

Galena Park Independent School District

Havard Elementary School

2020-2021 Campus Improvement Plan



Board Approval Date: August 10, 2020

Mission Statement

The mission of James B. Havard Elementary is to prepare our students for tomorrow's world through a shared partnership with community stakeholders by providing effective and innovative educational practices in a safe and supportive environment.

Vision

Forging a Legacy of Learning

Value Statement

Havard Elementary Statement of Excellence

At Havard Elementary, EXCELLENCE is courageously utilizing your skills, talents, and qualities while striving to be YOUR BEST!

Motto

Saddle Up for Success!

James B. Havard Elementary opened in 1998 and was named in honor of James B. Havard, a former GPISD board member. Mr. Havard was a servant to the GPISD community for over 29 years.

When Havard Elementary opened in the fall of 1998; 855 students were in attendance. Additional staff was hired due to the unexpected number of students. In the first several years, building renovations were necessary to accommodate all the students. Over the past 20 years, the enrollment has slightly decreased due to the opening of other campuses.

James B. Havard Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Havard Elementary continues to serve students from Pre-Kindergarten through Fifth Grade. Special programs offered have included Life Skills, a PASS program, and PPCD. Students have always been given the opportunity to experience science laboratory activities, physical education, computer literacy, music, art, and the library.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Havard Elementary will provide a safe, productive and healthy learning/working environment for students and staff.	17
Goal 2: Havard Elementary will provide information and opportunities to assist students in preparing for college, careers, and the military.	23
Goal 3: Havard Elementary will ensure student growth in the tested areas.	24
Goal 4: Havard Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.	29
Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate utilizing the \$2713.00 Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.	30
Goal 6: Havard Elementary will provide opportunities for parental/community involvement and business partnerships.	34
Goal 7: Havard Elementary will ensure high quality staff is employed.	36
Goal 8: Havard Elementary will provide superior operational services to best support students and staff success.	39
Title I Schoolwide Elements	41
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	41
1.1: Comprehensive Needs Assessment	41
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42
2.5: Increased learning time and well-rounded education	43
2.6: Address needs of all students, particularly at-risk	43
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	44
3.1: Develop and distribute Parent and Family Engagement Policy	44
3.2: Offer flexible number of parent involvement meetings	44
Campus Funding Summary	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

James B. Havard Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. James B. Havard Elementary opened its doors in 1998 and serves approximately 72% economically disadvantaged families. Havard Elementary serves 650 students in grades pre-kindergarten to fifth grade as of June 2020. We have multiple special programs including Life Skills, FOCUS, PASS, SLC, Resource, Co-Teach, Gifted & Talented, 504, Dyslexia, and Tiered intervention programs. We offer ESL and bilingual services to our EL population which is approximately 28% of our students.

James B. Havard Elementary student population is 64% Hispanic, 21% African American, 10% Anglo, 3% Asian, 2% Multi-Race, and less than 1% American Indian or Pacific Islander. The staff population is 35% African-American, 23.3% Anglo, 3.3% Asian, 38.3% Hispanic, 6.7% male, and 93.3% female with an average of 10.9 years of experience. 100% of the teachers are Highly Qualified and 100% of the paraprofessionals are Highly Qualified.

Demographics Strengths

Campus strengths include, but are not limited to:

1. Extracurricular Activities/Programs (Boys Club, Honor Choir, Robotics, UIL Academic Meet) are in place to meet the needs of all students.
2. Identification of low socio-economic students to ensure that they are successful.
3. Ensuring that all students get free breakfast and lunch as well as school supplies and uniforms as needed.
4. More students in all sub pops are being identified GT.
5. Free breakfast/lunch program
6. Multiple SPED programs to meet the needs of our learning community
7. Registration processes for identifying specific demographics to ensure proper services.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. **Root Cause:** Parents and staff are uninformed.

Problem Statement 2 (Prioritized): Awareness needs to be raised about choices regarding college, career and military readiness. **Root Cause:** Families need to be educated about choices the students will have in the future.

Problem Statement 3 (Prioritized): There needs to be a more consistent and detailed approach to teaching students about personal care, health, wellness, and general well-being.

Root Cause: Our community needs to be more informed about good wellness practices and available resources.

Student Learning

Student Learning Summary

This year, James B. Havard Elementary has implemented team planning that requires the curriculum to be tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will also be a focus for the 2020-2021 school year.

STAAR Demographic Data for Campus/Accountability Ratings/Distinctions

2017 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in English Language Arts/Reading

2018 Accountability Rating: C

Distinction Designations: No Distinctions Earned

2019 Accountability Rating: C

Distinction Designations: No Distinctions Earned

2020 Accountability Rating: Ratings were suspended due to the COVID-19 pandemic.

Student Learning Strengths

- Teachers provide guided reading and math small group interventions
- Technology integration through Istation, Stemsco, and etc.
- Coaching and planning with content teachers
- School support sessions with district Instructional Coaches to assist with curriculum corner plans
- Push in/pull out groups
- Fact Fluency/STEM Lab
- I-Station Reading implementation
- IPAD Implementation

- Progress Monitoring
- Modeling & Coaching
- District Competitions
- Meets to Masters Interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores need improvement in all achievement levels: approaches, meets and masters. **Root Cause:** There are gaps in the curriculum and planning from lower grades to upper grades.

Problem Statement 2 (Prioritized): There is a need to provide interventions to those students in critical need early on in the school year. **Root Cause:** Students show regression in the summer.

