

Galena Park Independent School District

Havard Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: September 17, 2019

Mission Statement

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

Vision

Saddle Up for Success!

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!**

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

James B Havard Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Havard Elementary continues to 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 72% economically disadvantaged families. Havard Elementary serves 650 students in grades pre-kindergarten to fifth grade as of August 2019.

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%. The annual attendance rate for students was 97.35%, and the annual attendance rate for staff was 95.6%. There have been a total of 114 discipline referrals during the 2018-2019 school year, which is an increase of 86% from the previous year.

Demographics Strengths

Strengths include but are not limited to:

1. Student Attendance increased from 97.1% to 97.35%.
2. Extracurricular Activities/Programs (Boys Club, Honor Choir, Robotics, UIL Academic Meet).
3. High school mentors/UIL/STEM.
4. Free breakfast/lunch program.
5. Gifted and Talented program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Havard Elementary has not created an effective Parent/Teacher Partnership. **Root Cause:** There is not a consistent communication system established between parents and teachers, and parents do not feel welcome.

Problem Statement 2: Lack of effective communication is affecting student achievement, parental involvement, and teacher efficacy. **Root Cause:** Parents and staff are uninformed.

Problem Statement 3: 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.

Problem Statement 4: There is a need for staff to be educated in compliance issues. **Root Cause:** Staff members do not understand the reasons for accountability.

Student Academic Achievement

Student Academic Achievement Summary

This year, James B. Havard Elementary has implemented team planning that requires the curriculum to be tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will also be a focus for the 2019-2020 school year.

STAAR Demographic Data for Campus/Accountability Ratings/Distinctions

2017 Accountability Rating: Met Standard

Distinction Designations: Academic Achievement in English Language Arts/Reading

2018 Accountability Rating: C

Distinction Designations: No Distinctions Earned

2019 Accountability Rating: C

Distinction Designations: No Distinctions Earned

Student Academic Achievement Strengths

- Teachers provide guided reading and math small group interventions
- Technology integration through Istation, Stemsopes, and etc.
- Coaching and planning with content teachers
- School support sessions with district Instructional Coaches to assist with curriculum corner plans
- Push in/pull out groups

- Fact Fluency/STEM Lab
- I-Station Reading implementation
- IPAD Implementation
- Progress Monitoring
- Modeling & Coaching
- District Competitions

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers are inconsistent with differentiating during small groups. **Root Cause:** The root cause for this problem is present due to the lack of knowledge of differentiation strategies, misconceptions, consistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups.

Problem Statement 2: STAAR scores need improvement in all categories: approaches, meets and masters. **Root Cause:** There are gaps in the curriculum and planning from lower grades to upper grades.

Problem Statement 3: There is a need to provide interventions to those students in critical need early on in the school year. **Root Cause:** Students show regression in the summer.

Problem Statement 4: Professional development needs to encourage vertical planning. **Root Cause:** Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

Problem Statement 5: Teachers struggle to use data to drive instruction, and student growth is not consistently tracked in order to determine the needs of the students. **Root Cause:** Teachers have not had adequate training in using data to make instructional decisions.

Problem Statement 6: Computer programs and technology resources are not being utilized with fidelity. **Root Cause:** Teacher training on the use of the programs (Kurzweil, etc.) and resources (lightspeed, etc.) is not a priority.

Problem Statement 7: Extracurricular and enrichment activities need to be provided to meet the needs of all learners. **Root Cause:** Activities and experiences are needed to reinforce learning that is essential to success.

School Processes & Programs

School Processes & Programs Summary

It is a priority of the staff and administration of James B. Havard Elementary to put processes and procedures in place that will create the safest environment possible for everyone. This year Havard is forming a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will also be a focus for the 2019-2020 school year. The PBIS committee was created to address issues and concerns that may arise concerning campus processes and procedures. The committee consists of staff, teachers, and administrators. Discussion related to campus operational procedures is also discussed with the entire staff during monthly after school staff meetings. It will be a primary goal to address school-wide expectations this year.

School Processes & Programs Strengths

- Planning vertically and horizontally
- Making necessary interventions for student success
- Tutorials offered in grades 1st through 5th
- Math and Reading camp
- Math and Science Family Night
- Science lab and Writing lab

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: The Response to Intervention program is not being utilized effectively at Havard Elementary. **Root Cause:** There is a disconnect in the RTI Process between CICs and teachers. Teachers are not effectively trained to know what is expected of them. There is a lack of follow through on part of the CICs and the Teacher(s).

Problem Statement 3: Many student discipline referrals sent to the office could be handled in the classroom and the behaviors are not changing. **Root Cause:** Students are referred to office for minor offenses that could have been handled in the classroom as a teaching opportunity to model and change unwanted behaviors.

Problem Statement 4: Students need to learn to respond appropriately to in a variety of situations. **Root Cause:** There is a lack of training and modeling of social skills and coping strategies. There is also a lack of awareness for personal safety, interpersonal skills, and personal goal setting.

Problem Statement 5: Emergency procedures need to be implemented and updated to maximize safety. **Root Cause:** Routine drills must be practiced regularly.

Perceptions

Perceptions Summary

James B. Havard Elementary provides a family-oriented campus culture that focuses on helping students and families in our community. We embrace parent involvement through our PTA, and invite volunteers to our school activities. At Havard, students are given the opportunity to enrich their educational experience by participating in programs/clubs including, but not limited to: Masters Club, Multicultural Club, Robotics, and UIL Academic Clubs.

We have a weekly newsletter that is sent to staff members to communicate duties, school events, and birthdays. We also utilize our website and Facebook to communicate different events. SchoolStatus is used to communicate with parents.

Perceptions Strengths

- Students and staff motivation to improve our school attendance.
- Weekly newsletters are used to inform teachers of all campus and district staff development and activities.
- Campus goals are aligned with goals of the district.
- Family-oriented atmosphere and working environment for our staff and teachers.
- Building good relationships amongst team and coworkers.
- Teachers and staff are 100% highly qualified.
- Monthly calendars for parents.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Parent education opportunities need to be offered over a variety of topics. **Root Cause:** Parents need to be educated in many ways to help their child be successful.

