Goose Creek Consolidated Independent School District

Harlem Elementary

2023-2024 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

Harlem Elementary is a Title 1 campus consisting of a population of prekindergarten dual language, ECSE, grades kindergarten to fifth grade, bilingual and dual language programs, and special education. The student body consists of 667 students: 51.57% male and 48.43% female. The majority of the students are Hispanic-Latino (65.07%), followed by Black-African American (23.39%),White(8.7%), Two - or - more (2.4%), American Indian - Alaskan Native (0.30%), and Asian (.15%). The ratio of students in special programs is as follows: bilingual (417 students), Gifted and Talented (40 students), SPED (102 students) and Dyslexia (38 students). Among the students 85.31% are on free or reduced lunch. This population is served by 3 administrators, 2 Administrative Support staff (counselor and Campus Student Success Specialist), 48 Teachers, and 18 Educational Aides. All members of the staff are highly effective and certified for their respective positions.

Demographics Strengths

Ethnicity, socioeconomic status, and our bilingual population of students has stayed consistent over the past 3-5 years. 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 effective and certified. A strength on our campus is promoting good attendance. There are an array of rewards based on 5, 10, 20, 30, and 40 days of continuous attendance. Teacher growth is promoted with staff access to google drive, instructional rounds, peer observations, and PLC meetings/planning meetings. We offer on-campus registration for families with limited online access. Our campus enrollment has consistently averaged around the high 600s to low 700s.

Student Learning

Student Learning Summary

The overall information regarding campus data and programs indicated students are not meeting the state standards for state assessments in the areas of math and reading. African American and SPED sub populations consistently struggle with meeting standard. Historical data indicates that students move up from the primary grades without the basic reading skills needed to be successful on STAAR. Student and teacher attendance also affect student learning. Students are missing instruction and intervention time due to their attendance. Campus programs that align with addressing these concerns include: ALT, RTI, CORE team meetings, SST meetings, attendance monitoring meetings and incentives. There are behavior and attendance incentives for students and attendance incentives for staff. The SST team consistently plans to find ways to address student learning obstacles (if there are home concerns). During these meetings we review student data (attendance, behavior, reading level, report card grades, and STAAR scores) and make necessary recommendations. Data indicates that report cards are not accurately reflecting students' level of learning. Students have passing grades on report cards, but cannot meet the state's passing standard on STAAR. During RTI referral meetings, student referral folders have sometimes been challenged because report card grades do not match the RTI data that is being presented.

Student Learning Strengths

Our Reading scores for EB, Hispanic, and White sub-populations showed growth. We have a lot of resources available to students who need interventions (Guided Reading, Progress Learn, MClass for Amplify, and small group tutorials). We do a good job of meeting with SST and we closely monitor student attendance. This year, the Attendance Reward Menu, provided students with tracking their own attendance and receiving rewards.

School Processes & Programs

School Processes & Programs Summary

Campus administrators, teachers, and instructional coaches reviewed state assessment reporting category data and student expectations to identify the strengths and weaknesses of the campus curriculum. All students scored higher on Reading STAAR than Math STAAR. When we look deeper, our African American and Hispanic students are scoring higher in reading than in math. These students make-up the majority of our school's population. PLC communities are using the data from screeners, CUAs, and Interims in order to plan instruction effectively. Students are placed into intervention groups based on data and small groups focus on shortcomings in curriculum. Progress and assessments are tracked in student data folders and google shared drives for teachers. Assessments are given to students in class over two days in most cases on our campus due to the time it is taking students to test. Teachers say that it would be beneficial for tests to be revamped so they are scaffolded and in order to have better data to make instructional decisions. When teachers pull/receive data they will reteach/retest, create CFAs, intervention groups, and guided math and reading groups. When students are not making adequate progress, teachers are required to reteach in small group instruction based on student needs and make recommendation to move students to RTI. Teachers have a sense of urgency and strong commitment to provide additional instruction based on data. Each grade level has a specific ALT time and groups are adjusted based on data. Also, teachers attend RTI meetings every 9 weeks to discuss struggling students.

Technology is used to assess, differentiate instruction, and assist in closing gaps for student achievement. Teachers use applications such as Pear Deck, Progress Learning, ST Math, and Seesaw/Google Classroom to give immediate feedback to students. Also, the teacher can reteach on the spot when needed. Technology is used as a tool to promote reading, speaking, writing, and listening skills. Technology is used to support instruction and planning by making instruction more engaging. Teachers are able to assign activities on specific apps and modify lessons using technology. Also, the use of technology gets students familiarized with the testing applications such as Eduphoria and Cambium. Technology is a great benefit for teachers to check for understanding informally through an app and for gifted students to extend and enrich the instruction. Technology is a great asset, but there are also some barriers that reduce the use of technology. One of the main concerns with technology integration is i-Pads not being charged due to students taking them home.