Problem Statement 3 (Prioritized): Professional development needs to encourage vertical planning. **Root Cause:** Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

Problem Statement 4 (Prioritized): Teachers struggle to use data to drive instruction, and student growth is not consistently tracked in order to determine the needs of the students. **Root Cause:** Teachers have not had adequate training in using data to make instructional decisions.

Problem Statement 5 (Prioritized): Computer programs and technology resources are not being utilized with fidelity. **Root Cause:** Teacher training on the use of the programs (Kurzweil, etc.) and resources (lightspeed, etc.) is not a priority.

Problem Statement 6 (Prioritized): Extracurricular and enrichment activities need to be provided to meet the needs of all learners. **Root Cause:** Activities and experiences are needed to reinforce learning that is essential to success.

Problem Statement 7: The implementation of virtual learning was a challenge. **Root Cause:** Google classroom, See Saw, and other virtual instructional tools are new to most teachers, students, parents.

School Processes & Programs

School Processes & Programs Summary

It is a priority of the staff and administration of James B. Havard Elementary to put processes and procedures in place that will create the safest environment possible for everyone. This year Havard is forming a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will continue to be a focus for the 2020-2021 school year. The PBIS committee was created to address issues and concerns that may arise concerning campus processes and procedures. The committee consists of staff, teachers, and administrators. Discussion related to campus operational procedures is also discussed with the entire staff during monthly after school staff meetings. It will be a primary goal to address school-wide expectations this year.

School Processes & Programs Strengths

- Planning vertically and horizontally
- Making necessary interventions for student success
- Tutorials offered for Kinder to 5th grade, with a special emphasis on the Meets to Masters students.
- Math and Reading camp
- Academic Family Nights
- STEM lab and Writing lab
- Power Hour
- Increased Intervention time for CIC

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the data reviewed, Foundations needs to be revisited, implemented, and monitored. **Root Cause:** Consistent, clear expectations are needed to keep students safe and provide structure.

Problem Statement 2 (Prioritized): Students need to learn to respond appropriately to in a variety of situations. **Root Cause:** There is a lack of training and modeling of social skills and coping strategies. There is also a lack of awareness for personal safety, interpersonal skills, and personal goal setting.

Problem Statement 3 (Prioritized): Emergency procedures need to be implemented and updated to maximize safety. **Root Cause:** Routine drills must be practiced regularly.

Perceptions

Perceptions Summary

James B. Havard Elementary provides a family-oriented campus culture that focuses on helping students and families in our community. We embrace parent involvement through our PTA, and invite volunteers to our school activities. At Havard, students are given the opportunity to enrich their educational experience by participating in programs/clubs including but not limited to Masters Club, Multicultural Club, Robotics, and UIL Academic Clubs. The Father/Daughter dance, Winter Wonderland Festival, Talent Show, Muffins with Moms, and Donuts for Dads are family activities sponsored by the campus.

Our Foundations Committee is continuously working to help make Havard a safe place for all students and staff. Students and parents are aware of the expectations of our school. We have a weekly newsletter that is sent to staff members to communicate duties, school events, and birthdays. We also utilize our electronic newsletter, website, Parent link, Twitter, and Facebook to communicate different events. SchoolStatus is used to communicate with parents.

Perceptions Strengths

- Students and staff motivation to improve our school attendance.
- Weekly newsletters are used to inform teachers of all campus and district staff development and activities.
- Campus goals are aligned with the goals of the district.
- Family-oriented atmosphere and working environment for our staff and teachers.
- Building good relationships amongst team and coworkers.
- Teachers and staff are 100% highly qualified.
- Quality mentoring program and support network.
- Parent communication through various methods in both languages.
- Monthly calendars/newsletters for parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have few business partners or volunteers. **Root Cause:** A designated person needs to advocate and encourage more community involvement with local businesses.

Problem Statement 2 (Prioritized): Parent education opportunities need to be offered over a variety of topics and at a variety of times. **Root Cause:** Parents need to be educated in many ways to help their child be successful, and limited opportunities impact parent attendance.

Problem Statement 3 (Prioritized): Based on survey data, teachers reported the need for a school-wide discipline model which includes routine communication between teachers and parents. It should provide additional support meetings and trainings that support such programs as Dual Language, good parenting, homework support, building literacy, enrichment activities, and community agencies for family needs. **Root Cause:** Teachers and staff lack the knowledge of additional resources to help enhance

relationships with students, parents, and the community.

Problem Statement 4 (Prioritized): Student behavior is not appropriately addressed. **Root Cause:** Staff needs training on using CHAMPS, and school-wide discipline expectations need to be communicated and implemented.

Problem Statement 5 (Prioritized): There is a need to recognize the accomplishments and contributions of stakeholders. **Root Cause:** New strategies are needed to increase stakeholder participation and morale.

Priority Problem Statements

Problem Statement 1: Student behavior is not appropriately addressed.

Root Cause 1: Staff needs training on using CHAMPS, and school-wide discipline expectations need to be communicated and implemented.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Based on survey data, teachers reported the need for a school-wide discipline model which includes routine communication between teachers and parents. It should provide additional support meetings and trainings that support such programs as Dual Language, good parenting, homework support, building literacy, enrichment activities, and community agencies for family needs.

Root Cause 2: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Parent education opportunities need to be offered over a variety of topics and at a variety of times.

Root Cause 3: Parents need to be educated in many ways to help their child be successful, and limited opportunities impact parent attendance.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Awareness needs to be raised about choices regarding college, career and military readiness.

Root Cause 4: Families need to be educated about choices the students will have in the future.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy.