Problem Statement 3: Based on survey data, teachers reported the need for a school-wide discipline model which includes routine communication between teachers and parents. It should provide additional support meetings and trainings that support such programs as Dual Language, good parenting, homework

support, building literacy, enrichment activities, and community agencies for family needs. **Root Cause:** Teachers and staff lack the knowledge of additional resources to help enhance relationships with students, parents, and the community.

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

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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Parent/Community Data

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

Goals

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

Performance Objective 1: Havard will provide regular communication for students, parents, and staff.

Evaluation Data Source(s) 1: CNA survey data

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Inform the community of school dates and events by posting information on the marquee, campus website, Facebook, and Twitter.		Administrators & TIS	Increase in parental involvement at events.				
2) Provide a monthly calendar to inform parents of scheduled events and activities.		Principal and School Secretary	Increased knowledge of campus activities.				
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.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Havard will implement and teach safety protocols to students, parents, and staff

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

- Increased efficiency in arrival and dismissal procedures

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) School Visitor Policy: Provide an effective and consistent system for managing visitors on campus. We will continue to utilize Raptor to track visitors.		Administrators and Office staff	Increased campus security				
Funding Sources: 199 - Local - 1000.00							
2) Emergency Procedure Drills: Provide monthly practice/review of emergency response procedures.		AP	Awareness of safety, decreased preparedness time				
3) Educate students and parents on bullying, motivation, interpersonal skills, goal setting and cross cultures in order to increase awareness of personal safety.		Administrators and Counselor	Increased parent and student safety awareness				
Funding Sources: 199 - Local - 400.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Havard will create a healthy environment so staff and students thrive and are productive.

Evaluation Data Source(s) 3: Decreased office referrals and increased student success

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) School wide recognition and incentive events (All A Honor Roll, A/B Honor Roll, Principal's Proud Board Award and Perfect Attendance) will be implemented.		Teachers, Principal and Principal Secretary	Increased morale, increased campus activity participation, decrease in behavior referrals and better grades				
Funding Sources: 199 - Local - 500.00							
2) Prevention of unwanted physical or verbal aggression, sexual harassment, and bullying will be integrated into the Foundations and CHAMPS behavior program.		AP, Foundations Team, and classroom teachers	Decreased office referrals				
3) Foundations team will work with concerns in area of school-wide discipline in order to enhance an environment conducive to learning, Foundations program will be implemented.		Campus Administration and Foundations Team	Increased morale, increased positive campus activity participation, decrease in behavior referrals and increased success in all areas.				
4) Students will be given Cowboy Cash for positive behavior/actions to be redeemed at the General Store.		ALL campus staff	Increased morale, increased positive campus activity participation, decrease in behavior referrals and increased success in all areas.				
5) Staff accomplishments will be recognized.		Administrators & Counselor	Increased morale and increased campus activity participation				
Funding Sources: 199 - Local - 500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: Havard will implement a coordinated Health/Wellness program.

Evaluation Data Source(s) 4: CATCH Lessons, Backpack Buddies, and SEL Lessons

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review lunch menu with students daily to discuss health benefits of offered meals (Whoa, Slow and Go foods). Morning Announcements will also include the daily lunch information.		Administrators and Classroom Teachers	More students eating in the cafeteria and making healthy choices.				
2) Conduct Health Awareness Month to promote exercise, health information and classroom assignments.		CATCH Team, Wellness Committee	Increased attendance, increased awareness on health and the benefits of taking care of oneself				
3) Educate staff, parents and students on improving awareness of healthy living using the Campus Wellness Plan.	3.2	Wellness Committee	All stakeholders making healthy choices.				
4) Educate parents on health and physical concerns through the Havard website, social media, and newsletters with monthly updates.		AP, Nurse, and TIS	Increased attendance, increased awareness on health and the benefits of taking care of oneself				
5) Nutrition classes will be provided for parents.		Counselor	Increased attendance as well as students making healthier lunch choices.				
6) Students in 3rd-5th grade will participate in FitnessGram.		PE teacher	Positive test results on students and healthier choices.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Students will be aware of college and career choices through monthly college highlights, as well as Career days.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









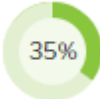











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students and teachers will be encouraged to wear college shirts on Thursdays to promote the college of their choice and raise awareness of different schools.		Counselor	Increased awareness of college choices				
2) Texas colleges and universities will be highlighted.		Counselor	Increased awareness of college and career choices				
3) Students will be provided information about different careers and will dress for career day.	2.4	Counselor	Increased awareness of college and career choices				
Funding Sources: 199 - Local - 200.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Havard will ensure that the counselor retains focus on implementation of the Comprehensive Guidance Program to assist students in developing skills they need to enhance their personal, social, emotional and career development

Evaluation Data Source(s) 2: There will be a reduction in the number of office referrals by 5% from previous year.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Educate students on bullying, motivation, interpersonal skills, goal setting and cross cultures.		Counselor	Increased student awareness				
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.				
Funding Sources: 199 - Local - 200.00							
3) The counselor will meet monthly with students in grades PK-5 to promote good study habits, safety and survival skills, and a study of various careers.		Counselor	Increased student awareness				
4) The counselor will be available for students and parents to discuss problems/issues both academically and personally.		Counselor	Increased awareness and parental support				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Havard will increase success rate of students achieving college and career readiness indicators