School Processes & Programs Strengths

Improving student achievement and the use of technology are a strength at our campus. Teachers go above and beyond to make sure students have the necessary tools and lessons to be successful in the classroom. Teachers are dedicated to improving student achievement. Teachers are committed to using data they derive from formative assessments, observations, screeners, etc. to build accelerated intervention groups. Teachers are using what resources the district provides to intervene and help students be successful. If students are not successful, teachers have a sense of urgency to submit students to the RTI committee for more interventions and testing if necessary. Teachers are using technology to receive and give immediate feedback from/to students. The use of technology applications are beneficial and appropriately used by teachers to collect data, and encourage student engagement. They are also using technology for virtual manipulatives and to practice how students will be tested on CUOs/CUAs and STAAR. Also, when additional resources are needed, teachers are using technology for student materials such as Studies Weekly, Stemscopes, and even to have a digital assignment instead of paper pencil.

After reviewing our processes and programs we have concluded that the campus needs more curriculum resources. The scope and sequence for our core subjects can use some editing to better fit the needs of our students. We need resources that will benefit all students including our dual language students that are to receive instruction in Spanish. If the scope and sequence is reorganized and we have quality resources for our campus, our student achievement will increase greatly.

Perceptions

Perceptions Summary

Harlem Elementary is perceived by both students and teachers as having a positive culture and climate. Both the student and teacher surveys reflected similar outcomes. About 80% of students and teachers feel there is a positive attitude and that they belong at our campus. According to 20% of teachers and students, one area that needs improvement is maintaining fairness and consistency in regards to discipline approaches to behavior management. Some teachers also have concerns regarding materials and supplies necessary to do their jobs. Overall, the results are positive and Harlem Elementary is on the right track. This is done through systems that contribute to a positive learning atmosphere, such as Character Strong, Harlem Ambassadors, PALS, pull out groups, bullying prevention committee, and bully prevention assemblies. Teachers teach a bullying prevention lesson weekly and lessons are also provided by our counselor. Parents and the community can participate and be involved in supporting student learning at Harlem by being a part of the PTO, PBIS, attending family nights, teacher conferences, by using social media, Google Classroom and Seesaw. Concerns can be voiced in numerous ways and Harlem administrators are accessible to all. Administrators are always working and looking to implement new opportunities for all stakeholders to be involved.

Perceptions Strengths

Harlem has many strengths. Everyone works hard to promote a positive culture and climate for staff and students. All stakeholders feel welcomed and have a sense of belonging. Many programs are in place to help students. Harlem also offers many opportunities for parents and the community to be involved and voice their concerns. Harlem has a very high attendance from families and high participation from PIE at our family nights. Most teachers felt they had the necessary materials and supplies to provide an effective learning experience.

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
- Federal Report Card and accountability data
- 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 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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-TESS 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		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Increased student achievement in reading by 10%. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $400			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 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). **Strategy's Expected Result/Impact:** More effective planning processes which will lead to students meeting grade level expectations. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.4			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Utilize T & 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. **Strategy's Expected Result/Impact:** Close achievement gaps across content areas **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.6			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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, Balanced Literacy Training, Special Education, Bilingual/Dual Language PD and Response to Intervention training. **Strategy's Expected Result/Impact:** Teachers will learn best practices and implement them into their classrooms. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Paraprofessionals will learn best practices and implement them with students in order to ensure they are meeting grade level expectations. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