Root Cause 5: Parents and staff are uninformed.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Computer programs and technology resources are not being utilized with fidelity.

Root Cause 6: Teacher training on the use of the programs (Kurzweil, etc.) and resources (lightspeed, etc.) is not a priority.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Extracurricular and enrichment activities need to be provided to meet the needs of all learners.

Root Cause 7: Activities and experiences are needed to reinforce learning that is essential to success.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Teachers struggle to use data to drive instruction, and student growth is not consistently tracked in order to determine the needs of the students.

Root Cause 8: Teachers have not had adequate training in using data to make instructional decisions.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Professional development needs to encourage vertical planning.

Root Cause 9: Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to provide interventions to those students in critical need early on in the school year.

Root Cause 10: Students show regression in the summer.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: STAAR scores need improvement in all achievement levels: approaches, meets and masters.

Root Cause 11: There are gaps in the curriculum and planning from lower grades to upper grades.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Students need to learn to respond appropriately to in a variety of situations.

Root Cause 12: There is a lack of training and modeling of social skills and coping strategies. There is also a lack of awareness for personal safety, interpersonal skills, and personal goal setting.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Based on the data reviewed, Foundations needs to be revisited, implemented, and monitored.

Root Cause 13: Consistent, clear expectations are needed to keep students safe and provide structure.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Emergency procedures need to be implemented and updated to maximize safety.

Root Cause 14: Routine drills must be practiced regularly.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: We have few business partners or volunteers.

Root Cause 15: A designated person needs to advocate and encourage more community involvement with local businesses.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a need to recognize the accomplishments and contributions of stakeholders.

Root Cause 16: New strategies are needed to increase stakeholder participation and morale.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: There needs to be a more consistent and detailed approach to teaching students about personal care, health, wellness, and general well-being.

Root Cause 17: Our community needs to be more informed about good wellness practices and available resources.

Problem Statement 17 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee 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

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

Goals

Goal 1: Havard Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Havard will maintain a safe and orderly environment by reducing the number of discipline referrals and implementing research-based safety protocols.

Evaluation Data Sources: - 100% compliance with all safety drills.
- Increased efficiency in arrival and dismissal procedures

<p>Strategy 1: Conduct Safety Drills in accordance with district policies and procedures and train stakeholders in proper protocol procedures.</p> <p>Strategy's Expected Result/Impact: Students and staff are properly trained in safety procedures and can implement them properly and in a timely manner. Staff is prepared in the event of an emergency or crisis situation.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Effectively utilize PBIS and CHAMPS campus-wide to structure behaviors with a focus on the implementation of deescalation strategies for the classroom using information from Safe and Civil Schools.</p> <p>Strategy's Expected Result/Impact: Increased morale, increased positive campus activity participation, decrease in behavior referrals and increased success in all areas.</p> <p>Staff Responsible for Monitoring: AP, Foundations Team, and classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Emergency procedures need to be implemented and updated to maximize safety. Root Cause: Routine drills must be practiced regularly.

Perceptions









Problem Statement 3: Based on survey data, teachers reported the need for a school-wide discipline model which includes routine communication between teachers and parents. It should provide additional support meetings and trainings that support such programs as Dual Language, good parenting, homework support, building literacy, enrichment activities, and community agencies for family needs. **Root Cause:** Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

Problem Statement 4: Student behavior is not appropriately addressed. **Root Cause:** Staff needs training on using CHAMPS, and school-wide discipline expectations need to be communicated and implemented.

Goal 1: Havard Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Havard will create a healthy environment so staff and students thrive and are productive.

Evaluation Data Sources: Decreased office referrals and increased student success

<p>Strategy 1: School wide recognition and incentive events (All A Honor Roll, A/B Honor Roll, Principal's Proud Board Award and Perfect Attendance) will be implemented for students and staff.</p> <p>Strategy's Expected Result/Impact: Increased morale, increased campus activity participation, decrease in behavior referrals and better grades</p> <p>Staff Responsible for Monitoring: Teachers, Principal and Principal Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Positive behavior supports and incentives including the Cowboy Store, STAAR Pep Rallies, the Principal Proud Award, and the Star Student of the month will be provided for students.</p> <p>Strategy's Expected Result/Impact: Increased morale, increased positive campus activity participation, decrease in behavior referrals and increased success in all areas.</p> <p>Staff Responsible for Monitoring: ALL campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



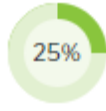







Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause: New strategies are needed to increase stakeholder participation and morale.</p>

Goal 1: Havard Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 3: The campus will provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.

Evaluation Data Sources: CATCH Lessons, Backpack Buddies, and SEL Lessons

<p>Strategy 1: The campus will consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p>Strategy's Expected Result/Impact: More students eating in the cafeteria and making healthy choices.</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: The campus will deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p> <p>Strategy's Expected Result/Impact: Increased attendance, increased awareness on health and the benefits of taking care of oneself</p> <p>Staff Responsible for Monitoring: CATCH Team, Wellness Committee</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: The campus will provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.</p> <p>Strategy's Expected Result/Impact: All stakeholders making healthy choices.</p> <p>Positive test results on students participating in the FitnessGram and healthier choices.</p> <p>Staff Responsible for Monitoring: Wellness Committee</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

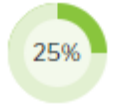



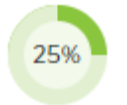





Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: There needs to be a more consistent and detailed approach to teaching students about personal care, health, wellness, and general well-being. **Root Cause:** Our community needs to be more informed about good wellness practices and available resources.