Evaluation Data Source(s) 3: Increased number of students reaching Masters Level on STAAR.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Increase teachers knowledge and connection between the rigor of the TEKS and the STAAR assessment.	2.4	Administrators and CIC's	Increase in student growth on STAAR				
	Funding Sources: 199 - Bilingual - 750.00, 285 - Title IV - 750.00, 199-23 - Special Education - 750.00						
2) Maintain Robotics Team to enrich, enhance and extend the school curriculum.	2.5	Science Lab Teacher and Staff Sponsors	Increased achievement in science and math.				
	Funding Sources: 199 - Local - 750.00						
3) Maintain Math Club to enrich, enhance and extend the school curriculum.	2.5	4-5 Math CIC and staff sponsors	Improved achievement in STEM subjects				
	Funding Sources: 199 - Local - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide on-going support and staff development for STAAR focusing on each subject area: math, reading, writing and science and how to better serve our ELL and White subpops.		Campus Administration and Instructional coaches	District Benchmarks & STAAR Results				
2) Utilize science and computer labs in all grade levels and provide hands-on activities and concepts related to each subject.		Campus Administration, and Computer and Science instructional coaches	District Benchmarks & STAAR results				
3) Ensure correct placement and programming for all students to ensure appropriate supports are in place.		Administrators and Counselor	Correct placement and services provided				
4) Build a strong foundation and provide early intervention in kindergarten, first, and second grade reading and math for all students, including students in Special Education, 504, Dyslexic, and RTI during small group instruction.		K-2 teachers , CICs, and Administrators	Increased student performance between BOY DRA/ESTAR/Istation to EOY DRA/ESTAR/Istation.				
5) At-Risk students will be provided with before/after school and Saturday tutorial opportunities.		Principal, Teachers, & CICs	Increased student performance				
Funding Sources: 199 - Bilingual - 2500.00, 199-23 - Special Education - 1000.00, 285 - Title IV - 3000.00, 199 - Local - 1000.00							
6) Provide small group instruction and push ins for ALL students who are at-risk.		Teachers & CICs	Increased student performance				

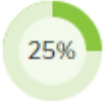

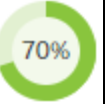

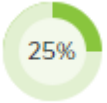

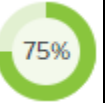





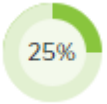

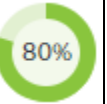

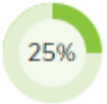

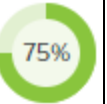





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
7) STAAR Pep Rally will be provided for student motivation.		Counselor and Teachers	Meet/exceed STAAR standards				
Funding Sources: 199 - Local - 200.00							
8) Provide professional development and/or extended planning for teachers to make informed decisions and provide academic opportunities for students making little or minimal progress in grades K-5th, including SPED, At-risk, 504, and ELLs.		Principal, teachers, CICs, Resource Teachers	Increased student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Havard 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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Reading teachers will provide direct instruction utilizing the reading model (Balanced Literacy) to help students comprehend both fiction and non-fiction texts.	2.4	Teachers and CICs	Increased student performance that meets or exceeds the state performance.				
	Funding Sources: 199 - Local - 500.00						
2) Math/science teachers will provide direct instruction and model a variety of problem solving skills to help ALL students master readiness standards.	2.4	Teachers and CICs	Increased student performance				
	Funding Sources: 199 - Local - 500.00						
3) Provide resources for Dual Language Classrooms to supplement instruction.		Principal	Increased student performance				
	Funding Sources: 199 - Bilingual - 300.00						
4) Science teachers will utilize the STEMScopes program to provide connections between the TEKS and the rigor of STAAR.		Teachers and CICs	Increased student performance				
	Funding Sources: 199 - Local - 750.00						
5) 2nd -4th grade teachers will implement a writing program to supplement grammar and writing instruction.		Teachers and Interventionist	Increased student performance				
	Funding Sources: 199 - Local - 500.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Havard 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide classroom coaching support to teachers utilizing the 60/40 district model.		Principal & CICs	Improved classroom instruction resulting in improved student performance				
2) Attend academies offered by district Curriculum & Instruction department		Principal, CICs, & classroom teachers	Improved teaching methods				
3) Provide extended grade level planning days to disaggregate data and plan for interventions after district assessments for 3rd-5th grades.		Administrators, Teachers & CICs	Increased student performance				
4) Teachers will plan with CICs and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistency among the team.		Administrators, Teachers & CICs	Increased performance that meets or exceeds the state performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Havard 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, lesson plans, and increased student achievement.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective







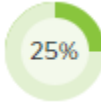





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will complete technology proficiencies.		Teachers and TIS	Completed proficiencies				
2) Students will participate in the District Multimedia Festival.		Teachers and TIS	Participation and number of campus/district winners				
3) Provide Chromebooks for all SPED online testing and practice the use of online features for STAAR		Principal & SPED teachers	Increased student performance				
Funding Sources: 199-23 - Special Education - 1200.00							
4) Create a 3rd computer lab to increase daily usage.	2.5	Administrators and TIS	Increased student performance				
Funding Sources: 285 - Title IV - 2000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Increased student participation

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will be provided with weekly instruction in fine arts.	2.4	Enrichment Teachers	Programs and activities held to feature students' skills and talents				
2) Continue to participate in 5th grade Olympiad.		PE Coach	Students will become aware of the importance of being fit.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities including but not limited to: clubs and UIL teams.

