

Galena Park Independent School District

Havard Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Public Presentation Date: September 18, 2018

Mission Statement

Havard Elementary believes that every student can and will learn. All students will obtain the necessary skills so they can become productive citizens and life-long learners.

Vision

Creating Stars One Child At A Time

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!**

Where We Have Been:

History of Campus and Important Changes

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 were hired to due the unexpected number of students. In the first several years, building renovations were necessary to accommodate all of the students. Over the past 20 years, the enrollment has slightly decreased due to the opening of other campuses.

Havard Elementary continues to service 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 library.

A. Attendance Data

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
97.9%	97.4%	97.5%	96.9%	97.4%	97.8%	97.2%

B. Retention Rates according to the 2016-2017 TAPR

Kindergarten	3.4%
Grade 1	3%
Grade 2	7.5%
Grade 3	3%
Grade 4	1%
Grade 5	0%

C. STAAR Demographic Data for Campus/Accountability Ratings/Distinctions

2013 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in Reading/ELA

2014 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in Reading/English Language Arts

2015 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in Reading/English Language Arts
Top 25 Percent: Closing Performance Gaps

STAAR	Reading	Math	Writing	Science
Student Group	2015-2016	2015-2016	2015-2016	2015-2016
All Students	82%	87%	76%	85%
African Am.	77%	81%	78%	78%
Hispanic	81%	87%	71%	91%
White	97%	94%	87%	56%
Econ. Disadv.	80%	85%	75%	84%

2016 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in English Language Arts/Reading
Top 25 Percent: Closing Performance Gaps

Havard met all system safeguards for 2015-2016.

STAAR	Reading	Math	Writing	Science
Student Group	2016-2017	2016-2017	2016-2017	2016-2017
All Students	80	84%	61%	80%
African Am.	80	85%	42%	74%
Hispanic	78	82%	64%	78%
White	86	92%	89%	93%
Econ. Disadv.	77	83%	52%	75%

2017 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in English Language Arts/Reading

STAAR	Reading	Math	Writing	Science
Student Group	2017-2018	2017-2018	2017-2018	2017-2018
All Students	77	81	47	83
African Am.	79	79	39	75
Hispanic	77	82	47	83
White	64	80	54	100
Econ. Disadv.	73	78	42	77

2018 Accountability Rating: C

Distinction Designations: No Distinctions Earned

Where We Are Now:

School Profile

James B Havard Elementary is one of fifteen elementary campuses in Galena Park Independent School District. James B. Havard Elementary opened its doors in 1998 and serves approximately 63% economically disadvantaged families. Havard Elementary serves 699 students in grades pre-kindergarten to fifth grade as of May 30, 2018. Five years ago, in May of 2013, 699 students were also served by the campus. Enrollment has remained fairly consistent. Pre-Kindergarten through second grade classes are self-contained, while third grade through fifth grades team teach.

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.

The overall mobility rate has increased to 11%, with a drop-out rate of 0%. The average daily attendance rate for students is 97.2%. The average daily attendance rate for staff is 96.7%. There have been a total of 61 discipline referrals this year, which is an increase of 27% from last year.

James B. Havard Elementary serves 220 English Language Learner students, 46 students in the Gifted and Talented program, 11 students identified for 504 services, 396/60% RtI Tier I reading students and 262/44% RtI Tier I math students; 142/21% Tier II reading students and 238/40% Tier II math students; 103/16% Tier III reading students and 100/17% Tier III math students. 58 students are served through special education services (8.5%). There were 7 students tested, but they did not qualify for special education services.

D. Survey Data

Based on our Comprehensive Needs Assessment survey, district focus, and district and campus assessment data, several areas were identified as areas of need. The following areas will be addressed during the 2018-2019 school year:

- Reading skills
- Writing skills
- School-wide discipline
- Extracurricular activities
- Early interventions

E. Special Programs

Our school-wide Title I program consists of parent involvement activities, tutorials for math, reading, writing, and science. Our focus is to improve reading by offering more independent and guided reading activities.

Our State Compensatory Program consists of academic coaches who are utilized for training teachers in best practices and for assisting at-risk students. A technology instructional specialist also trains teachers on incorporating technology into the curriculum. Technology is used throughout the school via classroom computers and Ipads. Two computer labs are provided as well as classroom computers with the latest in current school web-sites for the students and teachers.

Our English Language Learners are serviced in a Dual Language-One Way Bilingual program. It is our goal for them to be bilingual and biliterate in English and Spanish. There is at least one bilingual and one ESL teacher per grade level. Bilingual funds are assigned for classroom supplies and tutorials for math, reading, writing, and science.

F. Student/Teacher Ratio by Program:

Bilingual/ESL Education – 220/12

Gifted and Talented Education – 46/11

Special Education - 58/5

Where We Are Going:

Comprehensive Needs Assessment Process

The James B. Havard Elementary School needs assessment process is described as follows:

The site-based decision-making team evaluated the previous years' data. The team evaluated program evaluations, survey results, and the following data: District Assessments, DRA, RTI, campus-based assessments, campus PEIMS data, survey information, attendance rates.

Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Based on the data available, CPAC approved the following goals for the 2018-2019 school year:

- Havard Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.
- Havard Elementary will provide information and opportunities to assist students in preparing for college and careers.
- Havard Elementary will ensure student growth in the tested areas.
- Havard Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.
- Havard Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.
- Havard Elementary will provide opportunities for parental/community involvement and business partnership.
- Havard Elementary will ensure high quality staff is employed.
- Havard Elementary will provide superior operational services to best support students and staff success.

Table of Contents

Comprehensive Needs Assessment	10
Demographics	10
Student Achievement	11
School Culture and Climate	13
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	17
School Context and Organization	18
Technology	18
Comprehensive Needs Assessment Data Documentation	21
Goals	24
Goal 1: Havard Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.	24
Goal 2: Havard Elementary will provide information and opportunities to assist students in preparing for college and careers.	32
Goal 3: Havard Elementary will ensure student growth in the tested areas.	37
Goal 4: Havard Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.	45
Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.	51
Goal 6: Havard Elementary will provide opportunities for parental/community involvement and business partnership.	55
Goal 7: Havard Elementary will ensure high quality staff is employed.	62
Goal 8: Havard Elementary will provide superior operational services to best support students and staff success.	67
Title I Schoolwide Elements	71
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	71
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	71
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	74
2018-2019 CPAC Committee	76
Campus Leadership Team	77
Foundations Team	78
Havard Boys Club	79
Multicultural Committee	80
Campus Funding Summary	81

Comprehensive Needs Assessment

Revised/Approved: April 23, 2018

Demographics

Demographics Summary

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 overall mobility rate has increased to 11% and number of economically disadvantaged students has decreased to 65.7%.

Demographics Strengths

Strengths include but are not limited to:

1. Student Attendance
2. Staff Retention

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student mobility rates have increased. **Root Cause:** Issues arriving from Hurricane Harvey contributed to this increase in mobility. Housing issues and economic hardships effected the mobility rate.

Student Achievement

Student Achievement Summary

James B. Havard Elementary Met the Standard on state assessments in 2015 with a Distinction Designation in Reading ELA and Top 25 Percent: Closing Performance Gaps. The data showed that 85% of our students met Phase-in Satisfactory Standard or Above in Reading. Our lowest performing subgroups in reading consisted of ELL (71%) and Special Education (78%). Math was not released for the 2014-2015 school year. In Writing 73% our students met Satisfactory Standard or Above with the lowest subgroups being White (55%) and ELL (58%). In Science 81% of our students met Phase-in Satisfactory Standard or Above with the lowest subgroups being ELL (52%) and Hispanic and ED (77%).

Student Achievement Strengths

Strengths include but are not limited to:

1. Small group instruction
2. Response to Intervention
3. AR Program

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on EOY assessment data, Havard's writing scores decreased from 60% approaches grade level in 2017 to 46% approaches grade level in 2018. **Root Cause:** Lack of time spent on building the foundation skills needed for writing.

Problem Statement 2: Based on EOY assessment data, Havard's science scores increased from 78% approaches grade level in 2017 to 81% approaches grade level in 2018. However, Meets and Masters scores decreased or stayed the same. **Root Cause:** There is a need for more challenging activities for higher performing students. We need to streamline and repurpose extended learning times.

Problem Statement 3: Based on EOY assessment data, Havard's reading scores are inconsistent across grade levels and passing standards. **Root Cause:** The curriculum is not being taught in a way that scaffolds learning.

