

HARLETON EL
Campus Improvement Plan
2019/2020

HARLETON EL

Mission

Harleton Elementary will be a safe and nurturing learning environment for all students. Students will feel welcomed, cared for and will know teachers believe in their abilities. Teachers will build positive relationships with students that empower them to reach their goals. Instruction will be student centered, engaging, challenging, relevant and developed to meet the needs of individual learners. Instruction will be data driven and student growth and progress will be evaluated and reflected upon. Administration will provide opportunities for teachers and parents to interact, build relationships and create goals for student success. HES will be a campus that staff, students, parents and other stakeholders take great pride in. Decisions will always be made based upon what is best for kids. .

Vision

HES is a family of learners.

Nondiscrimination Notice

HARLETON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the Rehabilitation Act of 1973; as amended.

HARLETON EL Site Base

Name	Position
Beck, Douglas	Teacher
Childress, Kelli	Teacher
Cooner, Trina	Teacher
Ebarb, Judy	Teacher
Hearron, Shannon	parent
Jones, Traci	Principal
Little, Nicole	teacher
Morris, Genia	Teacher
Ready, Melinda	Asst Principal
Sears, Rachel	Parent
Shipman, Donna	Teacher
Vowell, Kayleigh	Teacher
Wright, Julie	Business Owner

HARLETON EL

Goal 1. Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.

Objective 1. Implement strategies to monitor student progress and increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate and review teacher and student surveys for a comprehensive needs assessment. Compile objectives based on the surveys (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I SW Elements: 1.1,2.1,2.2,2.3) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3,4,5,6,7)</p>	<p>Campus Site-based Teams, Principal(s)</p>	<p>April 2020</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Summative - The Campus Improvement Plan/Title I Schoolwide Plan serves as a working guide for the Principal and Instructional Staff to improve student achievement and behavior.</p>
<p>2. Review data to revise CIP to meet current needs Data includes: DMAC, STAAR Tests, Special Ed Reports, RTI reports, District Benchmark, Fluency reports, Reading A-Z reports, and Education Galaxy reports. (Title I SW: 1,2,3,8) (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1,2)</p>	<p>Core Subject Teachers, Principal(s)</p>	<p>2019-2020 –BOY, MOY, EOY and at testing intervals</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Summative - Agenda-team meetings Sign-in Sheet Minutes Data from Programs listed</p>
<p>3. Continue to evaluate materials, textbooks, & programs to ensure ultimate instruction and maximum TEKS coverage and alignment with SWAG while incorporating higher level thinking skills. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1,2)</p>	<p>Campus Site-based Teams, Core Subject Teachers, Principal(s)</p>	<p>Fall 2019-Spring 2020</p>	<p>(S)Instructional Materials Allotment (IMA), (S)Local Funds</p>	<p>Summative - Faculty meetings 6 Weeks tests Grade Team meeting agendas</p>
<p>4. Harleton Elementary grade level teams will analyze student performance data weekly, realign small-group and individual Tier II- instruction recipients each 6 weeks, and provide technology-based enrichment for Tier I students (Title I SW: 1,2,3,8,9) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)</p>	<p>Aug 2019-May 2020</p>	<p>(S)Local Funds</p>	<p>Summative - Team Meeting Summaries RTI Meeting Notes</p>
<p>5. The percentage of third grade students who meet grade level in reading will increase from 45 to 47 (Title I SW: 3,8,9,10) (Target Group: 3rd) (Strategic Priorities: 2)</p>	<p>Classroom Teachers, Core Subject Teachers</p>	<p>September 2019-June 2020</p>	<p>(F)Title I</p>	<p>Summative - Based on STAAR scores 2019</p>

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6. Teachers will utilize technology during instruction to engage students and create interactive lessons. (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Classroom Teachers	August 2019-May 2020	(F)Title I, (L)Instructional Funds	Summative - SWAGs Informal Observations TTESS Evaluations