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 4th and 5th grade students will have the opportunity to participate in honor choir.		Music Teacher	Increase student participation in honor choir at the campus and district.				
2) Students will have opportunities to participate in various extracurricular activities outside the classroom: choir, art club, recycling, Safety patrol as well as several district sponsored events: spelling bee, geography bee, rodeo art, choir, fast on facts, UIL academic meet, Olympiad, and Multimedia Festival.		Committee chairpersons	Increased participation in these activities				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Acknowledge daily/weekly grade levels with highest attendance on morning announcements		Assistant Principal	Increased attendance				
2) Provide attendance incentives for students: Bikes, Jeans Pass, Field Trips, Lunch with principal		Campus administration	Increased % of attendance as noted on attendance reports				
3) Call parents of students who have excessive absences		Teachers, PEIMS clerk	Increased % of attendance as noted on absence reports				
4) Utilize truancy officer as needed to assist in helping parents understand importance of student attendance		PEIMS clerk	Increased % of attendance as noted on absence reports.				
5) PEIMS clerk will send warning letters to parents of students with excessive absences/tardies		Deputy PEIMS Clerk; Teachers	Increased % of attendance as noted on absence reports.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide parent night to convey expectations for the school year.		Administrators, Teachers	Lower retention rates				
2) Provide parent meetings at the end of each 9 weeks for students who are not making adequate progress.		Administrators, Teachers	Increased student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide incentives to students and teachers each nine weeks and at the end of the year.		Campus administration	Increased attendance				
2) Teachers and administrators will communicate the importance of student attendance through the use of newsletters, parent conferences, PTA meetings, etc.		Administrators and teachers	Increased student attendance				
3) Teachers/administrators will conference with parents of students who have three or more absences in EE through Kinder.		Administrator, teachers, and PEIMS clerk	Attendance will improve in 2019-2020 school year in these grade levels				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Havard will 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer Open House Night to share information about classroom expectations.	3.1, 3.2	Teachers, Administrators, Counselor and Office staff	Increased stakeholder support				
2) Conduct SSI meeting with 5th grade parents to provide them with STAAR testing requirements.		Administrators and 5th Grade teachers	Increased support with student success				
Funding Sources: 199 - Local - 500.00							
3) Academic Nights will be available for parents and students to work together on planned activities.		Administrators, Teachers, and CICs	Student and parent attendance				
Funding Sources: 199 - Local - 1000.00, 199 - Bilingual - 500.00							
4) Conduct parent meetings to inform parents about the Bilingual and ESL Programs.		Administrator and Campus Personnel	Increased support with student success				
Funding Sources: 199 - Bilingual - 500.00							
5) Opportunities for parents to interact on the campus will be provided. For example, Donuts for Dads and Muffins for Mom.		Administrator and Campus Personnel	Increased support with student success				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Havard will provide numerous parental involvement opportunities.

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Recruit parent volunteers through PTA, classroom teachers, and counselor		Administrators, Counselor, and teachers	Increased number of volunteer hours and returning volunteers				
2) Recruit parent volunteers to work campus events such as Polar Express Day, Santa Picture Day, Field Day/Fun Day, etc.		Counselor	Increased participation in a safe and organized school.				
3) Provide "Coffee with the Principal" and "Coffee with the Counselor" to discuss campus activities and provide learning experiences for parents.		Administrators and Counselor	Increased parental and family involvement				
Funding Sources: 199 - Local - 250.00							
4) Provide parent education classes on a variety of topics		Administrators and Counselor	Increased parental and family involvement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Havard will maintain compliance with all Title I Parent Involvement requirements.

Evaluation Data Source(s) 3: Campus will continue to maintain 100% compliance.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct annual Title I meeting to inform parents of rights.	3.1, 3.2	Counselor, Teachers, Administrators	Increased parental and family involvement				
2) Distribute school and federal report cards according to TEA timeline.		Principal	Increase awareness of school needs				
3) Teachers will conduct a minimum of one parent conference for all students.		Administrators and Teachers	Increased awareness of needs and student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: Havard will provide multiple communication channels with parents, students and the community.

Evaluation Data Source(s) 4: CNA Data and partnership information

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) School-wide parent communication will be provided in English and Spanish.		Administrators and Office staff	Increased parental involvement				
Funding Sources: 199 - Bilingual - 250.00							
2) Send home monthly calendar/newsletter that highlights important events happening on campus.		Administrators and School Secretary	Increased involvement				
3) Post Parental involvement opportunities on the campus website, marquee, and monthly campus newsletter		Administrators, Principal Secretary, and Counselor	Increased parental involvement				
4) Maintain relationships with business partners in the community in order to continue meeting student needs.		Counselor and Administrators	Increased business partner support and involvement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Havard will 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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 usage of research-based practice in the classroom that impact student achievement				
2) Teachers will participate in required trainings provided by the district.		Administrators, CIC's & Teachers	Increased usage of research-based practice in the classroom that impact student achievement				
3) Staff development opportunities for differentiation will be provided.	2.4, 2.5, 2.6	Administrators, CIC's & Teachers	Increased usage of research-based practice in the classroom that impact student achievement				
Funding Sources: 199 - Bilingual - 1000.00, 199 - Local - 1000.00							
4) Staff development opportunities to support the implementation of Kagan strategies will be provided.	2.4, 2.5, 2.6	Administrators, CIC's & Teachers	Increased usage of research-based practice in the classroom that impact student achievement				
Funding Sources: 199 - Local - 2000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Havard will provide enhanced leadership development for employees

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

Summative Evaluation 2: Met Performance Objective










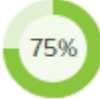


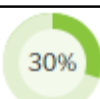
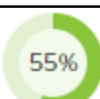
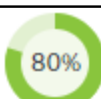





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide opportunities for teachers to take on leadership responsibilities.		Administrators	Increased leadership throughout the campus				
2) Implement book studies to increase leadership knowledge and skills		Administrators	Increased leadership throughout the campus				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Havard will implement 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training to support mentors.		Administrators	Increased support for new teachers.				
2) 1st and 2nd year teachers will be provided with campus mentors.		Principal and CIC's	Increased support provided for new teachers				
3) Staff will attend weekly grade level meetings for planning.	2.5	Administrators, CIC's & Grade Chairs	Increased communication of mission and vision and increased implementation of research-based practices				
4) New teachr meetings will be held monthly.		Administrators, CIC's & Grade Chairs	Increased teacher retention				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Havard will 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: Met Performance Objective





















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attend job fairs to recruit highly qualified teachers.		Administrators	Recruit and hire HQ staff				
2) Maintain 100% Highly Qualified Teachers and Staff for the school year.		Administration and Principal	Hire 100% HQ Teachers and Staff				
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.				
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.				
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.				
Funding Sources: 199 - Local - 2000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Decreased funding for repairs.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Replace furniture as needed to ensure student and staff safety.		Principal	Increased student and staff safety as well as providing resources for the 21st century learner.				
Funding Sources: 199 - Local - 3000.00							
2) Replace Science lab tables		Principal	Increase the functionality of the science lab and increase achievement in STEM contents.				
Funding Sources: 199 - Local - 2000.00							
3) Replace office computers.		Principal	Increased productivity for staff and decrease wait times for parents.				
4) Purchase classroom rugs.		Principal	Provide seating for students during guided classroom activities.				
Funding Sources: 199 - Local - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Train office staff on exceptional customer service		Administrators	Higher level of customer service in the front office that creates a welcoming environment.				
2) Train office staff on dealing with aggressive parents.		Administrators	Higher customer service satisfaction by parents and community members.				
3) Train teaching staff on how to communicate effectively with parents.		Administrators	Higher customer service satisfaction by parents and community members.				
4) Continue to utilize Schoolstatus for communication.		Administrators	Increased parent support and involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Havard will ensure an efficient and effective use of District resources, in order to best support the mission of the school community.