Problem Statement 4: Based on EOY assessment data, Havard's math scores are inconsistent across grade levels and passing standards. **Root Cause:** The curriculum is not being taught in a way that scaffolds learning.

Problem Statement 5: Based on EOY assessment data, Havard's assessment scores are inconsistent across grade levels and passing standards. **Root Cause:**

There is a lack of vertical alignment, and expectations are not communicated consistently.

Problem Statement 6: Student growth is not consistently utilized to determine the needs of the students. **Root Cause:** Data is not evaluated for growth regularly throughout the school year.

Problem Statement 7: There is a lack of focus on the success of the whole child. **Root Cause:** There is not enough emphasis placed on extracurricular successes.

Problem Statement 8: There is a lack of focus on the success of the whole child. **Root Cause:** Activities are needed to reinforce learning that is essential to success.

School Culture and Climate

School Culture and Climate Summary

Based on surveys, staff identified school-wide discipline, CHAMPS strategies, and bullying as areas that need to be addressed. School-wide discipline is a focus for the 2018-2019 school year.

School Culture and Climate Strengths

Strengths include but are not limited to:

1. Low teacher turnover rate
2. Welcoming environment
3. Good attendance rate

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline is not consistent throughout the school. **Root Cause:** Expectations are not communicated consistently.

Problem Statement 2: 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 3: Students do not respond appropriately to in a variety of situations. **Root Cause:** There is a lack of training and modeling of social skills and coping strategies.

Problem Statement 4: Students do not respond positively to rewards. **Root Cause:** The same rewards have been overused and have lost the ability to be used as a motivation tool.

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.

Problem Statement 6: Students need to respond appropriately to in a variety of situations. **Root Cause:** There is a lack of awareness for personal safety, interpersonal skills, and personal goal setting.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals at James B. Havard Elementary are highly qualified. The staff retention rate is high and when new teachers are needed, talented personnel is recruited with the help of the district. All new teachers are assigned a mentor on their grade level, as well a campus mentor. A leadership team is in place to support administration, as well as provide learning experiences for future leaders.

Staff Quality, Recruitment, and Retention Strengths

Strengths include but are not limited to:

1. 100% of teachers are highly qualified
2. 100% of paraprofessionals are highly qualified
3. Teachers are motivated and want to step into leadership roles

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff members do not respond favorably to rewards and recognition. **Root Cause:** The same rewards have been overused and have lost the ability to be used as a motivation tool.

Problem Statement 2: Staff members need more opportunities for professional growth and leadership. **Root Cause:** The teachers need to model life-long learning.

Problem Statement 3: There is a need for staff to be educated in compliance issues. **Root Cause:** Staff members do not understand the reasons for accountability.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

James B. Havard Elementary works closely with the curriculum department to provide quality instruction to our students. All teachers are trained in the beginning of year on how to use curriculum corner. Each grade level has a common planning time in order for teams to meet and generate solid lessons. Throughout the year, teachers attend district staff development on all areas of curriculum. District assessment data is used to plan a structure interventions. All assessments results are disaggregated and shared with all teachers.

Curriculum, Instruction, and Assessment Strengths

Strengths include but are not limited to:

1. RTI small group pull-outs
2. Collaborating to meet the needs of the students
3. After-School tutorials

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause:** Teachers need to implement research-based practices to improve fluency, comprehension, and writing foundations in ELA instruction.

Problem Statement 2: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause:** Teachers need to be provided with additional Bilingual/Dual Language resources and training to support core content areas of the curriculum.

Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause:** Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.

Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause:** Teachers need more training and resources for implementing coteach models in the classroom.

Problem Statement 5: Topics are integrated into the specials classes that support student health and well-being. **Root Cause:** The Campus Wellness Plan

outlines ways to improve awareness of healthy living.

Problem Statement 6: Awareness needs to be raised about choices regarding college and career. **Root Cause:** Families need to be educated about choices the students will have in the future.

Parent and Community Engagement

Parent and Community Engagement Summary

James B. Havard Elementary prides itself in making all parents feel welcomed. Parents are invited to events and attend the evening programs that their children are involved in. The school does a good job communicating with parents through Blackboard Connect, the website and school letters that are provided in English and Spanish.

Parent and Community Engagement Strengths

Strengths include but are not limited to:

1. Programs highlighting students
2. Communication with parents
3. Attendance at school-wide functions

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 2: Based on survey data, parents do not always feel welcomed. **Root Cause:** Interactions with staff are not always positive or timely.

Problem Statement 3: Based on survey data, parents do not always feel informed. **Root Cause:** Communication with parents is inconsistent.

Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. **Root Cause:** There is a lack of opportunity for community involvement.

Problem Statement 5: Partnerships with school community stakeholders are not always nurtured and maintained. **Root Cause:** There is a lack of communication with external members of the community.

Problem Statement 6: Parent education opportunities need to be offered over a variety of topics. **Root Cause:** Parents need to be educated in many ways to

help their child be successful.

School Context and Organization

School Context and Organization Summary

At James B. Havard Elementary, classroom schedules were created to maximize instructional time according to each grade level and their needs.

Havard works diligently to accommodate the needs of the students and parents by offering during and after school enrichment opportunities and Saturday tutorials. Learning time is vital to the educational success of all students.

School Context and Organization Strengths

Strengths include but are not limited to:

1. Student Council, Safety Patrol, Robotics Team and Honor Choir
2. Student and staff attendance
3. Spirit Committee

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Repairs/ Replacements are not completed in a timely manner. **Root Cause:** Procedures have not been established for this process.

Problem Statement 2: Procedures for maintaining compliance need to be implemented. **Root Cause:** Policies governing the usage of school funds must be followed.

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

Technology

Technology Summary

James B. Havard Elementary continues to work on improving the usage of technology. There are currently two computer labs that are utilized by Kinder - 5th grade students. Three classes have a class set of iPads and three 1st grade teachers have a set of four iPads. Teachers are shown how to integrate technology into the curriculum using these devices. Each classroom has a projector and document camera. Each year, teachers create technology goals and work with the campus technology specialist to meet these goals.

Technology Strengths

Strengths include but are not limited to:

1. Computer lab in rotation
2. TTM, iStations and Imagine Learning
3. iPads and iTouches in the classrooms

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a lack of blended learning components utilized during instruction. **Root Cause:** Teachers need more training to implement new technologies.

Problem Statement 2: There is a lack of blended learning components utilized during instruction. **Root Cause:** Teachers do not implement time management strategies and models for efficiently utilizing technology in the classroom.

Problem Statement 3: There is a need to provide new hardware for student use. **Root Cause:** New technology is emerging quickly, and new technologies need to be researched and purchased.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


Goals






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

Performance Objective 1: Provide regular communication/recognition for students, parents, staff and campuses

Evaluation Data Source(s) 1: Increased parental involvement and student/staff morale.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Inform the community of school dates and events by posting information on the marquee and campus website.	Administrators & TIS	Increase in parental involvement at events.				
Problem Statements: Parent and Community Engagement 3						
2) Provide a monthly calendar to inform parents of scheduled events and activities.	Principal and School Secretary	Increased knowledge of campus activities.				
Problem Statements: Parent and Community Engagement 2, 3						
3) Maintain communication by providing parents with graded papers in order to keep them abreast of their students' academic status once a week.	All teachers	Increased parental awareness of student academic progress.				
Problem Statements: Parent and Community Engagement 3						
4) Staff accomplishments will be recognized.	Administrators & Counselor	Increased morale				
Problem Statements: School Culture and Climate 5						
5) 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.	Teachers, Principal and Principal Secretary	Good behavior and better grades				
Problem Statements: School Culture and Climate 5						
Funding Sources: 199 - Local - 500.00						

6) Students will be given Cowboy Cash for positive behavior/actions to be redeemed at the General Store.	PTA Volunteers and Staff	Fewer office Referrals				
	Problem Statements: School Culture and Climate 2					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate	
Problem Statement 2: Student behavior is not appropriately addressed. Root Cause 2: Staff needs training on using CHAMPS, and school-wide discipline expectations need to be communicated and implemented.	
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.	
Parent and Community Engagement	
Problem Statement 2: Based on survey data, parents do not always feel welcomed. Root Cause 2: Interactions with staff are not always positive or timely.	
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.	