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Objective 2. Harleton Elementary will continue to support teachers in implementation of strategies to align 100% of classroom instruction to the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Combine funds from Titles IIA, IID, and V into Title I to provide effective reform strategies to increase the amount and quality of learning time, to provide an accelerated curriculum, and to meet the needs of low achieving and at-risk students through Star Lab tutorials, after school tutorials, 30 minute tutorials during day (Title I SW: 2,3,9,10) (Target Group: All, ECD, AtRisk) (Strategic Priorities: 2,4)	Principal(s)	Each six weeks	(F)IDEA Special Education, (F)Title I, (L)Instructional Funds, (O)Local Districts, (S)State Compensatory	Summative - All students successfully complete grade level expectations and are promoted to the next grade level.
2. Monitor absences and tardies. Conduct phonecalls to parents and hold attendance conferences as needed. (Target Group: All)	Campus Office Staff, Director of Student Services, Principal(s)	weekly	(O)Local Districts, (S)State Compensatory	Summative - Absences Log Tardy Slips Letters to Parents Skyward campus calls
3. Utilize starlab tutorials, sped tutorials, DMAC reports to provide information upon which to base effective and timely additional assistance to students experiencing difficulties mastering achievement standards (Title I SW: 3,9,10) (Target Group: All, ECD) (Strategic Priorities: 2)	Classroom Teachers, Core Subject Teachers, Dyslexia specialist, Principal(s)	weekly	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment (IMA), (S)State Compensatory	Summative - Paraprofessionals' Schedules Tutorial Schedules Resource Schedule Angel Network logs
4. Utilize the computer lab and content mastery lab to provide individualized academic reinforcement- teachers will coordinate lessons across subject areas and technology to bring real world examples to the learning and to allow for more exploration on concepts (Title I SW: 1,2,3,9,10) (Target Group: All, ECD) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	weekly	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Schedules for Computer Lab and StarLab
5. Maintain an ESL Program for Grades K-5 Emphasize pre-teaching of vocabulary and writing instruction in the classroom and supported through a bilingual assistant. (Title I SW: 2,3,9) (Target Group: ESL) (Strategic Priorities: 2)	Core Subject Teachers, Principal(s)	Aug 2019 – May 2020	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - LPAC minutes ESL TEKS documentation Report Cards TELPAS results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. School leaders will support the writing process the examination of student writing samples every six weeks. Teachers will implement the writing process, design grade level rubrics, and provide samples. (Title I SW: 2,3,4) (Target Group: All) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	six weeks	(S)Local Funds	Summative - Evaluate writing samples every six weeks
7. Continue portfolio system where data is collected for each student by each teacher then given to future teachers. (Title I SW: 8,10) (Target Group: All) (Strategic Priorities: 2)	Asst. Principal of Student Services, Core Subject Teachers, Principal(s)	Aug 2019-May 2020	(S)Local Funds	Summative - On going additions to portfolios
8. StarLab instruction will monitor student progress through data analysis. Adjustments will be made in content and instructional strategies based upon data collected through assessments, observation, and products. Subsequent lessons will be adjusted to address areas of deficiency noted in data. (Title I SW: 2,3,5,9,10) (Target Group: All, ECD, AtRisk, Dys) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Dyslexia specialist, Principal(s)	Sept 2019-May 2020	(F)Title I	Summative - Data will be collected weekly through running records and tutorial assessments in reading; and in observations and tutorial assessments in all other areas.
9. Teachers will monitor progress of economically disadvantaged students and implement interventions as needed to document student growth. (Title I SW: 2,3,8,9) (Title I SW Elements: 2.4,2.5) (Target Group: ECD) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	Sept 2019-May 2020	(F)Title I, (S)Local Funds	Summative - Growth Tracker Running Records DMAC
10. Data meetings will occur every 6 weeks to discuss and analyze curriculum checks and monitor student progress. (Title I SW: 2.8) (Title I TA: 1.4,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal(s)	every 6 weeks	(F)Title I, (O)Local Districts, (S)State Compensatory	Formative - Failure Report DMAC Reports

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide support through specialized and supplemental intervention and dyslexia reading programs. (Title I TA: 1,4,5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Classroom Teachers, Dyslexia specialist	Aug 2019-May 2020	(F) Title I, (S) State Compensatory	Summative - Observations Walk Throughs Meetings with dyslexia teacher
12. Provide writing instruction to reinforce writing skills. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Classroom Teachers	September 2019-May 2020	(S) Local Funds	Summative - Observations Collected writing samples