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All funds will be verified by the financial clerk or administrator, secured and deposited.		Principal and principal's secretary	No fiscal procedure irregularities.				
2) Review budget at CPAC meeting with all stakeholders.		Principal	Increased parental involvement in fiscal procedures.				
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.				
4) Maintain alliance between the campus improvement plan and budget.		Principal and CPAC	Budget spent in accordance with plan.				
5) Provide materials, updated instructional resources and technology.		TIS, Teachers and Administrators	Staff and students will be able to use updated resources and technology.				
Funding Sources: 199 - Local - 2500.00, 199 - Bilingual - 2000.00, 199-23 - Special Education - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Havard Elementary will achieve a 96.5% or higher student attendance rate, utilizing the \$2713.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage from 97.72% to 97.9% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Meet with PK parents to review attendance policy and inform them about the importance of attending school.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Pre-K attendance negatively impacts my overall attendance rates.</p> <p>Root Cause: Parents of PK students treat PK as child care rather than school.</p> <p>Outcome: There will be an increase in student attendance.</p>				
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Monitor student's attendance through Raa Wee and SS and make phone calls daily for absent students</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: There will be an increase in student attendance and parent awareness about policies.</p>				
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 3) Each day the class with 100% attendance will put a picture on the graph to show PERFECT ATTENDANCE. The class that spells Perfect Attendance first in the grade level will receive surprise party. Surprises include: pizza, popcorn bar, pickle pops, and snowcones.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: There will be an increase in student attendance and parent awareness about policies.</p>				
<p>Funding Sources: 199 - Attendance Incentive Allocation - 125.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Attendance begins to lower after strong start. RC: Attendance was not promoted consistently. Outcome: There will be an increase in student attendance and student accountability.				
Funding Sources: 199 - Attendance Incentive Allocation - 150.00							
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 5) Provide incentive to students in attendance every six weeks with perfect attendance - Ring Pops		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Attendance begins to lower after strong start. RC: Attendance was not promoted consistently. Outcome: There will be an increase in student attendance and student accountability.				
Funding Sources: 199 - Attendance Incentive Allocation - 75.00							
TEA Priorities Improve low-performing schools 6) Parent conferences with students over 5 absences utilizing the RAA WEE system to identify the students.		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Attendance begins to lower after strong start. RC: Attendance was not promoted consistently. Outcome: Attendance will increase due to proactive interventions.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Havard Elementary will achieve a 96.5% or higher student attendance rate, utilizing the \$2713.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage from 96.02% to 97.9% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) Pizza Party for the students on the target list (10 or more absences from previous year) who have 5 or less absences.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 200.00							
<p>TEA Priorities Improve low-performing schools</p> <p>2) Parent conferences with students over 5 absences utilizing the RAA WEE system, Skyward, and SchoolStatus to identify the students.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: Attendance will increase due to proactive interventions.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Perfect attendance for the 1st semester/targeted students with 3 or fewer absences Snow Cone Incentive</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 200.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>4) Prize drawings - (gift cards; free dress pass; or school spirit shirts) for students on the target list on the Friday before Thanksgiving, Monday after Thanksgiving. Only for students that are present on that day.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
	Funding Sources: 199 - Attendance Incentive Allocation - 300.00						
<p>TEA Priorities Improve low-performing schools</p> <p>5) Havard Elementary will provide students with improved attendance "Cowboy Cash" to spend at the HAV Cowboy store. Extra Cowboy Cash will be given, from an administrator, to the students to spend on items such as pencils, food, or fun toys at the cowboy store.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
	Funding Sources: 199 - Attendance Incentive Allocation - 100.00						
6) Provide one "Free Dress Day" pass to each teacher, every Tuesday, who took their attendance "on time" (during the ADA period) every day during the prior week.		Hamblen Bernal Gutierrez Moreno-Jasso Hagan	<p>PS: Attendance needs to be consistently monitored and documented.</p> <p>RC: Teachers do not always use proper procedures for documenting attendance.</p> <p>Outcome: Consistency for attendance even when the teacher is absent by attaching notes to the sub folder to communicate attendance expectations. Attendance will also be collected by school staff at the ADA time.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
7) Prize drawings - (gift cards; free dress pass; or school spirit shirts) for all students the week before winter break.		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 150.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Havard Elementary will achieve a 96.5% or higher student attendance rate, utilizing the \$2713.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage from 97.16% to 97.9% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) Prize drawings - (gift cards; free dress pass; or school spirit shirts) for students on the target list on the first day of school in January. Only for students that are present on that day.</p>		<p>Hamblen Bernal Gutierrez Moreno-Jasso</p>	<p>Problem Statement: Chronically absent students are not motivated to come to school.</p> <p>RC: Students who are working hard to improve their attendance but not do not have perfect attendance needs to be celebrated.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 150.00							