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

Performance Objective 2: Teach safety practices and protocols to students and staff

Evaluation Data Source(s) 2: 100% compliance with all safety drills.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) School Visitor Policy: Provide an effective and consistent system for managing visitors on campus.	Administrators and Office staff	Campus security				
Problem Statements: Parent and Community Engagement 5 Funding Sources: 199 - Local - 500.00						
2) Emergency Procedure Drills: Provide monthly practice/review of emergency response procedures.	AP	Awareness of safety, decreased preparedness time				
Problem Statements: School Context and Organization 3						
3) Students will participate in safety activities.	Counselor	Student safety awareness				
Problem Statements: School Context and Organization 3 Funding Sources: 199 - Local - 100.00						
4) Educate students and parents on bullying, motivation, interpersonal skills, goal setting and cross cultures.	Counselor	Increased student and parent awareness				
Problem Statements: School Context and Organization 3 Funding Sources: 199 - Local - 100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 5: Partnerships with school community stakeholders are not always nurtured and maintained. **Root Cause 5:** There is a lack of communication with external members of the community.

School Context and Organization


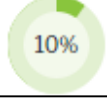
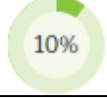
Problem Statement 3: Emergency procedures need to be updated to maximize safety. **Root Cause 3:** Routine drills must be practiced regularly.

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

Performance Objective 3: Implement a comprehensive health and wellness program

Evaluation Data Source(s) 3: Maintain and Exemplary Rating on CaSE.

Summative Evaluation 3:

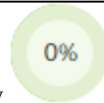
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Educate staff, parents and students on improving awareness of healthy living using the Campus Wellness Plan.	Wellness Committee	All stakeholders making healthy choices				
	Problem Statements: Curriculum, Instruction, and Assessment 5 - Parent and Community Engagement 1					
2) Educate parents on health and physical concerns through the Havard website with monthly updates.	AP, Nurse and TIS	Parents feedback				
	Problem Statements: Parent and Community Engagement 1, 3 Funding Sources: 199 - Local - 100.00					
3) Nutrition classes for students will be integrated into physical education.	PE Teacher, Nurse and Counselor	Nutrition classes given				
	Problem Statements: Curriculum, Instruction, and Assessment 5					
4) Nutrition classes will be provided for parents.	Counselor	Parent Attendance				
	Problem Statements: Parent and Community Engagement 6					
5) Review lunch menu with students daily to discuss health benefits of offered meals.	AP and Teachers	More students eating in the cafeteria and making healthy choices.				
	Problem Statements: Curriculum, Instruction, and Assessment 5					
6) Friday morning movement will be provided to engage brains.	AP and Teachers	Student participation				
	Problem Statements: Curriculum, Instruction, and Assessment 5					
7) Students in 3rd-5th grade will participate in FitnessGram.	PE teacher	Positive test results on students				
	Problem Statements: Curriculum, Instruction, and Assessment 5 Funding Sources: 199 - Local - 100.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 5: Topics are integrated into the specials classes that support student health and well-being. **Root Cause 5:** The Campus Wellness Plan outlines ways to improve awareness of healthy living.

Parent and Community Engagement

Problem Statement 1: 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 1:** Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

Problem Statement 3: Based on survey data, parents do not always feel informed. **Root Cause 3:** Communication with parents is inconsistent.

Problem Statement 6: Parent education opportunities need to be offered over a variety of topics. **Root Cause 6:** Parents need to be educated in many ways to help their child be successful.

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

Performance Objective 4: Create a healthy environment so staff and students thrive and are productive

Evaluation Data Source(s) 4: Decreased office referrals and increased student success.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide education to students concerning prevention of unwanted physical or verbal aggression, sexual harassment and bullying.	Administrators & Counselor	Decreased office referrals				
	Problem Statements: School Culture and Climate 6					
2) Educate students on how to handle and identify bullies.	Coach, Counselor, Administrators	Decreased office referrals				
	Problem Statements: School Culture and Climate 6					
3) Teacher training on speaking with parents and bullying provided by counselor	Counselor & Principal	Decreased office referrals				
	Problem Statements: Parent and Community Engagement 1					

Performance Objective 4 Problem Statements:


School Culture and Climate
Problem Statement 6: Students need to respond appropriately to in a variety of situations. Root Cause 6: There is a lack of awareness for personal safety, interpersonal skills, and personal goal setting.
Parent and Community Engagement
Problem Statement 1: 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 1: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

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

Performance Objective 5: Ensure our students and staff have 21st Century technology and equipment so performance is at a maximum

Evaluation Data Source(s) 5: Increased utilization of technology.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide training to employees on appropriate use of digital tools.	TIS	Staff members will use digital tools appropriately on and off campus.				
Problem Statements: Technology 1						
2) All staff will complete online internet safety course during the first semester.	Administrators	100% Compliance				
Problem Statements: Technology 1						
3) Provide learning opportunities for students to focus on proper technology usage.	TIS & Classroom Teachers	Decrease of students using technology inappropriately				
Problem Statements: Technology 2						
4) Provide headphones/earbuds for computer labs and classrooms to use technology programs with fidelity.	Principal & TIS	Students will be able to use programs such as iStation, Imagine Learning, BrainPop Jr. and Think Through Math with fidelity; results in increased student achievement.				
Problem Statements: Technology 3						
Funding Sources: 199 - Local - 1000.00						
						

Performance Objective 5 Problem Statements:


Technology
Problem Statement 1: There is a lack of blended learning components utilized during instruction. Root Cause 1: Teachers need more training to implement new technologies.
Problem Statement 2: There is a lack of blended learning components utilized during instruction. Root Cause 2: Teachers do not implement time management strategies and models for efficiently utilizing technology in the classroom.
Problem Statement 3: There is a need to provide new hardware for student use. Root Cause 3: New technology is emerging quickly, and new technologies need to be researched and purchased.

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

Performance Objective 1: Provide K-12 students with multiple college and career awareness opportunities

Evaluation Data Source(s) 1: Increased knowledge about college and careers opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students and teachers will be encouraged to wear college shirts on Fridays to promote the college of their choice.	Counselor	Students and teachers wearing college shirts				
Problem Statements: Curriculum, Instruction, and Assessment 6						
2) Students will be given information about different careers and 5th graders will dress for career day.	Counselor	Students and teachers wearing college shirts				
Problem Statements: Curriculum, Instruction, and Assessment 6 Funding Sources: 199 - Local - 100.00						
3) College night will be planned for students and parents to attend.	Counselor	College Night Attendance				
Problem Statements: Parent and Community Engagement 6 Funding Sources: 199 - Local - 100.00						
4) Texas colleges and universities will be highlighted.	Counselor	Announcements and activities completed during guidance lessons and November.				
Problem Statements: Curriculum, Instruction, and Assessment 6						
						

Performance Objective 1 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 6: Awareness needs to be raised about choices regarding college and career. Root Cause 6: Families need to be educated about choices the students will have in the future.
Parent and Community Engagement
Problem Statement 6: Parent education opportunities need to be offered over a variety of topics. Root Cause 6: Parents need to be educated in many ways to help their child be successful.

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

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators

Evaluation Data Source(s) 2: Increased number of students reaching Masters Level on STAAR.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Increase teachers knowledge and connection between the rigor of the TEKS and the STAAR assessment.	Administrators and CIC's	Increase in students scores on STAAR				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 Funding Sources: 199 - Bilingual - 500.00, 211 - ESEA Title I, Part A - 500.00, 199-23 - Special Education - 500.00					
2) Maintain Robotics Team to enrich, enhance and extend the school curriculum.	Science Lab Teacher	Ecobot Challenge Participation				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - Local - 500.00					
3) Maintain Crazy 8 Math Club to enrich, enhance and extend the school curriculum.	4-5 Math CIC	Improved achievement in STEM subjects				
	Problem Statements: Student Achievement 4 Funding Sources: 199 - Local - 500.00					
						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Based on EOY assessment data, Havard's science scores increased from 78% approaches grade level in 2017 to 81% approaches grade level in 2018. However, Meets and Masters scores decreased or stayed the same. Root Cause 2: There is a need for more challenging activities for higher performing students. We need to streamline and repurpose extended learning times.
Problem Statement 4: Based on EOY assessment data, Havard's math scores are inconsistent across grade levels and passing standards. Root Cause 4: The curriculum is not being taught in a way that scaffolds learning.
Curriculum, Instruction, and Assessment
Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 3: Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.

Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 4:** Teachers need more training and resources for implementing coteach models in the classroom.