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Goal 2. Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Objective 1. Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PE teacher will conduct Fitnessgram assessments to determine the physical fitness of all KG-5 students. Students will participate in Punt Pass and Kick, field days and basketball tournaments to enrich students' physical activity. (Title I SW: 3) (Target Group: All)	Classroom Teachers	Spring 2020	(S)Local Funds	Summative - Observation of exercises and documentation of amount
2. Require staff to earn CPR certification (Target Group: All)	Principal(s)	Fall 2019	(S)Local Funds	Summative - Certification
3. Monthly safety drills will be practiced, monitored and reviewed with staff.(Title Comp. 10) (Target Group: All)	Core Subject Teachers, Custodial Staff, Principal(s)	Sept 2019-May 2020	(L)Instructional Funds	Summative - Calendar of scheduled events
4. Develop schedules and routines in order for students to be monitored while in class and in transition. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 2)	Principal(s)	Aug 2019-May 2020	(S)Local Funds	Summative - Observation of transitions and classrooms
5. Monitor the safety of the playground and all playground equipment. (Title I SW: 1) (Target Group: All)	Custodial Staff, Principal(s)	monthly	(S)Local Funds	Summative - Monthly inspections reported to the principal
6. All visitors will sign in at the front office using the Raptor system (Title I TA: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 6)	Campus Office Staff	Aug. 2019-May 2020	(O)Local Districts	Summative - Monitor of Visitors

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Goal 3. Harleton Elementary will maintain positive and productive partnerships with parents and our community to facilitate the success of all students.

Objective 1. Broaden opportunities for communication and cooperation among school, parents, and community to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide parents with timely information about the Title I Schoolwide Program, TEKS, STAAR, TELPAS, local benchmark tests, characteristics of dyslexia, the pre-referral and referral processes, modifications, and accommodations. Also technology available for classroom and home use (Title 1 SW: 6) (Target Group: All)</p> <p>(Title I SW: 3,6) (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Core Subject Teachers, Curriculum/Special Programs Director, Directors, Harrison Co Special Ed Coop, Principal(s)</p>	<p>Aug 2019-June 2020</p>	<p>(F)IDEA Special Education, (F)Title I, (S)Local Funds</p>	<p>Summative - Needs Survey</p>
<p>2. Offer flexible opportunities for parents to meet with teachers such as digital message boards, Remind 101 app, Class Dojo, HISD website, Skylert Message System, Twitter, Instagram and Facebook page</p> <p>(Title I SW: 6,9) (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Principal(s)</p>	<p>Aug 2019-June 2020</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Summative - Parent Conference log, EOY Parent Survey</p>
<p>3. Provide opportunities for parents to be partners in the education of their child: SBDM Committee, ARD Committee, Volunteer Program, Parent Conferences, Phone Conferences – paying particular attention to those students who are at risk of failing in an academic area.</p> <p>(Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Asst. Principal of Student Services, Parent Volunteers, Principal(s)</p>	<p>each 6 weeks</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Summative - Notices Agendas Minutes Sign-in Sheets Conference Notes</p>
<p>4. Using AR (Accelerated Reader) as a tool to promote reading and fluency each grade level will devise a monitoring system and rewards for accomplishing goals. Learning A-Z will be used by K-2 to monitor reading levels and fluency.</p> <p>(Title I SW: 2.3) (Target Group: All)</p>	<p>Asst. Principal of Student Services, Core Subject Teachers, Librarian/Media Service, Principal(s), Technology Staff</p>	<p>Aug 2019-May 2020</p>	<p>(S)Local Funds</p>	<p>Summative - Student Surveys BOY, MOY and EOY reports Fluency Rates</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Invite all parents to attend an annual planning meeting for the Title I School-wide Program (Title I SW: 7) (Title I SW Elements: 3.1,3.2) (Target Group: PRE K) (Strategic Priorities: 2)	Curriculum/Special Programs Director	May 2020	(S)Local Funds	Summative - Notice, agenda, sign-in sheet, minutes
6. Provide support to Pre-K parents regarding homework, literacy training, and child development issues. (Title I SW: 1.6) (Target Group: ECD)	Director of Student Services, Principal(s), Region 7 ESC	Aug. 2019-May 2020	(F)Title I, (S)Local Funds	Summative - Parent Survey Schedule of parent involvement activities Parent Requests

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Goal 4. Harleton Elementary school will attract, develop and retain world class educators committed to serving each student.