Goal 1: Havard Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 4: Havard will ensure that the counselor retains focus on the implementation of the Comprehensive Guidance Program to assist students in developing skills that enhance personal, social, and emotional well-being.

<p>Strategy 1: Provide resources and support to increase the knowledge of staff, students, and parents in order to help students address how to handle or avoid bullying situations.</p> <p>Strategy's Expected Result/Impact: Increase awareness regarding bullying, decrease bullying on campus and promote positive behavior in school.</p> <p>Increased knowledge of problem-solving and coping skills.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.</p> <p>Strategy's Expected Result/Impact: Participation in Red Ribbon Week. Decreased number of bully incidents.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: The counselor will meet monthly with students in grades PK-5 to promote good study habits, safety and survival skills, and to present guidance lessons that are focused on social problem solving, literature regarding anti-bullying best practices, and activities to solidify and extend awareness of how best to handle bullying.</p> <p>Strategy's Expected Result/Impact: Increase awareness regarding bullying, decrease bullying on campus and promote positive behavior in school.</p> <p>Increased knowledge of problem-solving and coping skills.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on the data reviewed, Foundations needs to be revisited, implemented, and monitored. Root Cause: Consistent, clear expectations are needed to keep students safe and provide structure.</p> <p>Problem Statement 2: Students need to learn to respond appropriately to in a variety of situations. Root Cause: There is a lack of training and modeling of social skills and coping strategies. There is also a lack of awareness for personal safety, interpersonal skills, and personal goal setting.</p>

Goal 2: Havard Elementary will provide information and opportunities to assist students in preparing for college, careers, and the military.

Performance Objective 1: Havard will increase student, teacher and parent awareness of college and career opportunities.

Evaluation Data Sources: Students will be aware of college and career choices through monthly college highlights, as well as Career days.

<p>Strategy 1: Havard Elementary will raise awareness of college, careers, and the military by highlighting colleges and universities weekly, encouraging staff and students to wear college/military shirt one time per week, and providing a campus career day.</p> <p>Strategy's Expected Result/Impact: Increased awareness of college, career, and military choices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 2: Awareness needs to be raised about choices regarding college, career and military readiness. Root Cause: Families need to be educated about choices the students will have in the future.</p>







Goal 3: Havard Elementary will ensure student growth in the tested areas.

Performance Objective 1: All Havard students will meet or exceed the state average in all tested areas.

Evaluation Data Sources: Meet or exceed the state accountability standards.

Increase success rate of students achieving college and career readiness indicators.

<p>Strategy 1: Provide on-going support and staff development for STAAR focusing on each subject area: math, reading, writing and science and how to better serve our Hispanic and SPED subpops.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District Benchmarks & STAAR Results</p> <p>Staff Responsible for Monitoring: Campus administrators and Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Content Professional Development - 211 - Title I, Part A - 211.13.6299.00CA.113.30.163.0000 - \$1,250, Professional Development - Travel - 211 - Title I, Part A - 211.13.6411.00CA.113.30.163.0000 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Build a strong foundation and provide early intervention in kindergarten, first, and second grade reading and math for all students, including students in Special Education, 504, Dyslexic, and RTI during small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance between BOY DRA/ESTAR/Istation to EOY DRA/ESTAR/Istation.</p> <p>Staff Responsible for Monitoring: K-2 teachers, CICs, and Campus administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: At-Risk students will be provided with before/after school and Saturday tutorial opportunities. Small group instruction and push ins will also be provided for ALL students who are at-risk.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Campus administrators, Teachers, & CICs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 6</p> <p>Funding Sources: Tutorial Duty Pay - 199-30 - SCE - 199.116118.00CA.113.30.163.0000 - \$4,000, Tutorial Duty Pay - 211 - Title I, Part A - 211.11.6118.00CA.113.30.163.0000 - \$3,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p>Strategy 4: Provide professional development and/or extended planning for teachers to make informed decisions and provide academic opportunities for students making little or minimal progress in grades K-5th, including SPED, At-risk, 504, and ELLs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus administrators, Teachers, CICs, and Resource Teachers Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1, 2 Funding Sources: Dyslexia Staff Training - 211 - Title I, Part A - 211.13.6299.00CA.113.30.163.0000 - \$800, Professional Development Travel - 211 - Title I, Part A - 211.13.6411.00CA.113.30.163.0000 - \$500, Intervention Professional Development - 211 - Title I, Part A - 211.13.6299.00CA.113.30.163.0000 - \$450</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR scores need improvement in all achievement levels: approaches, meets and masters. Root Cause: There are gaps in the curriculum and planning from lower grades to upper grades.</p> <p>Problem Statement 2: There is a need to provide interventions to those students in critical need early on in the school year. Root Cause: Students show regression in the summer.</p> <p>Problem Statement 6: Extracurricular and enrichment activities need to be provided to meet the needs of all learners. Root Cause: Activities and experiences are needed to reinforce learning that is essential to success.</p>

Goal 3: Havard Elementary will ensure student growth in the tested areas.

Performance Objective 2: Provide instructional support and high quality curriculum and resources.