<p>TEA Priorities Improve low-performing schools</p> <p>2) Parent conferences with students over 5 absences utilizing the RAA WEE system, Skyward, and SchoolStatus to identify the students.</p>		<p>Hamblen Bernal Gutierrez Moreno-Jasso</p>	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: Attendance will increase due to proactive interventions.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Provide one "Free Dress Day" pass to each teacher, every Tuesday, who took their attendance "on time" (during the ADA period) every day during the prior week.</p>		<p>Hamblen Bernal Gutierrez Moreno-Jasso Hagan</p>	<p>PS: Attendance needs to be consistently monitored and documented.</p> <p>RC: Teachers do not always use proper procedures for documenting attendance.</p> <p>Outcome: Consistency for attendance even when the teacher is absent by attaching notes to the sub folder to communicate attendance expectations. Attendance will also be collected by school staff at the ADA time.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Students on target list who have 3 or fewer absences and perfect attendance students for the 6 weeks will have a donut/hot chocolate party.		Hamblen Bernal Gutierrez Moreno-Jasso	<p>Problem Statement: Attendance suffers during the holiday season. Students lack the motivation to come to school every day.</p> <p>RC: Parents plan additional days for vacation around the school holiday calendar.</p> <p>Expected Outcome: To increase attendance by motivating students to attend school on a daily basis.</p>				
				Funding Sources: 199 - Attendance Incentive Allocation - 125.00			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Havard Elementary will achieve a 96.5% or higher student attendance rate, utilizing the \$2713.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage from 96.99% to 97.9% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) Parent conferences with students over 5 absences utilizing the RAA WEE system, Skyward, and SchoolStatus to identify the students.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: Attendance will increase due to proactive interventions.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>2) Provide one "Free Dress Day" pass to each teacher, every Tuesday, who took their attendance "on time" (during the ADA period) every day during the prior week.</p>		Hamblen Bernal Gutierrez Moreno-Jasso Hagan	<p>PS: Attendance needs to be consistently monitored and documented.</p> <p>RC: Teachers do not always use proper procedures for documenting attendance.</p> <p>Outcome: Consistency for attendance even when the teacher is absent by attaching notes to the sub folder to communicate attendance expectations. Attendance will also be collected by school staff at the ADA time.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Prize drawings - (gift cards; free dress pass; or school spirit shirts) for students on the target list on the Friday before Spring Break and on the Monday we return from Spring Break. Only for students that are present on that day.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Student attendance dips during the 5th 6 weeks.</p> <p>RC: Student exhaustion sets in after spring break. Personal motivation is low.</p> <p>Outcome: Attendance will increase due to proactive interventions.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 200.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 4) Each day the class with 100% attendance will put a picture on the graph to show PERFECT ATTENDANCE. The class that spells Perfect Attendance first in the grade level will receive surprise party. Surprises include: pizza, popcorn bar, pickle pops, and snowcones.		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Student attendance dips during the 5th 6 weeks. RC: Student exhaustion sets in after spring break. Personal motivation is low. Outcome: Attendance will increase due to proactive interventions.				
	Funding Sources: 199 - Attendance Incentive Allocation - 200.00						
TEA Priorities Improve low-performing schools 5) Provide cotton candy/jean passes for students on target list that have 3 or fewer absences and perfect attendance students at the end of the 6 weeks.		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Student attendance dips during the 5th 6 weeks. RC: Student exhaustion sets in after spring break. Personal motivation is low. Outcome: Attendance will increase due to proactive interventions.				
	Funding Sources: 199 - Attendance Incentive Allocation - 200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Havard Elementary will achieve a 96.5% or higher student attendance rate, utilizing the \$2713.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage from 96.55%to 97.9% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) Parent conferences with students over 5 absences utilizing the RAA WEE system, Skyward, and SchoolStatus to identify the students.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance begins to lower after strong start.</p> <p>RC: Attendance was not promoted consistently.</p> <p>Outcome: Attendance will increase due to proactive interventions.</p>				
<p>2) Provide one "Free Dress Day" pass to each teacher, every Tuesday, who took their attendance "on time" (during the ADA period) every day during the prior week.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Attendance needs to be consistently monitored and documented.</p> <p>RC: Teachers do not always use proper procedures for documenting attendance.</p> <p>Outcome: Consistency for attendance even when the teacher is absent by attaching notes to the sub folder to communicate attendance expectations. Attendance will also be collected by school staff at the ADA time.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Attendance Field Day at Havard Elem. for students with perfect attendance up to May 17th and those on the target list who had 5-10 fewer absences than the previous year.</p>		Hamblen Bernal Gutierrez Moreno-Jasso	<p>PS: Student attendance fades at the end of the year.</p> <p>RC: Parents think the school year is over.</p> <p>Outcome: Consistent attendance through the end of the year.</p>				
Funding Sources: 199 - Attendance Incentive Allocation - 413.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Each day the class with 100% attendance will put a picture on the graph to show PERFECT ATTENDANCE. The class that spells Perfect Attendance first in the grade level will receive surprise party. Surprises include: pizza, popcorn bar, pickle pops, and snowcones.		Hamblen Bernal Gutierrez Moreno-Jasso	PS: Student attendance dips during the 6th 6 weeks. RC: Student exhaustion sets in after spring break. Personal motivation is low. Outcome: Attendance will increase due to proactive interventions.				
Funding Sources: 199 - Attendance Incentive Allocation - 125.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on **March 25, 2019, March 27, 2019, and April 1, 2019** to discuss data and complete a campus needs assessment. Committees reviewed multiple forms of data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules, etc.). Each committee listed strengths and concerns/weaknesses. Committees then wrote a problem statements and identified root causes. Activities to address our needs were also discussed. Based on our CNA, our areas of focus for the 2019-2020 school year will be:

