

**C. J. Harris Elementary**  
**2018-2019**

**Campus Improvement Plan**  
**Pearland ISD**

# Harris Elementary Campus Goal

*Harris Elementary will meet or exceed STAAR passing expectations for the 2018-2019 school year.*

## Harris Elementary Mission Statement

We, the staff of CJ Harris, seek to create a safe environment that encourages the development of happy, respectful and responsible life-long learners.

## C.J. Harris Vision

We will educate students who are. . .

**S**trong minded (able to persevere)

**T**enacious lifelong learners

**A**dventurous problem solvers

**R**espectful and effective communicators

**S**hining examples of character traits

# **PISD Performance Goals Set by Board of Trustees**

**2018-2019**

- Goal 1: Make academic achievement and student performance its priority*
- Goal 2: Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance*
- Goal 3: Maintain a safe, disciplined environment conducive to learning*
- Goal 4: Recruit and retain high quality personnel reflective of and responsive to the district's diverse community*
- Goal 5: Actively promote a sense of community and shared direction*
- Goal 6: Value public support and earn community confidence*

## **Pearland ISD District Improvement Plan Goals**

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- GOAL 1: All students in PISD will demonstrate exemplary academic performance and will contribute positively to a global society
- GOAL 2: Parents, community members and educators at PISD will be active partners in the education of our students.
- GOAL 3: PISD will have a safe, orderly environment that promotes successful student learning.

# State Board of Education Mission, Goals, and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- GOAL 1: The reading and writing of the English language
  - GOAL 2: The understanding of mathematics
  - GOAL 3: The understanding of science
  - GOAL 4: The understanding of social studies
- Education Code 4.002, 4.002*

## Equal Educational Opportunity

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No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

**Campus Education Improvement Committee**

**CJ Harris**  
**CEIC Members 2018-2019**

Brenda Keimig – Principal

Rachel Oliver - Kinder

April McRay – 1<sup>st</sup>

Brittany Stewart (DEIC) – 2<sup>nd</sup> grade

Marilyn Edmunds – 3<sup>rd</sup>

Carla Gaines – 4<sup>th</sup>

Tina Anderson, Kelly Watson – Special Education, PPCD, Pre-k, Support Team

Jacob Chavarria – Paraprofessional

Nicki Booker – District Representative

Christina Sanford – Business – Kiddie Academy of Pearland East

Michelle Hunter – Parent

**CAMPUS: C.J. Harris**

**2018-2019 SCHOOL YEAR  
CAMPUS IMPROVEMENT PLAN  
STUDENT PERFORMANCE GOALS**

<p><b>District/Campus Goal:</b></p> <p>Pearland ISD and each Pearland ISD campus will meet the recommended passing standard or better for all student groups.</p>	<p><b>Percent of Students Passing STAAR</b></p>	<p><b>All Students</b></p>	<p><b>Econ. Disadv.</b></p>	<p><b>ELL</b></p>	<p><b>SPED</b></p>	<p><b>White</b></p>	<p><b>African-American</b></p>	<p><b>Hispanic</b></p>
	<p><b>Reading</b></p>	84%	73%	83%	50%	84%	79%	84%
	<p><b>Writing</b></p>	67%	56%	60%	25%	63%	53%	69%
	<p><b>Math</b></p>	85%	75%	83%	44%	91%	63%	84%
	<p><b>Science</b></p>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<p><b>Social Studies</b></p>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Principal: Brenda Keimig**

**PEARLAND INDEPENDENT SCHOOL DISTRICT**

**CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**I. READING**

**Campus Goal:**

100% of all students taking the STAAR **Reading** test will pass minimum basic requirements.

**Rationale/Evidence of Need:**

The overall reading scores show a gap between all subgroups and especially when looking at students receiving Special Education. Continuing improvement in all students' reading skills is needed to narrow the gaps and to increase the achievement of a greater percentage of all students.

**Objective:**

90% of all students in all student subgroups will master all STAAR reading objectives.

**Needs Assessment:** Need to improve the passage rate, closing gaps and making yearly progress for African American, Hispanic and Economically Disadvantaged students to comparable rates of other student groups.

STAAR Reading Results 2018	STAAR Reading Results 2017	STAAR Reading Results 2016
<b>All Students:</b> % Met Standard (All Stu) 84%	<b>All Students:</b> % Met Standard (All Stu) 84%	<b>All Students:</b> % Met Standard (All Stu) 90%
<b>African American: 79%</b>	<b>African American: 75%</b>	<b>African American: 100%</b>
<b>Hispanic: 84%</b>	<b>Hispanic: 88%</b>	<b>Hispanic: 91%</b>
<b>White: 84%</b>	<b>White: 82%</b>	<b>White: 90%</b>
<b>Eco. Dis.: 73%</b>	<b>Eco. Dis.: 81%</b>	<b>Eco. Dis.: 88%</b>
<b>ELL: 83%</b>	<b>ELL: 80%</b>	<b>ELL: 100%</b>
<b>Sped: 50%</b>	<b>Sped: 47%</b>	<b>Sped: 48%</b>