Evaluation Data Sources: Increased scores on District and State Assessments

<p>Strategy 1: Reading teachers will provide direct instruction utilizing the reading model (Balanced Literacy) to help students comprehend both fiction and non-fiction texts.</p> <p>Strategy's Expected Result/Impact: Increased student performance that meets or exceeds the state performance.</p> <p>Staff Responsible for Monitoring: Teachers and CICs</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Classroom Reading Resources - 199-30 - SCE - 199.11.6329.00CA.113.30.163.0000 - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Math/science teachers will provide direct instruction and model a variety of problem solving skills to help ALL students master readiness standards.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Teachers and CICs</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Manipulatives and Hands-on resources - 211 - Title I, Part A - 211.11.6399.00CA.113.30.163.0000 - \$2,571</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: The campus will provide resources for Dual Language Classrooms to supplement instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: A variety of online curricula resources will be used to supplement instruction. These include, but are not limited to: Read N Quiz, Stemsopes, IReady, Istation, and the G-Suite.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Teachers and CICs</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Digital Curriculum Resources - 199-30 - SCE - 199.11.6399.00CA.113.30.163.0000 - \$2,256</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: STAAR scores need improvement in all achievement levels: approaches, meets and masters. **Root Cause:** There are gaps in the curriculum and planning from lower grades to upper grades.









Problem Statement 3: Professional development needs to encourage vertical planning. **Root Cause:** Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

Problem Statement 5: Computer programs and technology resources are not being utilized with fidelity. **Root Cause:** Teacher training on the use of the programs (Kurzweil, etc.) and resources (lightspeed, etc.) is not a priority.

Goal 3: Havard Elementary will ensure student growth in the tested areas.

Performance Objective 3: Build instructional capacity through coaching, professional development, and academies.

Evaluation Data Sources: Improved teaching methods and increased student success.

<p>Strategy 1: Provide classroom coaching support to teachers utilizing the 60/40 district model and targeted professional development.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction resulting in improved student performance.</p> <p>Staff Responsible for Monitoring: Campus administrators & CICs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Teachers will plan with CICs and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistency among the team.</p> <p>Strategy's Expected Result/Impact: Increased performance that meets or exceeds the state performance</p> <p>Staff Responsible for Monitoring: Campus administrators, Teachers & CICs</p> <p>Problem Statements: Student Learning 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Professional development needs to encourage vertical planning. Root Cause: Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.</p> <p>Problem Statement 4: Teachers struggle to use data to drive instruction, and student growth is not consistently tracked in order to determine the needs of the students. Root Cause: Teachers have not had adequate training in using data to make instructional decisions.</p>

Goal 4: Havard Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Havard Elementary will implement an enrichment program that addresses the needs of individual students so that they can experience success in PE, Art, Music, Library and a variety of extracurricular activities.

- Evaluation Data Sources:** 1. Increased student achievement by increasing self-determined learning and participation in these activities.
2. Programs and activities held to feature students' skills and talents

<p>Strategy 1: Students will be provided with weekly instruction in fine arts as well as opportunities to use their talents in ways that showcase our enrichment program.</p> <p>Strategy's Expected Result/Impact: Programs and activities held to feature students' skills and talents</p> <p>Staff Responsible for Monitoring: Campus administrators, Enrichment Teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 6</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Students will have opportunities to participate in various extracurricular activities outside the classroom: choir, art club, recycling, robotics, math club, and Safety patrol as well as several district sponsored events: spelling bee, geography bee, rodeo art, choir, fast on facts, UIL academic meet, Olympiad, and Multimedia Festival.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by increasing self-determined learning and participation in these activities</p> <p>Staff Responsible for Monitoring: Committee chairpersons</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 6</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

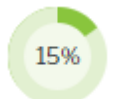
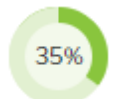


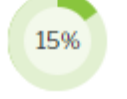



Performance Objective 1 Problem Statements:


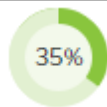




Student Learning
<p>Problem Statement 6: Extracurricular and enrichment activities need to be provided to meet the needs of all learners. Root Cause: Activities and experiences are needed to reinforce learning that is essential to success.</p>

Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate utilizing the \$2713.00 Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

Performance Objective 1: The campus will implement motivational strategies to ensure staff, students and parents understand the importance of regular school attendance as well as the impact on graduation rates.

Evaluation Data Sources: Reach or exceed GPISD's goal of 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

<p>Strategy 1: Provide attendance incentives for students and staff: Bikes, Jeans Pass, Field Trips, Lunch with principal, daily/weekly acknowledgments for grade levels with highest attendance on morning announcements</p> <p>Strategy's Expected Result/Impact: Increased % of attendance as noted on attendance reports</p> <p>Staff Responsible for Monitoring: Campus administrators, PEIMS clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Teachers and administrators will communicate the importance of student attendance through the use of newsletters, parent conferences, PTA meetings, etc.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide incentives to each teacher, every Tuesday, who took their attendance "on time" (during the ADA period) every day during the prior week.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates by ensuring consistency for attendance even when the teacher is absent by attaching notes to the sub folder to communicate attendance expectations. Attendance will also be collected by school staff at the ADA time.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PEIMS, Attendance Committee Chair</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Each day the class with 100% attendance will put a picture on the graph to show PERFECT ATTENDANCE. The class that spells Perfect Attendance first in the grade level will receive surprise party. Surprises include: pizza, popcorn bar, pickle pops, and snowcones.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student attendance and parent awareness about policies.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PEIMS, Attendance Committee Chair</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p>Strategy 5: Students will be rewarded for improved attendance, perfect attendance, and for meeting their attendance goal during every six-week period and semester. Rewards will include, but are not limited to: theme parties, Cowboy Cash, gift cards, snow cones, free dress pass, school spirit shirts, and lunch with the principal and a friend.</p> <p>Strategy's Expected Result/Impact: Increased attendance by motivating students to attend school on a daily basis leading to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PEIMS, Attendance Committee Chair</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 10%	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. Root Cause: Parents and staff are uninformed.</p>
Perceptions
<p>Problem Statement 3: Based on survey data, teachers reported the need for a school-wide discipline model which includes routine communication between teachers and parents. It should provide additional support meetings and trainings that support such programs as Dual Language, good parenting, homework support, building literacy, enrichment activities, and community agencies for family needs. Root Cause: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.</p> <p>Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause: New strategies are needed to increase stakeholder participation and morale.</p>

Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate utilizing the \$2713.00 Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

Performance Objective 2: The campus will develop intervention strategies and provide support to improve attendance, retention and transfer rates.