Objective 1. On-going staff development will assure that all students receive quality instruction from highly-qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to seek fully certified candidates with diverse backgrounds and experiences for all openings. (Title I SW: 3) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	Summer 2019 Spring 2020	(F)IDEA Special Education, (F)Title I, (S)Instructional Materials Allotment (IMA), (S)Local Funds, (S)State Compensatory	Summative - Applications, resumes
2. Provide opportunities for staff to attend appropriate content specific training to ensure maintaining a highly qualified staff – provide subs for vertical and horizontal communication between grade levels and subjects (Title I SW: 1,3,4,10) (Target Group: All) (Strategic Priorities: 1,2)	Principal(s)	Aug 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory	Summative - Sign-in Sheets Certificates
3. Provide mentors for new teachers (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1,2)	Classroom Teachers, Principal(s)	Aug. 2019-May 2020	(F)Title IIA Principal and Teacher Improvement	Summative - Meetings with Principal and Lead Teachers Sign-In Sheets
4. Continue emphasis on Differentiated Instruction by finding opportunities to expand DI in classroom through discussions with other teachers, reflections of use in classrooms, visits to other classrooms, and on-going professional development. (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1,2)	Core Subject Teachers, Curriculum/Special Programs Director, Principal(s)	Aug 2019-May 2020	(O)Local Districts	Summative - Team Meetings Professional Development Certificates

Title 1 Components

Title I Schoolwide Program Components

- **Component 1** A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and student performance standards.
- **Component 2** Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student performance; use effective methods and instructional strategies based on scientifically based research; include strategies to address the needs of all children; and are consistent with, and are designed to implement, the state
 - and local improvement plans, if any.
 - **Component 3** Instruction by highly qualified teachers
 - **Component 4** High-quality, ongoing professional development
 - **Component 5** Strategies to attract high-quality highly qualified teachers
 - **Component 6** Strategies to increase parent involvement
 - **Component 7** Plans for assisting preschool children in the transition from early childhood programs to local elementary schools
 - **Component 8** Measures to include teachers in the decisions regarding the use of academic assessments
 - **Component 9** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance
 - **Component 10** Coordination and integration occurs between federal, state, and local services and programs including NCLB, violence prevention, nutrition, housing, Head Start, adult education, vocational, and technical education and job training programs

Technology Plan

~Pending IMA Approval

Year	Number of Chromebooks distributed	Grade Level
2016-2017	11	5 th
2016-2017	10	4 th
2017-2018	10	3 rd
2018-2019	10	2 nd
2019-2020	10	1 st
2020-2021	10	K
2021-2022	10	5 th

Pending IMA approval, the amount of Chromebooks listed above will be purchased and distributed to the designated grade level each year.

As funds become available, we will try to combine and issue Chromebooks to two grade levels per year.

Demographics

Demographics Summary

2. What is the breakdown by ethnicity, gender, or other category?

Total enrollment 318
Boys 157
Girls 161
Hispanic 7
black/african american 2
White approx 295
Two or more races/ethnicities approx 20

3. How has the enrollment changed over the past three years?

Enrollment has dropped in the past 3 yrs. Mainly due to residency requirements & families moving out of the district to larger cities.

4. What is the number of students in each special program?

How do these program numbers look broken up by ethnicity, gender, or other category?

At Risk Total 113
Hispanic 7
black/african American 1
white 95
Two or more races/ethnicities 3

ESL Total 7
hispanic 7

GT Total 13
black/ african american 1
white 13

Section 504
Total 28
Hispanic 2
White 26

Sped Total 37
Hispanic 4
White 32
Two or more races/ethnicities 1

Eco/Dis Total 157
Hispanic 9
black/african american 1

Demographics Summary (Continued)

White 138

Two or more races/ethnicities approx 9

Foster Total 9

White 6

Two or more races/ethnicities 3

12. What are the teacher/student ratios?

Approx 18 students per 1 teacher

Student Achievement

Student Achievement Strengths

Student Achievement Summary

1. How is student achievement data disaggregated?
?STAAR data is disaggregated by administration and the staff. Six weeks tests and benchmarks are also examined throughout the year in order to make adjustments to lessons and pacing. RTI meetings are held to discuss progress of struggling students.