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.

Lisa Hamblen	Principal	lappel@galenaparkisd.com	Administrator
Dairus Cosby	Assistant Principal	dcosby@galenaparkisd.com	Administrator
Tameisha Hagan	PEIMS - Paraprofessional Representative	thagan@galenaparkisd.com	Paraprofessional
Ronda Gordon	4th Grade Teacher	rgordon@galenaparkisd.com	Classroom Teacher
Kelly Carpenter	Music Teacher	kcarpenter@galenaparkisd.com	Classroom Teacher
Demetria Claybon	2nd Grade Teacher	dclaybon@galenaparkisd.com	Classroom Teacher

Zulay Gutierrez	Counselor	zgutierrez@galenaparkisd.com	Non-classroom Professional
Melissa Camario	3rd Grade Teacher	mcamario@galenaparkisd.com	Classroom Teacher
Tammy Galilee	Resource Teacher - Special Education Representative	tgalilee@galenaparkisd.com	Classroom Teacher
Omar Holguin	Activity Team Representative	oholguin@galenaparkisd.com	Classroom Teacher
Tiffany Benitez	CIC Representative	tbenitez@galenaparkisd.com	Classroom Teacher
Joneshia Bryant	3rd Grade Teacher	jbryant@galenaparkisd.com	Classroom Teacher
Gloria Bennett	1st Grade Teacher	gbennett@galenaparkisd.com	Classroom Teacher
Brandi Olukoga	5th Grade Teacher	bolukoga@galenaparkisd.com	Classroom Teacher
Brenda Neely	Parent	brenmurguia@yahoo.com	Parent
Wanna Giacona	Assistant Superintendent of Human Resource Services	wgiacona@galenaparkisd.com	District-level Professional
Maria Godinez	PK Teacher	mgodinez@galenaparkisd.com	Classroom Teacher
Lashawn Williams	CIC Representative	lwilliams@galenaparkisd.com	Classroom Teacher
Zach Fade	Director of Energy Management	zfade@galenaparkisd.com	District-level Professional

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting. If there are any edits necessary, the final decisions will go through the CPAC for approval. The CPAC will meet on **September 23, 2019, December 16, 2019, February 24, 2020, and April 20, 2020** to review, monitor, and revise the CIP.

The Campus Needs Assessment will be completed in February and March of 2020 for the 2020-2021 school year.

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

The CIP will be available to parents and community members in the following locations: front office, campus website, GPISD Administration, and (Business Representative's). The goals of the CIP are available in English and Spanish.

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. The Parent and Family Engagement Policy can be found on the campus website and in the front office. It is available in Spanish and English.

The Parent and Family Engagement Policy was reviewed and revised on **May 2, 2019**. The policy will be made available during Open House on September 17, 2019, and during report card conferences in October.

3.2: Offer flexible number of parent involvement meetings

The Parent and Family Engagement Policy was reviewed and revised on **May 2, 2019**, by the following members:

The policy will be distributed to parents during "Open House" on **September 17, 2019**, and made available during report card conferences in October. The policy can be found in the front office and on the campus website in both **English and Spanish**.

A variety of meetings are held throughout the year for parent involvement:

- Come See Your Room (August 17, 2019) 10:30 - 12:30
- Grandparent's Day
- Open House (September 17, 2019) 5:00 - 7:00
- Fathers Bring Your Children to School Day
- 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.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lisa Hamblen	Principal
Paraprofessional	Araceli Soto	Principal Secretary
Administrator	Karen Bernal	Assistant Principal
District-level Professional	Zach Fade	Director of Energy Management
Paraprofessional	Tameisha Hagan	PEIMS Clerk
Classroom Teacher	Ronda Gordon	5th grade teacher
Non-classroom Professional	Zulay Gutierrez	Counselor
Classroom Teacher	Iliana Moreno-Jasso	1st grade teacher
Classroom Teacher	Brian Hennip	3rd grade teacher
Classroom Teacher	Tamela Brooks	4th grade teacher
Classroom Teacher	Zulma Alvarez	Special Education teacher
Classroom Teacher	Jeanne Villanueva	Science Lab teacher
Classroom Teacher	Lee Sudduth	Special Education teacher
Non-classroom Professional	Paige Turner-Burt	Lead CIC
District-level Professional	Judy Holbrook	Senior Director for Elementary Curriculum and Instruction
Classroom Teacher	Nadia Ibarra	Kinder Teacher
Community Representative	Gloria Bernal	Community Member
Parent	Ernesto Yanez	Parent
Parent	Evelyn Yanez	Parent
Business Representative	Orpha Sosa	Salon Owner

Foundations Team

Committee Role	Name	Position
Administrator	Karen Bernal	Assistant Principal
Classroom Teacher	Linda Guerrero	4/5 ELA CIC
Classroom Teacher	Destiny Allen	Special Education Teacher
Classroom Teacher	Gabriela Martinez	2nd Grade Teacher
Classroom Teacher	Malikah Marshall	Interventionist
Classroom Teacher	Danielle Roaches	1st Grade Teacher
Classroom Teacher	Ronda Gordon	5th Grade Teacher
Classroom Teacher	Jeanne Villanueva	Science Lab Teacher
Classroom Teacher	Addie Blackshure	4th Grade Teacher
Classroom Teacher	Karen Gilbert	Kindergarten Teacher
Classroom Teacher	Melechiah Mitchell	3rd Grade Teacher
Classroom Teacher	Omar Holguin	PE Teacher

Multicultural Committee

Committee Role	Name	Position
Classroom Teacher	Helen Stout	teacher
Classroom Teacher	Gina Tapiz	teacher
Classroom Teacher	Sandra Lopez	teacher
Non-classroom Professional	Abigail Nacisse	nurse
Non-classroom Professional	Tonya Lloyd	art teacher
Classroom Teacher	Maria Godinez	teacher
Classroom Teacher	Tanya Naffarratte	Classroom Teacher

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Lisa Hamblen	Principal
Administrator	Dairus Cosby	Assistant Principal

Spirit Committee

Committee Role	Name	Position
Classroom Teacher	Rosie Bautista	teacher
Non-classroom Professional	Paige Turner-Burt	CIC
Classroom Teacher	Yesenia Aguirre	teacher

Boys Club&D

Committee Role	Name	Position
Classroom Teacher	Robert Williams	teacher
Classroom Teacher	Amanda Farr	teacher
Classroom Teacher	Peter Gaspari	teacher
Classroom Teacher	Gabriela Martinez	teacher
Classroom Teacher	Lee Sudduth	teacher
Classroom Teacher	Ronda Gordon	teacher
Paraprofessional	Tameisha Hagan	PEIMS clerk
Classroom Teacher	Addie Blackshure	teacher
Classroom Teacher	Omar Holguin	PE Coach