Evaluation Data Sources: Reach or exceed GPISD's goal of 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

<p>Strategy 1: Utilize a variety of opportunities and modes of communication to educate parents about the importance of attendance.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates and lower retention rates</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Utilize the truancy officer, Raa Wee, PEIMS clerk, office staff, and Parentlink to communicate the importance of attendance as well as assist in tracking daily attendance.</p> <p>Guidelines:</p> <ol style="list-style-type: none"> 1. PK/Kinder parent meetings to set the expectations for attendance. 2. Monitor student's attendance through Raa Wee and SS and make phone calls daily for absent students 3. Parent conferences with students over 5 absences utilizing the RAA WEE system to identify the students. 4. Home visits as needed. 5. Daily Parentlink contact for absences. <p>Strategy's Expected Result/Impact: 1. Increased % of attendance as noted on absence reports. 2. Decreased number of home visits and warning letters. 3. Lower retention rate.</p> <p>Staff Responsible for Monitoring: Campus administrators, PEIMS clerk</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: There needs to be a more consistent and detailed approach to teaching students about personal care, health, wellness, and general well-being. Root Cause: Our community needs to be more informed about good wellness practices and available resources.</p>













Perceptions

Problem Statement 2: Parent education opportunities need to be offered over a variety of topics and at a variety of times. **Root Cause:** Parents need to be educated in many ways to help their child be successful, and limited opportunities impact parent attendance.

Goal 6: Havard Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 1: Havard will enhance the relationship between the district and its partners by providing numerous parental and community involvement opportunities.

Evaluation Data Sources: Increased support from partners when compared to last year.

<p>Strategy 1: Havard will utilize multiple communication channels to provide important school information. Academic nights, weekly communication of grades, monthly calendars, newsletters, and parent education classes will be used to provide updated campus information as well as accountability and program updates.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder support</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, Counselor and Office staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Havard will provide multiple communication channels for volunteering with parents, students and the community as well as recruit volunteers through PTA, classroom teachers, and the counselor.</p> <p>Strategy's Expected Result/Impact: Increased number of volunteer hours and returning volunteers</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselor, and teachers</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Havard will provide "Coffee with the Principal," "Coffee with the Counselor," and a variety of parent education classes to discuss campus activities and provide learning experiences for parents.</p> <p>Strategy's Expected Result/Impact: Increased parental and family involvement</p> <p>Staff Responsible for Monitoring: Campus administrators and Counselor</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Havard will maintain relationships with business partners in the community in order to continue meeting student needs.</p> <p>Strategy's Expected Result/Impact: Increased business partner support and involvement</p> <p>Staff Responsible for Monitoring: Counselor and Campus administrators</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. **Root Cause:** Parents and staff are uninformed.

Perceptions









Problem Statement 1: We have few business partners or volunteers. **Root Cause:** A designated person needs to advocate and encourage more community involvement with local businesses.

Problem Statement 2: Parent education opportunities need to be offered over a variety of topics and at a variety of times. **Root Cause:** Parents need to be educated in many ways to help their child be successful, and limited opportunities impact parent attendance.

Goal 7: Havard Elementary will ensure high quality staff is employed.

Performance Objective 1: Havard will recruit and develop highly qualified staff by providing professional development to increase and support job performance, leadership development, and staff retention.

Evaluation Data Sources: Havard's teachers will continue to attend professional development and maintain their PD hours.

	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 1: Weekly planning meetings, grade level team meetings, and TIL meetings will be used to show effective teaching strategies, discuss curriculum alignment and evaluate campus needs for targeted support.</p> <p>Strategy's Expected Result/Impact: Increased usage of research-based practice in the classroom that impact student achievement.</p> <p>Build capacity in all teachers and administrative staff by providing effective professional development which will lead to an increase in student achievement.</p> <p>Strategies from PD should be implemented and varied to meet the needs of the students.</p> <p>Staff Responsible for Monitoring: Administrators, CIC's & Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>				
<p>Strategy 2: Havard will provide the following professional development opportunities for all staff: Kagan strategies, CHAMPS, Cooperative Learning, TELPAS and testing, SIOP, Differentiation, Special Education, dyslexia, and Reading/Writing Workshop.</p> <p>Strategy's Expected Result/Impact: Increased usage of research-based practice in the classroom that impact student achievement.</p> <p>Build capacity in all teachers and administrative staff by providing effective professional development which will lead to an increase in student achievement.</p> <p>Strategies from PD should be implemented and varied to meet the needs of the students.</p> <p>Staff Responsible for Monitoring: Administrators, CIC's & Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Teacher Substitutes - Staff Development - 211 - Title I, Part A - 211.11.6112.00CA.113.30.163.0000 - \$500, Staff Professional Development - 211 - Title I, Part A - 211.13.6299.00CA.113.30.163.0000 - \$1,500</p>				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: STAAR scores need improvement in all achievement levels: approaches, meets and masters. **Root Cause:** There are gaps in the curriculum and planning from lower grades to upper grades.









