encourage them to do their best work. Students genuinely feel they can approach a teacher if they need help with an assignment or classwork. 86% of students feel that they belong at Harlem Elementary.

The bullying data collected in the student survey indicates that 94% of students feel that bullying is addressed immediately in the classroom. The committee noted only 2.6% of incidents reported in our Discipline data was due to bullying. This attests to the success of the strategies that the school has implemented such as: Character Strong Lessons, BEEP lessons, BEEP signage around the school. Nevertheless, a small group of students (24%) believe there should be more teaching and discussion in class about bullying.

While only 18 parents completed the 2022 Parent Survey, we can still conclude that our parents’ perception is positive toward the school and home/school connection and our commitment to educating their children. 100% of parents that responded said they felt welcome and were satisfied with the amount and method of communication between the school/home.

## 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 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 students/staff on campus. Lastly, parents feel welcome on the campus and believe their needs are being met.

# Priority Problem Statements

**Problem Statement 1:** In 4th grade, White and SPED students and in 5th grade, AA and SPED did not meet the state average in Reading. In math, White, ED, LEP students in 4th grade and AA in 5th grade did not meet the state average.

**Root Cause 1:** The root cause is our lack of foundational skills in reading and math. Students continue to have deficiencies in academic vocabulary. For the past few years everyone has had to focus on writing as a TTESS goal. Another thing we have focused on is increasing the number of Meets and Masters in all STAAR subjects.

**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

## 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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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 rates of progress between groups
- 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 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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 Sources:** Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Disaggregate and analyze assessment data in order to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate in Professional Learning Communities (PLCs) every two weeks to discuss content area TEKS, the district scope and sequence and student assessment data in order to plan effectively for classroom instructional time and ALT (Alternative Learning Time).</p> <p><b>Strategy's Expected Result/Impact:</b> More effective planning processes which will lead to an increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize T &amp; L Coaches and administrators to facilitate weekly planning sessions to target specific TEKS and objectives, support the implement plans, and provide coaching to identified teachers in order to close achievement gaps in the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps across content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration, Balanced Literacy Training, Special Education, Bilingual/Dual Language PD and Response to Intervention training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn best practices and implement them into their classrooms which will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional development for paraprofessionals, including (but not limited to): Guided Reading training, LLI training, math training, bilingual PD, special education PD, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Paraprofessionals will learn best practices and implement them with students which will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the Bilingual/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of ELL students exiting from the Bilingual/ESL program</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide appropriate staff with PD, schedules and materials necessary to promote students' success with a specific focus on special programs: Special Education, 504/Dyslexia and Two Way Dual Language Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Special Ed. Scores, Dyslexia Student Scores and Emergent Bilingual Scores on CBAs, Benchmarks and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize team planning and PLCs in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous lesson plans and improving teacher skill set which will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$160,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement Instructional Rounds to develop a collaborative environment and improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Focusing on our established problem of practice will improve teacher skill set which will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**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><b>Strategy 1:</b> Harlem Elementary will monitor all student academic, attendance, and behavior needs and provide support and resources through the CSSS and CYS to identified students and parents to ensure that students have opportunities to overcome situations that are impeding their success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success in identified areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CS3</p> <p><b>Funding Sources:</b> Campus Student Success Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Harlem Elementary will plan and implement accelerated interventions such as tutoring for identified at-risk students to ensure students progress through school successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$9,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Attain 98% or higher attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Harlem Elementary will motivate students to be at school by recognizing students with perfect attendance monthly, having students track their attendance in their goal folders and by creating an Attendance Reward Menu (ongoing prizes/rewards/special events).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Harlem Elementary will continue to implement counseling sessions, mentors, PALS, interventions to support students with educational needs to ensure they progress through school successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CS3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Continue to implement a reward and incentive program for positive student behavior (BEEP Tickets, STAAR Bucks, etc.) that supports the development of self-esteem and opportunities for self-growth for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline data from the prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of different colleges/career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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><b>Strategy 1:</b> Continue the daily implementation of Character Strong to promote positive citizenship and 21st century skills among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing good citizens</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a campus Positive Behavior Interventions and Support (PBIS) plan that meets campus needs and meet regularly (every 4 weeks) with the PBIS team to review discipline data and to monitor its effectiveness/progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize positive incentives to promote good citizenship and attendance, including (but not limited to): BEEP Rally/awards assembly, student incentives (BEEP tickets, STAAR bucks, etc.), student recognition on announcements, teacher incentives (e.g. picnics, lunch with teacher or administrator), etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance and decrease in student discipline data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue implementation of our campus Bullying Awareness Plan that includes parent education sessions, Bullying Contract, teacher awareness training, student program, and routine monitoring of discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease bullying among students and decrease student discipline data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Ensure campus personnel decision-makers are available during peak recruiting/hiring times <b>Strategy's Expected Result/Impact:</b> Hiring of highly effective teachers <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Encourage all teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase teacher's toolbox to better meet the needs of ESL and GT students <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide professional development for teachers <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Harlem Elementary will create a partnership between home, school and the community by providing on-going communication to increase involvement and educate parents and community members.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of the campus. These documents will be distributed to parents and family members as well as made available to the local community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Building home/school connections in order to increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize a variety of methods to communicate between home and school to support ongoing student success (campus newsletters, daily folders, School Messenger, Home Visits and Parent Conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> Building a positive home/school connection</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Building community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> We will provide a coordinated approach to school health in order to educate students, families and the community on healthy lifestyle activities and nutrition (via CATCH lessons, a CATCH family night, Sun Safety lessons, posters around school and posters in the cafeteria).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators CATCH committee/Wellness team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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><b>Strategy 1:</b> Harlem Elementary teachers will incorporate a variety of educational technology tools into their lessons thereby exposing students to various platforms and giving them opportunities to develop their technology capacities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student technological knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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>			

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Costs for Teaching and Learning Coach	Title I, Part A Funds	\$160,000.00
3	1	1	Campus Student Success Specialist cost	Title I, Part A Funds	\$65,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	\$500.00
<b>Sub-Total</b>					\$229,500.00
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
<b>Sub-Total</b>					\$10,200.00