Girl's Club/Leading Ladies

Committee Role	Name	Position
Classroom Teacher	Ronda Gordon	teacher
Non-classroom Professional	Paige Turner-Burt	CIC
Classroom Teacher	Cynthia Hernandez	teacher
Classroom Teacher	Tamela Brooks	teacher
Classroom Teacher	Kelli Redmond	teacher
Classroom Teacher	Tylon Smith	teacher
Classroom Teacher	Sulma Rodriguez	teacher
Classroom Teacher	Addie Blackshure	teacher
Classroom Teacher	Melecchia Mitchell	teacher
Non-classroom Professional	Linda Guerrero-Garza	CIC

Math Club

Committee Role	Name	Position
Classroom Teacher	Karen Gilbert	teacher
Classroom Teacher	Araceli Ruiz	teacher
Classroom Teacher	Brian Hennip	teacher
Classroom Teacher	Jackie Vaughn	teacher

Master's Club/Honor Society

Committee Role	Name	Position
Classroom Teacher	Joneshia Bryant	teacher
Classroom Teacher	Sasha Alvizu	teacher
Classroom Teacher	Tamela Brooks	teacher
Classroom Teacher	Amanda Farr	teacher
Classroom Teacher	Ronda Gordon	teacher
Classroom Teacher	Robert Williams	teacher

Tech/Coding Club

Committee Role	Name	Position
Classroom Teacher	Peter Gaspari	teacher
Non-classroom Professional	Joneka Garner	teacher

Spelling Bee

Committee Role	Name	Position
Non-classroom Professional	Linda Guerrero-Garza	teacher
Non-classroom Professional	Jocelyn Rollocks	PASS teacher
Classroom Teacher	Zulma Alvarez	teacher

Poetry & Prose

Committee Role	Name	Position
Non-classroom Professional	Tiffany Williams	librarian
Classroom Teacher	Dylana Nering	teacher
Classroom Teacher	Benita Taylor	teacher

Geography Bee

Committee Role	Name	Position
Non-classroom Professional	Tammy Galilee	CIC
Classroom Teacher	Joneshia Bryant	teacher

UIL Spanish

Committee Role	Name	Position
Classroom Teacher	Rachel Estrada	teacher
Classroom Teacher	Nancy Flores	teacher
Classroom Teacher	Yesenia Aguirre	teacher
Classroom Teacher	Rosemarie Bautista	teacher
Classroom Teacher	Cynthia Hernandez	teacher
Classroom Teacher	Sulma Rodriguez	teacher
Classroom Teacher	Sandra Lopez	teacher
Classroom Teacher	Tanya Naffarratte	teacher
Non-classroom Professional	Linda Guerrero-Garza	teacher

UIL

Committee Role	Name	Position
Non-classroom Professional	Malikah Marshall	Interventionist
Classroom Teacher	Amanda Farr	teacher
Classroom Teacher	Jackie Vaughn	teacher
Classroom Teacher	Helen Stout	teacher
Classroom Teacher	Gina Tapiz	teacher
Classroom Teacher	Brian Hennip	teacher
Classroom Teacher	Ma.Jeanne Villanueva	science teacher
Classroom Teacher	Alicia Aaron	teacher
Classroom Teacher	Joneshia Bryant	teacher
Classroom Teacher	Tammy Galilee	CIC
Classroom Teacher	Sandra Lopez	teacher

Girls In Science

Committee Role	Name	Position
Classroom Teacher	Sasha Alvizu	teacher
Classroom Teacher	Joneka Garner	teacher

Multimedia

Committee Role	Name	Position
Non-classroom Professional	Linda Guerrero-Garza	CIC
Non-classroom Professional	Omeshia Green	TIS

S3 Engineering

Committee Role	Name	Position
Classroom Teacher	Ma.Jeanne Villanueva	science teacher
Classroom Teacher	Joneshia Bryant	teacher

Relay for Life

Committee Role	Name	Position
Classroom Teacher	Dylana Nering	teacher
Classroom Teacher	Nancy Flores	teacher
Classroom Teacher	Karen Gilbert	teacher
Paraprofessional	Crystal De	paraprofessional
Classroom Teacher	Betty Guerra	teacher
Classroom Teacher	Maria Godinez	teacher
Non-classroom Professional	Tonya Lloyd	art teacher
Non-classroom Professional	Abigail Nacisse	nurse
Non-classroom Professional	Bertha Trevino	school secretary
Classroom Teacher	Ma.Jeanne Villanueva	science teacher
Classroom Teacher	Melissa Camario	teacher
Paraprofessional	Laura Sarrazola	paraprofessional
Non-classroom Professional	Sandra Ashby	diagnostician
Non-classroom Professional	Benita Taylor	teacher

Choir

Committee Role	Name	Position
Non-classroom Professional	Karen Carpenter	music teacher
Classroom Teacher	Sandra Lopez	teacher
Classroom Teacher	Peter Gaspari	teacher
Classroom Teacher	Tanya Naffarratte	teacher

Vertical Teams

Committee Role	Name	Position
Classroom Teacher	Melody Abner	teacher
Classroom Teacher	Danielle Roaches	teacher
Classroom Teacher	Alicia Aaron	teacher
Classroom Teacher	Melissa Camario	teacher
Classroom Teacher	Amanda Farr	teacher
Classroom Teacher	Kendra Reyes	teacher

Student Council

Committee Role	Name	Position
Non-classroom Professional	Jessica Gaul	interventionist
Classroom Teacher	Addie Blackshure	teacher
Classroom Teacher	Amanda Farr	teacher
Classroom Teacher	Gabriela Martinez	teacher
Classroom Teacher	Robert Williams	teacher
Classroom Teacher	Kelli Redmond	teacher

Attendance

Committee Role	Name	Position
Classroom Teacher	Nancy Flores	teacher
Classroom Teacher	Iliana Jasso	teacher
Classroom Teacher	Kendra Reyes	teacher
Classroom Teacher	Betty Guerra	teacher
Classroom Teacher	Tanya Nafarratte	teacher
Classroom Teacher	Jackie Vaughn	teacher
Administrator	Lisa Hamblen	Principal