Problem Statement 3: Professional development needs to encourage vertical planning. **Root Cause:** Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

Problem Statement 4: Teachers struggle to use data to drive instruction, and student growth is not consistently tracked in order to determine the needs of the students. **Root Cause:** Teachers have not had adequate training in using data to make instructional decisions.

Goal 7: Havard Elementary will ensure high quality staff is employed.

Performance Objective 2: Havard will implement an onboarding process to introduce new staff to GPISD culture, goals, and programs.

Evaluation Data Sources: Increased knowledge of district and campus culture, goals, and programs.

<p>Strategy 1: Havard Elementary will provide a Mentor program for 1st and 2nd year teachers and teachers new to the campus.</p> <p>Strategy's Expected Result/Impact: 1. Equip and train new teachers in policies and procedures specific to the campus. 2. Provide support instructionally. 3. Increase teaching capacity in new teachers and provide leadership experience for mentor teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Lead Mentor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Havard Elementary will encourage staff to become certified in other content areas as well as provide professional development to increase the opportunity for success.</p> <p>Strategy's Expected Result/Impact: 1. Increase student success. 2. Increase the capacity of staff.</p> <p>Staff Responsible for Monitoring: Campus administrators, CICs</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. Root Cause: Parents and staff are uninformed.
Student Learning
Problem Statement 1: STAAR scores need improvement in all achievement levels: approaches, meets and masters. Root Cause: There are gaps in the curriculum and planning from lower grades to upper grades.

Goal 8: Havard Elementary will provide superior operational services to best support students and staff success.

Performance Objective 1: Havard will ensure an efficient and effective use of resources in order to best support the mission of the school community and to promote the development of 21st century skills.

Evaluation Data Sources: Increased student and staff safety as well as providing resources for the 21st century learner.

<p>Strategy 1: The campus will continue to follow the capital outlay plan and replace furniture and technology as needed to ensure student and staff safety and to promote student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student and staff safety as well as providing resources for the 21st century learner.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: Student Learning 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: The campus will provide materials, updated instructional resources and technology to ensure 21st century learning.</p> <p>Strategy's Expected Result/Impact: Staff and students will be able to use updated resources and technology.</p> <p>Staff Responsible for Monitoring: TIS, Teachers and Campus administrators</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: Chromebooks and Ipads - 211 - Title I, Part A - 211.11.6395.00CA.113.30.163.0000 - \$6,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				









Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR scores need improvement in all achievement levels: approaches, meets and masters. Root Cause: There are gaps in the curriculum and planning from lower grades to upper grades.</p> <p>Problem Statement 5: Computer programs and technology resources are not being utilized with fidelity. Root Cause: Teacher training on the use of the programs (Kurzweil, etc.) and resources (lightspeed, etc.) is not a priority.</p>

Goal 8: Havard Elementary will provide superior operational services to best support students and staff success.

Performance Objective 2: Havard will achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Sources: Increased customer satisfaction.

<p>Strategy 1: The campus will train staff on exceptional customer service, effective communication and dealing with difficult situations.</p> <p>Strategy's Expected Result/Impact: Higher level of customer service in the front office that creates a welcoming environment.</p> <p>Higher customer service satisfaction by parents and community members.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Campus staff will continue to utilize SchoolStatus for communication.</p> <p>Strategy's Expected Result/Impact: Increased parent support and involvement.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. Root Cause: Parents and staff are uninformed.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Due to the school closure, our campus leadership team met virtually on April 30, 2020 to begin our CNA process. Team leaders were given activities to complete with their grade levels that focused on campus strengths, weaknesses, and strategies for improvement. Each grade level met to discuss data and provide input for the plan. Grade levels reviewed multiple forms of data (parent, student, and teacher surveys, STAAR results, assessment results, attendance data, discipline data, schedules, etc.). Each grade level listed strengths, concerns/weaknesses, and strategies for improvement. Each team identified problem statements, root causes, and activities to address areas of need. All grade level information was submitted May 8, 2020.

Google forms and surveys were sent to all CPAC members in order to obtain approval for the budget and proposed professional development plan on June 8th.

Based on our CNA, our areas of focus for the 2020-2021 school year will be:

- Positive Behavior Interventions and Supports/CHAMPS
- Improving technology skills and resources to best support 21st Century Learners
- Kagan strategies

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Name	Position	Email	Role
Lisa Hamblen	Principal	lappel@galenaparkisd.com	Administrator
Araceli Soto	Principal Secretary	asoto@galenaparkisd.com	Paraprofessional
Karen Bernal	Assistant Principal	kbernal@galenaparkisd.com	Administrator
Zach Fade	Director of Energy Management	zfade@galenaparkisd.com	District-level Professional
Tameisha Hagan	PEIMS Clerk	thagan@galenaparkisd.com	Paraprofessional