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

Performance Objective 3: Provide comprehensive counseling to students

Evaluation Data Source(s) 3: Documented monthly services on counselor's calendar.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Educate students on bullying, motivation, interpersonal skills, goal setting and cross cultures.	Counselor	Increased student awareness				
	Problem Statements: School Culture and Climate 3					
2) Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.	Counselor	Participation in Red Ribbon Week. Decreased number of bully incidents.				
	Problem Statements: School Culture and Climate 6 Funding Sources: 199 - Local - 200.00					
3) The counselor will meet bi-monthly with students in grades Kindergarten-5 during the activity time to promote good study habits, safety and survival skills, and a study of various careers.	Counselor	Lesson plans				
	Problem Statements: School Culture and Climate 6 Funding Sources: 199 - Local - 100.00					
4) The counselor will meet monthly with students in PK to provide lessons.	Counselor	Lesson plans				
	Problem Statements: School Culture and Climate 6					
5) The counselor will be available for students and parents to discuss problems/issues both academically and personally.	Counselor	Counselor Report				
	Problem Statements: Parent and Community Engagement 1					
6) The counselor will keep a log of student services provided (i.e. counseling groups, individual groups, etc.).	Counselor	Monthly Reports				
	Problem Statements: Parent and Community Engagement 1					

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 3: Students do not respond appropriately to in a variety of situations. **Root Cause 3:** There is a lack of training and modeling of social skills and coping strategies.

Problem Statement 6: Students need to respond appropriately to in a variety of situations. **Root Cause 6:** There is a lack of awareness for personal safety, interpersonal skills, and personal goal setting.

Parent and Community Engagement

Problem Statement 1: 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 1:** Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

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

Performance Objective 1: Meet or exceed the state average in all tested areas

Evaluation Data Source(s) 1: Meet or exceed the state accountability standards.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Ensure correct placement and programming for all students.	Administrators and Counselor	Correct placement and services provided				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4					
2) Assess students and monitor progress in each subject with district assessments based on the district testing calendar.	Teachers and CIC's	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 6					
3) Implement STAAR procedures and strategies in kindergarten, first and second grade.	K-2 teachers and CIC's	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 5 Funding Sources: 199 - Bilingual - 500.00, 211 - ESEA Title I, Part A - 500.00, 199-23 - Special Education - 500.00					
4) Students will be provided before/after school and Saturday tutorial opportunities.	Principal, Teachers & CIC's	Increased student performance				
	Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 199 - Bilingual - 3000.00, 199-23 - Special Education - 600.00, 211 - ESEA Title I, Part A - 6000.00, 199-30 - SCE - 6000.00					
5) Provide small group instruction for students who are struggling.	CIC's and Teachers	Increased student performance				
	Problem Statements: Curriculum, Instruction, and Assessment 3					
6) STAAR buddies will be provided for Students in 3rd-5th grades.	PK-2 Teachers	Meet/exceed STAAR standard				
	Problem Statements: Student Achievement 5 Funding Sources: 199 - Local - 300.00					
7) STAAR Pep Rally will be provided for student motivation	Counselor and Teachers	Meet/ exceed STAAR standards				
	Problem Statements: School Culture and Climate 5 Funding Sources: 199 - Local - 500.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Based on EOY assessment data, Havard's writing scores decreased from 60% approaches grade level in 2017 to 46% approaches grade level in 2018. Root Cause 1: Lack of time spent on building the foundation skills needed for writing.
Problem Statement 2: Based on EOY assessment data, Havard's science scores increased from 78% approaches grade level in 2017 to 81% approaches grade level in 2018. However, Meets and Masters scores decreased or stayed the same. Root Cause 2: There is a need for more challenging activities for higher performing students. We need to streamline and repurpose extended learning times.
Problem Statement 3: Based on EOY assessment data, Havard's reading scores are inconsistent across grade levels and passing standards. Root Cause 3: The curriculum is not being taught in a way that scaffolds learning.
Problem Statement 4: Based on EOY assessment data, Havard's math scores are inconsistent across grade levels and passing standards. Root Cause 4: The curriculum is not being taught in a way that scaffolds learning.
Problem Statement 5: Based on EOY assessment data, Havard's assessment scores are inconsistent across grade levels and passing standards. Root Cause 5: There is a lack of vertical alignment, and expectations are not communicated consistently.
Problem Statement 6: Student growth is not consistently utilized to determine the needs of the students. Root Cause 6: Data is not evaluated for growth regularly throughout the school year.
School Culture and Climate
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.
Curriculum, Instruction, and Assessment
Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 3: Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.
Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 4: Teachers need more training and resources for implementing coteach models in the classroom.


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 Source(s) 2: Increased scores on District and State Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) ELA teachers will provide direct instruction utilizing the reading model (check for understanding, vocabulary development, modeling, explaining and context clues) to help students comprehend both fiction and non-fiction texts.	Teachers and CIC's	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 1, 3 Funding Sources: 199 - Local - 100.00					
2) Math teachers will provide direct instruction utilizing the 4 step problem solving model (main idea, details, computation and description) to help students master process standards.	Teachers and CIC's	Increased student performance				
	Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3					
3) Implement GPISD Balanced Literacy, Math & Science Instructional Framework and Early Literacy-Reading Groups.	Teachers and CIC's	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3					
4) Teachers will use iStation/Imagine Learning, TTM programs as RTI Interventions.	Teachers and CIC's	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Technology 2 Funding Sources: 199 - Bilingual - 500.00					
5) Provide resources for Dual Language classrooms to supplement instruction.	Principal	Increased student achievement in Dual Language/Bilingual programs.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Bilingual - 3000.00					
6) ELL students will be supported by ESL certified teachers utilizing best practices.	Teachers, CIC's and Administrators	Increased student performance				
	Problem Statements: Curriculum, Instruction, and Assessment 2					
7) Provide modified instructional services using district curriculum for all Gifted/Talented identified students	GT Teachers, GT Cadre and Administrators	Increased student performance				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 100.00					

8) Utilize the Ready, Set, Teach Program (NSSH) to work with students below grade level.	Administrators and Teachers	Students working on level.				
	Problem Statements: Curriculum, Instruction, and Assessment 3					
9) Science teachers will utilize the STEMScopes program to provide connections between the TEKS and the rigor of STAAR.	Teachers and CIC's	Increased student performance				
	Problem Statements: Student Achievement 2					
	Funding Sources: 199 - Local - 500.00					
						

Performance Objective 2 Problem Statements:


Student Achievement	
Problem Statement 1: Based on EOY assessment data, Havard's writing scores decreased from 60% approaches grade level in 2017 to 46% approaches grade level in 2018. Root Cause 1: Lack of time spent on building the foundation skills needed for writing.	
Problem Statement 2: Based on EOY assessment data, Havard's science scores increased from 78% approaches grade level in 2017 to 81% approaches grade level in 2018. However, Meets and Masters scores decreased or stayed the same. Root Cause 2: There is a need for more challenging activities for higher performing students. We need to streamline and repurpose extended learning times.	
Problem Statement 3: Based on EOY assessment data, Havard's reading scores are inconsistent across grade levels and passing standards. Root Cause 3: The curriculum is not being taught in a way that scaffolds learning.	
Problem Statement 4: Based on EOY assessment data, Havard's math scores are inconsistent across grade levels and passing standards. Root Cause 4: The curriculum is not being taught in a way that scaffolds learning.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 1: Teachers need to implement research-based practices to improve fluency, comprehension, and writing foundations in ELA instruction.	
Problem Statement 2: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 2: Teachers need to be provided with additional Bilingual/Dual Language resources and training to support core content areas of the curriculum.	
Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 3: Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.	
Technology	
Problem Statement 2: There is a lack of blended learning components utilized during instruction. Root Cause 2: Teachers do not implement time management strategies and models for efficiently utilizing technology in the classroom.	

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 Source(s) 3: Improved teaching methods and increased student success.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide classroom coaching support to teachers utilizing the 60/40 district model.	Principal & CIC's	Improved classroom instruction resulting in improved student performance.				
Problem Statements: Curriculum, Instruction, and Assessment 3, 4						
2) Attend academies offered by district Curriculum & Instruction department.	Principal, CIC's & Classroom teachers	Improved teaching methods.				
Problem Statements: Curriculum, Instruction, and Assessment 2, 3, 4						
3) Grade level planning days to disaggregate data.	Administrators, CIC's and Teachers	Increased student performance				
Problem Statements: Student Achievement 5, 6						
4) Teachers will plan with CIC's and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistently.	Principal, AP, Teachers & CIC's	Increased student performance that meets or exceeds the state performance.				
Problem Statements: Curriculum, Instruction, and Assessment 3, 4						
Funding Sources: 199 - Local - 1000.00						
						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Based on EOY assessment data, Havard's assessment scores are inconsistent across grade levels and passing standards. Root Cause 5: There is a lack of vertical alignment, and expectations are not communicated consistently.
Problem Statement 6: Student growth is not consistently utilized to determine the needs of the students. Root Cause 6: Data is not evaluated for growth regularly throughout the school year.
Curriculum, Instruction, and Assessment
Problem Statement 2: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 2: Teachers need to be provided with additional Bilingual/Dual Language resources and training to support core content areas of the curriculum.

Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 3:** Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.

Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 4:** Teachers need more training and resources for implementing coteach models in the classroom.

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

Performance Objective 4: Provide technology support to all tested areas.

Evaluation Data Source(s) 4: Teacher integration and increased student achievement.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students will complete technology proficiencies.	TIS and Teachers	Completed proficiencies				
	Problem Statements: Technology 1					
2) Student will participate in the District Multimedia Festival.	TIS and Teachers	Increased student performance				
	Problem Statements: Technology 1, 2					
3) Students will utilize the iStation, TTM , Imagine Learning and BrainPop Jr Programs.	TIS and Teachers	Increased student performance				
	Problem Statements: Technology 2					
	Funding Sources: 199 - Bilingual - 500.00, 199-23 - Special Education - 500.00, 211 - ESEA Title I, Part A - 500.00					
4) Provide iPads to K-5 classrooms.	Principal	Increased student performance				
	Problem Statements: Technology 1, 2					
	Funding Sources: 199 - Local - 1000.00					
5) The campus will utilize the AR Program to enhance student reading skills.	Librarian and Teachers	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 2					
	Funding Sources: 199 - Local - 3500.00					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: Based on EOY assessment data, Havard's reading scores are inconsistent across grade levels and passing standards. Root Cause 3: The curriculum is not being taught in a way that scaffolds learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 1:** Teachers need to implement research-based practices to improve fluency, comprehension, and writing foundations in ELA instruction.

Problem Statement 2: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 2:** Teachers need to be provided with additional Bilingual/Dual Language resources and training to support core content areas of the curriculum.

Technology

Problem Statement 1: There is a lack of blended learning components utilized during instruction. **Root Cause 1:** Teachers need more training to implement new technologies.

Problem Statement 2: There is a lack of blended learning components utilized during instruction. **Root Cause 2:** Teachers do not implement time management strategies and models for efficiently utilizing technology in the classroom.

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

Performance Objective 1: Enhance the quality of fine arts programming.

Evaluation Data Source(s) 1: Increased student participation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students will attend cultural activities such as symphony, art museum, multi-cultural festival and talent show.	Music and Art Teachers	Student participation				
	Problem Statements: Student Achievement 8 Funding Sources: 199 - Local - 1200.00					
2) Students will participate in a play/program at monthly PTA meetings.	Music Teacher	Student participation				
	Problem Statements: Student Achievement 8					
3) Students will have the opportunity to participate in the Art Club, Honor Choir and Strings Program.	Sponsors	Student participation				
	Problem Statements: Student Achievement 8					

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 8: There is a lack of focus on the success of the whole child. Root Cause 8: Activities are needed to reinforce learning that is essential to success.

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

Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities available for students.

Evaluation Data Source(s) 2: Increased student participation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Opportunities provided for students to excel outside of the classroom in district-sponsored events including: spelling bee, geography bee, poetry and pose, rodeo art, district honor choir, science survivors and fast on facts.	Sponsors	Student participation; strengthened academic skills.				
	Problem Statements: Student Achievement 8					
2) Students will participate in a play/program at monthly PTA meetings.	Specials Teachers	Increased parent involvement; foster a love for the fine arts in students.				
	Problem Statements: Student Achievement 8					
3) Students will be given the opportunity to perform in the Talent Show (4th-5th grade)	Music Teacher	Increased appreciation for performances and performing.				
	Problem Statements: Student Achievement 8					
4) Fourth and fifth grade students will be provided the opportunity to participate in UIL Academic Meet.	Principal, Chairperson & UIL Academic Meet Coaches	Student participation in every category				
	Problem Statements: Student Achievement 8					
	Funding Sources: 461 - Campus Activity Funds - 1000.00					
5) Students will recognize and understand diverse perspectives by participating in multicultural activities.	Chairperson	Multicultural Week				
	Problem Statements: Student Achievement 8					
						

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 8: There is a lack of focus on the success of the whole child. Root Cause 8: Activities are needed to reinforce learning that is essential to success.

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

Performance Objective 3: Provide all elementary students with PE, Music, and Art weekly

Evaluation Data Source(s) 3: Exposure to exrta-curricular activities.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students are placed in rotation for a minimum of 50 minutes per week in PE, Art, and Music.	PE, Art and Music Teachers	Students will display self motivation, responsibility, respectfulness and the ability to contribute to society.				
Problem Statements: Student Achievement 7 - Curriculum, Instruction, and Assessment 5						
2) Students will be assessed in enrichment curriculum areas: Benchmarks for Music, PE physical fitness test, displaying art projects.	PE, Art and Music Teachers	Students will display self motivation, responsibility, respectfulness and the ability to contribute to society.				
Problem Statements: Student Achievement 7						
						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 7: There is a lack of focus on the success of the whole child. Root Cause 7: There is not enough emphasis placed on extracurricular successes.
Curriculum, Instruction, and Assessment
Problem Statement 5: Topics are integrated into the specials classes that support student health and well-being. Root Cause 5: The Campus Wellness Plan outlines ways to improve awareness of healthy living.

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

Performance Objective 4: Offer a wide variety of extracurricular student clubs.

Evaluation Data Source(s) 4: Increased student participation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Maintain a student council with 4th and 5th grade students and two 3rd grade students.	Sponsor	Active participation in student council projects				
	Problem Statements: Student Achievement 8 Funding Sources: 199 - Local - 100.00					
2) Continue to have fifth grade students will provide Safety Patrol Team for the campus.	Sponsor	A safe and orderly school				
	Problem Statements: Student Achievement 8 Funding Sources: 199 - Local - 100.00					
3) Maintain current Academic Clubs/Teams (Robotics & UIL Academic Teams, Math, Book & Art Clubs)	Sponsor	Student participation				
	Problem Statements: Student Achievement 8 Funding Sources: 461 - Campus Activity Funds - 1000.00					
4) Implement Boys Club and G.I.R.L.S. Club.	Sponsor	Student participation. Increased self esteem.				
	Problem Statements: Student Achievement 8 Funding Sources: 199 - Local - 500.00					

Performance Objective 4 Problem Statements:





Student Achievement
Problem Statement 8: There is a lack of focus on the success of the whole child. Root Cause 8: Activities are needed to reinforce learning that is essential to success.

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

Performance Objective 5: Introduce students to fitness and life activities through physical education courses and programs.

Evaluation Data Source(s) 5: Student participation

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Participate in First Tee Golf Tournament.	PE Teacher	Student participation				
Problem Statements: Student Achievement 7, 8						
2) Participate in Jump Rope for Heart.	PE Teacher & Activity team	Student participation and donation to the American Red Cross.				
Problem Statements: Student Achievement 8 - Curriculum, Instruction, and Assessment 5						
3) Provide a Get Fit program.	Principal & PTA	Parent and student attendance				
Problem Statements: Student Achievement 8 - Curriculum, Instruction, and Assessment 5						
4) Participation in 5th Grade Olympiad.	PE Teacher and Teachers	Student participation				
Problem Statements: Student Achievement 8 - Curriculum, Instruction, and Assessment 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 7: There is a lack of focus on the success of the whole child. Root Cause 7: There is not enough emphasis placed on extracurricular successes.
Problem Statement 8: There is a lack of focus on the success of the whole child. Root Cause 8: Activities are needed to reinforce learning that is essential to success.
Curriculum, Instruction, and Assessment
Problem Statement 5: Topics are integrated into the specials classes that support student health and well-being. Root Cause 5: The Campus Wellness Plan outlines ways to improve awareness of healthy living.

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

Performance Objective 6: Continue to produce, support and recognize high quality athletic achievements by teams and individuals

Evaluation Data Source(s) 6: Student participation

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students will participate in the 5th Grade Olympiad	PE Teacher and Teachers	Student participation				
Problem Statements: Student Achievement 8						
2) Students in 3rd-5th grade will be recognized for achievement in the FitnessGram.	PE teacher	Positive test results on students				
Problem Statements: School Culture and Climate 5 Funding Sources: 199 - Local - 50.00						
3) Kindergarten-5th grade will participate in field day activities.	Activity Team	1st-6th place ribbons awarded				
Problem Statements: Student Achievement 8 Funding Sources: 461 - Campus Activity Funds - 200.00						

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 8: There is a lack of focus on the success of the whole child. Root Cause 8: Activities are needed to reinforce learning that is essential to success.
School Culture and Climate
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.

Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school

Evaluation Data Source(s) 1: Reach GPISD's goal of 96.5% for students attendance.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide parents with orientation pamphlet during registration.	Office Staff	Parents and students are aware of the campus expectations				
	Problem Statements: Parent and Community Engagement 1, 3					
2) Provide an informational meeting to inform Pre-Kindergarten parents and students of the academic expectations in kindergarten.	Administrators and Teachers	Students and parents have an easy transition				
	Problem Statements: Parent and Community Engagement 1, 3					
3) Acknowledge weekly grade levels with highest attendance on morning announcements.	Principal & AP	Increased student attendance				
	Problem Statements: School Culture and Climate 5					
4) Acknowledge perfect attendance on electronic board in the front office.	Principal	Increased student attendance				
	Problem Statements: School Culture and Climate 5					
	Funding Sources: 199 - Local - 50.00					
5) Perfect Attendance Trophies/Medals will be given at the end of the year.	Principal & Teachers	Increased student attendance				
	Problem Statements: School Culture and Climate 5					
	Funding Sources: 199 - Local - 200.00					
6) Incentives will be provided each semester to students with perfect attendance for the semester.	Principal, Teachers & Principal Secretary	Increased student attendance				
	Problem Statements: School Culture and Climate 5					
	Funding Sources: 199 - Local - 1000.00					
7) Provide parents with information about student attendance and achievement.	Principal & Counselor	Sent letters and emails				
	Problem Statements: Parent and Community Engagement 3, 4					

8) Provide a "Come See Your Room" night.	Teachers, Administrators and Office Staff	Students and parents have easy transition.				
Problem Statements: Parent and Community Engagement 2, 4						

100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.
Parent and Community Engagement
Problem Statement 1: 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 1: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.
Problem Statement 2: Based on survey data, parents do not always feel welcomed. Root Cause 2: Interactions with staff are not always positive or timely.
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.
Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 4: There is a lack of opportunity for community involvement.

Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 2: Develop intervention strategies and provide support to campuses to improve attendance, graduation, retention and drop-out rates

Evaluation Data Source(s) 2: Reach GPISD's goal of 96.5% for students attendance.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Incorporate routine reminders to parents regarding students attendance through the website and call-outs.	Principal & AP	Improved student attendance				
	Problem Statements: Parent and Community Engagement 3					
2) Provide PK parents with attendance policy.	Principal & PK Teacher	Regular student attendance				
	Problem Statements: Parent and Community Engagement 3					
3) Notify parents daily about student absences using Blackboard Connect.	PEIMS	Decreased student absences				
	Problem Statements: Parent and Community Engagement 3					
4) Contact parents of students with excessive tardies and absences.	Teachers, PEIMS Clerk & Counselor	Decreased absences and tardies				
	Problem Statements: Parent and Community Engagement 3					
5) Utilize "Stay in School Program" and "Raa Wee Program"	PEIMS Clerk, Counselor & AP	Increased student attendance				
	Problem Statements: Parent and Community Engagement 3					

Performance Objective 2 Problem Statements:


Parent and Community Engagement
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.

Goal 5: Havard Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 3: Implement strategies to monitor and increase staff attendance

Evaluation Data Source(s) 3: Reach GPISD's goal of 97% for staff attendance.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Continue to implement staff absence reporting procedures.	AP & Staff	Increased attendance				
	Problem Statements: Staff Quality, Recruitment, and Retention 3					
2) Monitor staff attendance daily and report weekly attendance.	Principal	Maintain 97% or higher staff attendance rate				
	Problem Statements: Staff Quality, Recruitment, and Retention 3					
3) Incentives will be provided each nine weeks to employees with perfect attendance.	Principal and Office Staff	Increased employee attendance rate				
	Problem Statements: School Culture and Climate 5 - Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199 - Local - 500.00					
4) Perfect Attendance plaques will be given at the end of the year.	Principal & Principal Secretary	97% or higher attendance rate				
	Problem Statements: School Culture and Climate 5 - Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199 - Local - 100.00					
						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members do not respond favorably to rewards and recognition. Root Cause 1: The same rewards have been overused and have lost the ability to be used as a motivation tool.
Problem Statement 3: There is a need for staff to be educated in compliance issues. Root Cause 3: Staff members do not understand the reasons for accountability.

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

Performance Objective 1: Enhance the relationship between the district and its partners.

Evaluation Data Source(s) 1: Increased support from partners when compared to last year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Offer Open House Night to share information about classroom expectations and Title I requirements.	Teachers, Administrators and Office Staff	Parents Attendance				
	Problem Statements: Parent and Community Engagement 1					
2) Conduct SSI meeting with 5th grade parents to provide them with STAAR testing requirements.	Administrators and 5th Grade Team	Increased support with student success				
	Problem Statements: Parent and Community Engagement 1, 3					
3) Offer Bilingual parent meeting to inform parents about the Bilingual Program.	Administrator and Campus Personnel	Parent attendance				
	Problem Statements: Parent and Community Engagement 3					
4) Academic Night will be available for parents and students to work together on planned activities.	Administrators, Teachers, CIC"s and Office Staff	Students and parents attendance				
	Problem Statements: Parent and Community Engagement 2, 3					
	Funding Sources: 199 - Local - 500.00					
5) Parents will be invited to Pizza with Pops and Muffins for Mom.	Counselor and Office Staff	Parents attendance				
	Problem Statements: Parent and Community Engagement 2, 3					
6) Continue sending all school notices, letters and call outs in English and Spanish.	Administrators, teachers and office staff	Increased parental support				
	Problem Statements: Parent and Community Engagement 1, 2, 3					

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: 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 1:** Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

Problem Statement 2: Based on survey data, parents do not always feel welcomed. **Root Cause 2:** Interactions with staff are not always positive or timely.

Problem Statement 3: Based on survey data, parents do not always feel informed. **Root Cause 3:** Communication with parents is inconsistent.

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

Performance Objective 2: Ensure 100% of campuses provide parental involvement opportunities.

Evaluation Data Source(s) 2: Increased parental involvement when compared to last year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Recruit parent volunteers through the PTA.	Administrators and Counselor	Number of hours volunteered and returning volunteers				
Problem Statements: Parent and Community Engagement 4, 5						
2) Host a family night during the Book Fair to promote family literacy.	Administrators and Librarian	Increased support with student success				
Problem Statements: Parent and Community Engagement 1						
3) Recruit parent volunteers to work in the General store.	PTA & Counselor	Students attend General Store monthly				
Problem Statements: Parent and Community Engagement 4, 5						

Performance Objective 2 Problem Statements:


Parent and Community Engagement
Problem Statement 1: 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 1: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.
Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 4: There is a lack of opportunity for community involvement.
Problem Statement 5: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 5: There is a lack of communication with external members of the community.

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

Performance Objective 3: Provide multiple communication channels with parents, students and the community

Evaluation Data Source(s) 3: Communication with all stake-holders will increase when compared to last year

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All parent communication will be provided in English and Spanish.	Administrators and Office Staff	Increased parental involvement				
Problem Statements: Parent and Community Engagement 2, 3						
2) Send home monthly calendar that highlights important events happening on campus.	Administrators and School Secretary	Increased involvement				
Problem Statements: Parent and Community Engagement 1, 2, 3						
3) Post parental involvement opportunities on the campus website and marquee as well as in the front office.	Administrators, School Secretary and Counselor	Increased involvement				
Problem Statements: Parent and Community Engagement 2, 3						
4) Maintain relationships with business partners in the community in order to continue meeting the needs of students.	Administrators and Counselor	Business partner support and involvement				
Problem Statements: Parent and Community Engagement 4, 5						
						

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: 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 1: Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.
Problem Statement 2: Based on survey data, parents do not always feel welcomed. Root Cause 2: Interactions with staff are not always positive or timely.
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.
Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 4: There is a lack of opportunity for community involvement.

Problem Statement 5: Partnerships with school community stakeholders are not always nurtured and maintained. **Root Cause 5:** There is a lack of communication with external members of the community.