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		
	Formative		
Strategy 1: Implement the Dual Language 2 Way Bilingual program so that ELs progress one language proficiency level yearly. **Strategy's Expected Result/Impact:** An increase in the number of ELL students exiting from the Bilingual/ESL program. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $500	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase in Special Ed. Scores, Dyslexia Student Scores and Emergent Bilingual Scores on CBAs, Benchmarks and STAAR **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $300	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Utilize team planning, PLCs and follow the PLC 15 Day Challenge in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers. **Strategy's Expected Result/Impact:** Rigorous lesson plans and improving teacher skill set which will lead to a greater number of students meeting grade level expectations. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $160,000	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Harlem Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Harlem Elementary will provide student academic, attendance, and/or behavior supports to identified students.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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 students have opportunities to overcome situations that are impeding their success. **Strategy's Expected Result/Impact:** Increase in home/school connection which will lead to student success. **Staff Responsible for Monitoring:** Campus Administrators Counselor CS3 **Funding Sources:** Campus Student Success Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Increase in student achievement by 10% in Reading and Math. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Funding Sources:** Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - $9,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers. **Strategy's Expected Result/Impact:** Attain 98% or higher attendance. **Staff Responsible for Monitoring:** Campus Administrators CSSS Counselor			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Harlem Elementary will motivate students to be at school by recognizing student attendance monthly during BEEP rallies, having students track their attendance in their goal folders and by creating an Attendance Reward Menu (ongoing prizes/rewards/special events). **Strategy's Expected Result/Impact:** Increase student attendance by 10% to achieve 98% attendance. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
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. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators Counselor CS3	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: 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. **Strategy's Expected Result/Impact:** Decrease in student discipline data from the prior year. **Staff Responsible for Monitoring:** Campus Administrators PBIS Team Counselor	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
	Formative		
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. **Strategy's Expected Result/Impact:** Students will be aware of different colleges/career opportunities **Staff Responsible for Monitoring:** Campus Administrators Counselor **Title I:** 2.5	Nov	Feb	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Harlem Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Harlem Elementary will provide and maintain a safe, positive learning environment for all students utilizing the PBIS model school wide.

Evaluation Data Sources: Campus Discipline Reports
PBIS Minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the daily implementation of Character Strong to promote positive citizenship and 21st century skills among students.	Formative		
Strategy's Expected Result/Impact: Developing good citizens and see a decrease of 10% in Review 360 office referrals.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a campus Positive Behavior Interventions and Support (PBIS) plan that meets campus needs and meet regularly (every 4 weeks) with the staff to review discipline data and to monitor its effectiveness/progress.	Formative		
Strategy's Expected Result/Impact: Decrease of 10% in student discipline data from previous year.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators PBIS Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize positive incentives to promote good citizenship and attendance, including (but not limited to): Monthly 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.	Formative		
Strategy's Expected Result/Impact: Increase student attendance by 5% from previous year.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators PBIS Team			

Strategy 4 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Decrease bullying among students and decrease student discipline data by 10% from previous	Nov	Feb	June

year.
Staff Responsible for Monitoring: Campus Administrators
Counselor

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Sources: Hiring Report, Staff Development Records

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	Formative		
Strategy's Expected Result/Impact: Increase student achievement as a result of hiring highly effective teachers **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff.	Formative		
Strategy's Expected Result/Impact: Effective staff who provide engaging/appropriate lessons for students to ensure students meet grade level expectations. **Staff Responsible for Monitoring:** Principal	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	Formative		
Strategy's Expected Result/Impact: Retain teaching staff **Staff Responsible for Monitoring:** Principal Assistant Principal	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Assess the staff development needs of those teachers not meeting highly effective standards.	Formative		
Strategy's Expected Result/Impact: Teachers will receive the necessary training to become highly effective **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Select only highly effective teachers from the applicant pool.	Formative		
Strategy's Expected Result/Impact: Hiring of highly effective teachers **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure campus personnel decision-makers are available during peak recruiting/hiring times	Formative		
Strategy's Expected Result/Impact: Hiring of highly effective teachers **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Encourage all teachers to become ESL and GT certified.	Formative		
Strategy's Expected Result/Impact: Increase teacher's toolbox to better meet the needs of ESL and GT students **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development for teachers	Formative		
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach	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		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Increase in parent participation **Staff Responsible for Monitoring:** Campus Administrators CSSS **Title I:** 4.1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Building home/school connections in order to increase student achievement **Staff Responsible for Monitoring:** Campus Administrators CSSS **Title I:** 4.2 **Funding Sources:** 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			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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). **Strategy's Expected Result/Impact:** Building a positive home/school connection **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community. **Strategy's Expected Result/Impact:** Increase of parent involvement **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff. **Strategy's Expected Result/Impact:** Building community partnerships **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
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 (via CATCH lessons, a CATCH family night, Sun Safety lessons, posters around school and posters in the cafeteria). **Strategy's Expected Result/Impact:** Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and physical activity. **Staff Responsible for Monitoring:** Administrators CATCH committee/Wellness team	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Harlem Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Integrate technology into the daily curriculum to enhance student engagement and promote 21st century learning, including (but not limited to): Edusmart, Starfall, Education Galaxy, PowerPoint, Brain Pop, United Streaming, other web based sites, etc.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Increase of student technological knowledge **Staff Responsible for Monitoring:** Campus Administrators			

 No Progress Accomplished Continue/Modify Discontinue

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
				Sub-Total	$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
				Sub-Total	$10,200.00