Name	Position	Email	Role
Ronda Gordon	5th grade teacher	rgordon@galenaparkisd.com	Classroom Teacher
Zulay Gutierrez	Counselor	zgutierrez@galenaparkisd.com	Non-classroom Professor
Iliana Moreno-Jasso	1st grade teacher	imoreno-jasso@galenaparkisd.com	Classroom Teacher
Brian Hennip	3rd grade teacher	bhennip@galenaparkisd.com	Classroom Teacher
Tamela Brooks	4th grade teacher	tbrooks@galenaparkisd.com	Classroom Teacher
Zulma Alvarez	Special Education teacher	zalvarez@galenaparkisd.com	Classroom Teacher
Jeanne Villanueva	Science Lab teacher	jvillanueva@galenaparkisd.com	Classroom Teacher
Lee Sudduth	Special Education teacher	lsudduth@galenaparkisd.com	Classroom Teacher
Paige Turner-Burt	Lead CIC	pturner-burt@galenaparkisd.com	Classroom Teacher
Nadia Ibarra	Kinder Teacher	nibarra@galenaparkisd.com	Classroom Teacher
Gloria Bernal	Community Member	gloriabernal60@yahoo.com	Community Representative
Ernesto Yanez	Parent	txyanez2@yahoo.com	Parent
Orpha Sosa	Salon Owner	orphasosa@att.net	Business Representative

2.2: Regular monitoring and revision

CPAC meeting dates are **September 28, 2020, November 16, 2020, February 22, 2021, and April 19, 2021**, to review monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

A copy of our Campus Improvement Plan is available in our front office, the Harris County Public Library, the Havard Elementary parent handbook, and is posted on our school's web page. It is provided in Spanish and English. Parents are sent a mass communication via text and email of how to access the document.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction. We provide various opportunities for our

students to meet state standards.

- The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented.
- Our teachers have been trained extensively on guided reading and math, small group instruction and data driven instruction.
- Our campus is participating the Texas Instructional Leadership Initiative through Region 4 to increase data driven instruction in our classrooms.
- We also provide student tutorials for those identified at -risk.
- Our interventionist provides dyslexic services for those identified in need.
- Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year.
- The school counselor and other district personnel provide emotional support and guidance whenever needed.
- We offer a variety of clubs and after school activities to provide social and academic support to our students.

2.5: Increased learning time and well-rounded education

Time on task is essential for student success, and learning time is respected at Havard Elementary. We create a master schedule to ensure "Every Minute Counts!" We maximize the learning experience by providing extracurricular opportunities including, but not limited to:

- Music Classes
- PE Classes
- Technology
- Robotics
- Art Classes
- Art Club
- Boys' Club
- Girls' Club
- Student Council
- Choir - District/School

We believe in the importance of building the "whole" child, academically, socially, and artistically. We also work on keeping kids healthy by promoting good eating and physical habits to promote a healthy and happy community.

2.6: Address needs of all students, particularly at-risk

Havard Elementary is a Title I campus due to low socio-economic status. Approximately 73% of the students are economically disadvantaged. Our students have a variety of needs which make them at-risk learners including, but not limited to, being Limited English Proficient, having learning challenges (special education/504) and health concerns, living in single parent families, homelessness, attendance rates, and previous retentions.

In order to minimize the effects of these factors that could impede learning, we provide the following supports:

- In-class interventions
- Pullout and push in structures of support
- After school and Saturday tutorials
- Extracurricular activities to help build confidence and provide opportunities for self-determined learning.
- A counseling program that provides students with tools for personal safety, coping and behavior management.
- We also offer science, art, music, library, and physical education classes to help ALL students become well-rounded.

At Havard, we attempt to make decisions that will empower and validate all students. We strive to meet the needs of ALL, especially those that struggle with learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The counselor presents and sends out information concerning the Parent and Family Engagement Policy to the parents at the beginning of the school year and at PTA meetings. The Parent and Family Engagement Policy is approved by the CPAC.

3.2: Offer flexible number of parent involvement meetings

A variety of meetings are held throughout the year for parent involvement. (All subject to change as we adhere to national, state and district health regulations.)

- Meet the teacher / Open House
- GT Night for lower/upper grades
- Academic nights
- TELPAS informational meetings
- STAAR informational meetings
- PTA meetings

- Principal Potlucks
- Nutritional Classes
- STREAM Night
- Parent Trainings
- Winter Wonderland Festival

Campus Funding Summary

199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Tutorial Duty Pay	199.116118.00CA.113.30.163.0000	\$4,000.00
3	2	1	Classroom Reading Resources	199.11.6329.00CA.113.30.163.0000	\$2,000.00
3	2	4	Digital Curriculum Resources	199.11.6399.00CA.113.30.163.0000	\$2,256.00
Sub-Total					\$8,256.00
Budgeted Fund Source Amount					\$8,256.00
+/- Difference					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$63,948.00
+/- Difference					\$63,948.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Content Professional Development	211.13.6299.00CA.113.30.163.0000	\$1,250.00
3	1	1	Professional Development - Travel	211.13.6411.00CA.113.30.163.0000	\$500.00
3	1	3	Tutorial Duty Pay	211.11.6118.00CA.113.30.163.0000	\$3,500.00
3	1	4	Dyslexia Staff Training	211.13.6299.00CA.113.30.163.0000	\$800.00
3	1	4	Professional Development Travel	211.13.6411.00CA.113.30.163.0000	\$500.00
3	1	4	Intervention Professional Development	211.13.6299.00CA.113.30.163.0000	\$450.00
3	2	2	Manipulatives and Hands-on resources	211.11.6399.00CA.113.30.163.0000	\$2,571.00
7	1	2	Teacher Substitutes - Staff Development	211.11.6112.00CA.113.30.163.0000	\$500.00
7	1	2	Staff Professional Development	211.13.6299.00CA.113.30.163.0000	\$1,500.00
8	1	2	Chromebooks and Ipads	211.11.6395.00CA.113.30.163.0000	\$6,000.00
Sub-Total					\$17,571.00
Budgeted Fund Source Amount					\$17,571.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total	\$25,827.00