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

Performance Objective 4: Maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Source(s) 4: Campus will continue to maintain 100% compliance.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Conduct annual Title I meeting to inform parents of rights.	Administrators, Counselor and Teachers	Parent Attendance				
Problem Statements: Parent and Community Engagement 3						
2) Distribute school and federal report cards according to TEA timeline.	Principal	All parents receive information				
Problem Statements: Parent and Community Engagement 3						
3) Teachers will conduct a minimum of one parent conference for all students.	Administrators and Teachers	Parent attendance				
Problem Statements: Parent and Community Engagement 3						
4) All parent communication will be provided in English and Spanish.	Administrators and Office Staff	Increased parental involvement				
Problem Statements: Parent and Community Engagement 2, 3						

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Based on survey data, parents do not always feel welcomed. Root Cause 2: Interactions with staff are not always positive or timely.
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.

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

Performance Objective 5: Create a system to monitor our business partners.

Evaluation Data Source(s) 5: Increased support from business partners.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Maintain relationships with business partners in the community in order to continue meeting the needs of students.	Administrators and Counselor	Business partner support and involvement				
Problem Statements: Parent and Community Engagement 4, 5						
2) Create and maintain a spreadsheet on all business partnerships.	Principal	Increased relationships with business partners.				
Problem Statements: Parent and Community Engagement 4, 5						
3) Provide public recognition to all business partners.	Principal	Increased relationships with business partners.				
Problem Statements: Parent and Community Engagement 4, 5						

Performance Objective 5 Problem Statements:


Parent and Community Engagement
Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 4: There is a lack of opportunity for community involvement.
Problem Statement 5: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 5: There is a lack of communication with external members of the community.

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

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention

Evaluation Data Source(s) 1: Havard's teachers will continue to attend professional development and maintain their PD hours.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Teachers will meet with CIC's and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistently.	Administrators, CIC's & Teachers	Increased teacher knowledge				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4					
2) Teachers will participate in required trainings provided by the district.	Administrators, CIC's & Teachers	Increased teacher knowledge				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4					
3) Off campus staff development opportunities will be provided.	Principal	Increased teacher knowledge				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 Funding Sources: 199 - Bilingual - 650.00, 199 - Local - 1000.00					
						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 3: Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.
Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 4: Teachers need more training and resources for implementing coteach models in the classroom.

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

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2: Teachers will assume leadership roles.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide opportunities for teachers to take on leadership responsibilities.	Administrators	Team members exhibiting leadership				
Problem Statements: Staff Quality, Recruitment, and Retention 2						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Staff members need more opportunities for professional growth and leadership. Root Cause 2: The teachers need to model life-long learning.

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

Performance Objective 3: Create an onboarding process to introduce new staff to District culture, goals, and programs.

Evaluation Data Source(s) 3: Increased knowledge of district and campus culture, goals, and programs.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide training to support mentors.	Administrators	Increased support for new teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					
2) 1st and 2nd year teachers will be provided with campus mentors.	Principal and CIC's	Support provided for new teachers				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					
3) Weekly grade levels meeting for planning.	CIC's & Grade Chairs	Meetings conducted				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Staff members need more opportunities for professional growth and leadership. Root Cause 2: The teachers need to model life-long learning.

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

Performance Objective 4: Recruit and retain highly qualified staff

Evaluation Data Source(s) 4: 100% highly qualified staff with a staff retention rate above 90%.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Attend job fairs to recruit highly qualified teachers.	Administrators	Attendance at job fairs; recruitment of highly qualified staff members.				
Problem Statements: Staff Quality, Recruitment, and Retention 2						
2) Maintain 100% Highly Qualified Teachers and Staff for the school year.	Administration and Principal	100% HQ Teachers and Staff				
Problem Statements: Staff Quality, Recruitment, and Retention 2						
3) Encourage teachers to increase areas of certification to serve a variety of content and program areas.	Administrators	Increase in teacher certification in special programs, content areas and grade levels.				
Problem Statements: Staff Quality, Recruitment, and Retention 2						
4) Provide opportunities for team building activities so that teachers build trust and camaraderie among teams	Administrators	Teacher attendance will remain above 97% and teacher turnover rate will remain low.				
Problem Statements: Staff Quality, Recruitment, and Retention 2						
5) Provide incentives and recognition for staff so that they feel valued and appreciated.	Administrators	Teacher attendance will remain above 97% and teacher turnover rate will remain low.				
Problem Statements: School Culture and Climate 5 Funding Sources: 199 - Local - 3500.00						

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 5: There is a need to recognize the accomplishments and contributions of stakeholders. Root Cause 5: New strategies are needed to increase stakeholder participation and morale.
Staff Quality, Recruitment, and Retention

Problem Statement 2: Staff members need more opportunities for professional growth and leadership. **Root Cause 2:** The teachers need to model life-long learning.

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

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Safe and secure campus.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Replace furniture as needed to ensure student and staff safety.	Principal	Student and Staff safety				
	Problem Statements: School Context and Organization 1 Funding Sources: 199 - Local - 3000.00					
2) Report in a timely manner any equipment that is in need of repair.	Administrators & Staff	Well-kept building that is safe and secure.				
	Problem Statements: School Context and Organization 1					

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: Repairs/ Replacements are not completed in a timely manner. Root Cause 1: Procedures have not been established for this process.

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

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

Evaluation Data Source(s) 2: Increased customer satisfaction.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Train office staff on exceptional customer service	Administrators	Higher level of customer service in the front office.				
Problem Statements: Parent and Community Engagement 2, 4						
2) Training on how to deal with aggressive parents.	Administrators	Increased rate of effectively dealing with aggressive parents.				
Problem Statements: Parent and Community Engagement 2, 4						
3) Train teaching staff on how to communicate effectively with parents.	Administrators	Higher customer service satisfaction by parents and community members.				
Problem Statements: Parent and Community Engagement 2, 3						

Performance Objective 2 Problem Statements:


Parent and Community Engagement
Problem Statement 2: Based on survey data, parents do not always feel welcomed. Root Cause 2: Interactions with staff are not always positive or timely.
Problem Statement 3: Based on survey data, parents do not always feel informed. Root Cause 3: Communication with parents is inconsistent.
Problem Statement 4: Partnerships with school community stakeholders are not always nurtured and maintained. Root Cause 4: There is a lack of opportunity for community involvement.

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

Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff

Evaluation Data Source(s) 3: All budgets at Havard will be spent according to district, state, and federal standards.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All funds will be verified by the financial clerk or administrator, secured and deposited.	Principal	No fiscal procedure irregularities.				
Problem Statements: School Context and Organization 2						
2) Review budget at CPAC meeting with all stakeholders.	Principal	Minutes from meetings.				
Problem Statements: School Context and Organization 2						
3) All staff members will be trained and authorized to collect, handle, and deposit money. Access to funds will be restricted to only those authorized and accountable for handling funds.	Principal & Principal Secretary	No procedural errors involving money handling.				
Problem Statements: School Context and Organization 2						
4) Maintain alliance between the campus improvement plan and budget.	Principal and CPAC	Budget spent in accordance with plan.				
Problem Statements: School Context and Organization 2						
5) Provide materials, updated instructional resources and technology.	TIS, Teachers and Administrators	Staff and students will be able to use updated resources and technology.				
Problem Statements: Curriculum, Instruction, and Assessment 2, 3, 4 - Technology 1						
Funding Sources: 199 - Local - 20000.00, 199 - Bilingual - 2000.00, 199-23 - Special Education - 500.00						
						

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 2: Teachers need to be provided with additional Bilingual/Dual Language resources and training to support core content areas of the curriculum.
Problem Statement 3: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. Root Cause 3: Teachers need training for differentiating instruction and implement accommodations in the classroom for all content areas.

Problem Statement 4: EOY assessment data shows that improvements need to be made in instructional organization, planning, execution, and delivery of grade level TEKS. **Root Cause 4:** Teachers need more training and resources for implementing coteach models in the classroom.

School Context and Organization

Problem Statement 2: Procedures for maintaining compliance need to be implemented. **Root Cause 2:** Policies governing the usage of school funds must be followed.

Technology

Problem Statement 1: There is a lack of blended learning components utilized during instruction. **Root Cause 1:** Teachers need more training to implement new technologies.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Havard Elementary is a Title I school. Approximately 63% of the students are identified as economically disadvantaged. In order to best meet the needs of all students, a comprehensive needs assessment was given to all stakeholders at our campus. Surveys were administered to staff, students, and parents. A schoolwide plan was developed to address all Title components. Goals were established based on the needs assessment and deficits. Parents and community members were involved in the development of the plan, as well as, teachers and administrators who will participate in the planning process and implementation of the plan. The plan will be reviewed and revised as needed.

Our School-wide Title I program consists of 100% highly qualified staff members. We utilize instructional coaches to model lessons and to provide staff development to teachers. They incorporate best practices for assisting at-risk students.

Our dyslexia teacher and our interventionist work specifically with our dyslexic students and students having difficulty academically. After school tutorials and in-school tutorials are provided for all students who are at-risk of failing. Our school counselor provides opportunities for various parental involvement activities and guidance counseling to students and staff in need of assistance.

Several areas were identified from the surveys as areas of need. The following areas will be addressed during the 2018-2019 school year:

- Reading skills
- School-wide discipline
- Extracurricular activities
- Early interventions

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

To ensure everyone had input in the development of our CIP, the CIP was developed with all stakeholders including: parents, students, teachers, staff, and administrators. The campus reviewed the surveys administered to the students, staff, and administrators. Based on the information from the needs assessment, our CIP was developed. The staff met throughout the year to develop our goals, performance

objectives, and strategies. All goals are aligned to the district goals.

2.2: Regular monitoring and revision

Our Campus Improvement Plan is a working document and is reviewed and monitored quarterly to ensure that strategies are being implemented according to the plan. Revisions are made as needed. A summative is done at the end of the year as part of a needs assessment for the following school year.

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

A copy of the Havard Elementary Campus Improvement Plan is made available to the faculty, parents, and community in the front office as well as on our school website. It can be translated into Spanish if a parent requests a copy. Translations in other languages would require help from an outside source and would be created on an as needed basis.

2.4: Opportunities for all children to meet State standards

We will provide numerous opportunities for our students to meet the state standards. The following is only a short list of examples of these opportunities:

- Best practices are implemented to ensure student success.
- Small groups for guided reading, math, writing, & science groups are provided daily.
- After-school and Saturday tutorials will be provided.
- CIC's will assist students and teachers that are struggling.
- Professional development will be tailored to the needs of the campus.
- The school counselor will provide emotional support and guidance on an as needed basis.
- Monthly character lessons will also be provided to every class from the counselor.
- We will provide student tutorials for those identified as at-risk.
- The interventionist will provides dyslexic services for those identified.
- Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year.

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 try our best to protect instruction time. 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 school because of the socioeconomic status of our student population. Our students have a variety of challenges which make them at-risk learners:

- Limited English proficiency
- learning challenges (special education and dyslexia)
- health concerns
- family issues
- retainees
- increasing mobility rates

It is imperative that we address students with any of these needs to facilitate their learning.

Our school counselor does a wonderful job in reaching out to and educating families whose children are experiencing difficulties. Many times the family is experiencing a hardship, thus impacting the student at school. The counselor, nurse, and other staff have access to

additional resources to help the families in times of need.

We also recognize that some students may struggle with academics. However, the same student may excel in art, science, music, or sports. Extra-curricular activities are a means to help build students' confidence. It is our goal to help all students be successful. One way we work toward this goal is by providing the following to at-risk learners,

- After-school and Saturday tutorials
- RTI and dyslexia interventions
- Small group interventions
- Guidance and counseling sessions
- Parent meetings

We want to empower all students. They must feel valued and validated so that they will want to come to school every day.

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:

- Come See Your Room (August 20, 2018)
- Open House (September 18, 2018)
- GT Showcase for lower/upper grades
- Math and Reading nights
- TELPAS informational meetings
- STAAR informational meetings
- PTA meetings
- Honor Choir

A Spanish speaker will translate meetings for our Spanish-speaking parents.

2018-2019 CPAC Committee

Committee Role	Name	Position
Administrator	Lisa Hamblen	Principal
Administrator	Dairus Cosby	Assistant Principal
Paraprofessional	Tameisha Hagan	PEIMS - Paraprofessional Representative
Classroom Teacher	Ronda Gordon	4th Grade Teacher
Classroom Teacher	Kelly Carpenter	Music Teacher
Classroom Teacher	Demetria Claybon	2nd Grade Teacher
Non-classroom Professional	Zulay Gutierrez	Counselor
Classroom Teacher	Melissa Camario	3rd Grade Teacher
Classroom Teacher	Tammy Galilee	Resource Teacher - Special Education Representative
Classroom Teacher	Omar Holguin	Activity Team Representative
Classroom Teacher	Tiffany Benitez	CIC Representative
Classroom Teacher	Joneshia Bryant	3rd Grade Teacher
Classroom Teacher	Gloria Bennett	1st Grade Teacher
Classroom Teacher	Brandi Olukoga	5th Grade Teacher
Parent	Brenda Neely	Parent
District-level Professional	Wanna Giacona	Assistant Superintendent of Human Resource Services
Classroom Teacher	Maria Godinez	PK Teacher
Classroom Teacher	Lashawn Williams	CIC Representative
District-level Professional	Zach Fade	Director of Energy Management
Business Representative	Tonya Eaglin	Excellence ER

Campus Leadership Team

Committee Role	Name	Position
Administrator	Lisa Hamblen	Principal
Administrator	Dairus Cosby	Assistant Principal
Non-classroom Professional	Zulay Gutierrez	Counselor

Foundations Team

Committee Role	Name	Position
Administrator	Dairus Cosby	Assistant Principal
Classroom Teacher	Tamela Brooks	Chair

Havard Boys Club

Committee Role	Name	Position
Classroom Teacher	Robert Williams	Chair
Classroom Teacher	Brandi Olukoga	Co-chair
Administrator	Dairus Cosby	Assistant Principal
Classroom Teacher	Addie Blackshure	4th Grade Teacher
Classroom Teacher	Demetria Claybon	2nd Grade Teacher
Classroom Teacher	Amanda Farr	3rd Grade Teacher
Classroom Teacher	Ronda Gordon	4th Grade Teacher
Classroom Teacher	Omar Holguin	PE Teacher
Classroom Teacher	Gabriella Martinez	4th Grade Teacher
Classroom Teacher	Umekia Callihan	5th Grade Teacher

Multicultural Committee

Committee Role	Name	Position
Classroom Teacher	Rosemarie Bautista	Chair
Paraprofessional	Maria Guajardo	Technology Paraprofessional
Classroom Teacher	Nancy Flores	Kinder Teacher
Classroom Teacher	Tanya Naffarratte	3rd Grade Teacher
Classroom Teacher	Tonya LLoyd	Specials Teacher - Art
Non-classroom Professional	Tiffany Benitez	CIC Representative
Classroom Teacher	Iliana Moreno-Jasso	1st Grade Teacher

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$500.00
3	1	3			\$500.00
3	1	4			\$600.00
3	4	3			\$500.00
8	3	5			\$500.00
Sub-Total					\$2,600.00
199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$6,000.00
Sub-Total					\$6,000.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$500.00
3	1	3			\$500.00
3	1	4			\$3,000.00
3	2	4			\$500.00
3	2	5			\$3,000.00
3	4	3			\$500.00
7	1	3			\$650.00
8	3	5			\$2,000.00
Sub-Total					\$10,650.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Principal Proud Buttons, Certificates and Student Pictures		\$500.00

1	2	1	Raptor and Labels		\$500.00
1	2	3	General Supplies	199-31-	\$100.00
1	2	4		199-31	\$100.00
1	3	2	General supplies for handouts		\$100.00
1	3	7			\$100.00
1	5	4		Capital Outlay	\$1,000.00
2	1	2			\$100.00
2	1	3			\$100.00
2	2	2			\$500.00
2	2	3			\$500.00
2	3	2			\$200.00
2	3	3			\$100.00
3	1	6			\$300.00
3	1	7			\$500.00
3	2	1			\$100.00
3	2	7			\$100.00
3	2	9			\$500.00
3	3	4			\$1,000.00
3	4	4			\$1,000.00
3	4	5			\$3,500.00
4	1	1			\$1,200.00
4	4	1			\$100.00
4	4	2			\$100.00
4	4	4			\$500.00
4	6	2			\$50.00
5	1	4			\$50.00
5	1	5			\$200.00
5	1	6			\$1,000.00

5	3	3			\$500.00
5	3	4			\$100.00
6	1	4			\$500.00
7	1	3			\$1,000.00
7	4	5			\$3,500.00
8	1	1		Capital Outlay	\$3,000.00
8	3	5			\$20,000.00
Sub-Total					\$42,700.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$500.00
3	1	3			\$500.00
3	1	4			\$6,000.00
3	4	3			\$500.00
Sub-Total					\$7,500.00
461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	4			\$1,000.00
4	4	3			\$1,000.00
4	6	3			\$200.00
Sub-Total					\$2,200.00
Grand Total					\$71,650.00