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Teachers will align reading lessons with TEKS & STAAR objectives and strategies from grades K-4.	Administrators, grade leaders, reading teachers, vertical teams	Leveled books, ESL teacher, C&I specialists, Forethought	Ongoing	Written objectives and strategies by grade levels, T-TESS, lesson plans	Benchmark scores, STAAR results Evaluated work samples DRA pre and post
2. Teachers will provide multi-cultural experiences through a variety of genre & resources.	Classroom teachers, Administrators, Librarian, ESL Teachers	Library books, Leveled books, Social Studies texts, genre tree, Novels, Posters	Ongoing	Student observation Reading logs Shared Reading activities	Benchmark scores STAAR results Evaluated work samples

3. Assess the reading level of all K-2 students, 3-4 at-risk students and all Sp. Ed. students, and plan interventions based on results.	K-4 Teachers Sp. Ed. Teachers C&I Specialists Administrators	DRA/OS LLI Groups Leveled Readers	Aug-May	DRA/OS	DRA/OS
4. STAAR data will be disaggregated by subgroups including, ethnicity, socio-economic status, English as a second language, content areas, mastery levels, and results will be presented to the faculty and staff.	Principal & Assistant Principal, District Testing Coordinator, C&I Specialists, teachers	STAAR data, graphs, and charts, data sheets for STAAR grade levels; Benchmarks; STAAR tutorials paid with SCE funding	Aug-May	Student work samples, informal walk-throughs Benchmarks Aware SMI STAAR test scores	STAAR test scores
5. Provide staff development to all teachers; address identified weak objectives in reading as indicated on Benchmark results and STAAR.	District Reading Specialists, Teachers, (Dyslexia, Sp. Ed., GT & Reg.), Campus Administrators	STAAR, Benchmark results	Aug-May	Review Lesson Plans for implementation, Meeting Agendas, Walk-through evaluations, T-TESS	STAAR DRA Levels
6. All new reading and language arts teachers working with students K-4 will attend staff development for the selected reading instrument.	Administrators Teachers C&I	District C & I personnel, Literacy I and classroom coaching, 6 assigned sessions in Literacy I or Literacy II, DRA training, LLI training	Aug-May	Copies of completed student reading instruments such as running records and workshop attendance	Copies of completed student reading instruments and workshop attendance  DRA pre and post tests
7. Teachers will be provided a staff development day to analyze student data, including STAAR released tests and benchmark data to target student weaknesses	Administrators Teachers C&I Specialists	January 2019	January/Feb	Review progress through scheduled data meetings, discuss in vertical teams, and with CEIC committee	STAAR test scores for 3 <sup>rd</sup> /4 <sup>th</sup> grade, BENCHMARK results and DRA for K/1 <sup>st</sup> /2 <sup>nd</sup>
8. Collaborate with parents, community to encourage and support reading through Family Literacy Night.	Teachers (Sp. Ed., Dyslexia, GT, & Reg.) Administrators	Door prizes, activities, brochure of parent information	January	Attendance and participation count	Parent, teacher, student feedback



9. Provide materials and training for implementation of Four Blocks Literacy Model Fountas & Pinnell Phonics Model	Assistant Principal Principal Teachers C&I	Month by month Phonics program Principal/AP	Aug-May	DRA Results Pre and post DRA	DRA Results Post DRA
10. Provide motivation for reading using campus reading log, library books and home readers	Parents Teachers Administrators PTA Librarian	PTA funds Activity funds	Ongoing	Home Reader log	Reading Incentives Reading logs, Post DRA
11. Provide interactive literacy activities to promote parental involvement	Administration, Reading/ELA Vertical Team Teachers Paraprofessionals	PTA Funds Activity funds	STAAR Informational Night	Parent Survey Attendance at special events	STAAR Post DRA
12. Each grade level meets weekly to identify district and state objectives and to plan effective lessons.	All Teachers Principal, AP Vertical Teams Team Leaders	District Scope & Sequence, TEKS, Sign in sheet, meeting minutes	Aug.- May	Review progress through scheduled data meetings, benchmark results, lesson plans, weekly grades	Report cards Benchmark scores STAAR results
13. Provide LLI training to classroom aides and special programs aides k-4	All aides working with k-4 students in need of reading intervention, C&I, Principal	LLI kits, When Readers Struggle Training Session	Sept. – May	DRA Data binder	Post DRA, Benchmarks, STAAR
14. At least one grade level representative will attend the Spotlight training, Frontloading, and provide updates to team.	All teachers C&I Administration	TEKS Scope and Sequence	On-going	Team meeting agenda Lesson plans Walkthroughs	Report cards Benchmark scores STAAR results
15. Guided Reading is the campus priority – this block of time will remain consistent with no adjustments including reduced time	All reading teachers Administrators	Leveled books Running Records Data Binders	Sept.-May	Lesson Plans Walkthroughs	DRA Progress reports
16. Special Ed. teachers work collaboratively with general ed teachers on a weekly basis to plan and prepare for meeting the needs of students' IEP goals.	Teachers Special Ed. Teachers Administration	District Scope & Sequence, TEKS, Sign in sheet, meeting minutes	Aug.- May	Review progress through scheduled data meetings, benchmark results, lesson plans	Report cards Benchmark scores STAAR results
17. Reading/ESL teachers will use guided reading lessons daily with ELL students.	All reading teachers Administrators ESL teachers	Leveled books Running Records Data Binders	Sept.-May	Lesson Plans Walkthroughs	DRA Progress reports Benchmarks STAAR results

18. Celebrate student success in reading when student moves up a level	All reading teachers Administrators ESL teachers	Leveled books Running Records Data Binders	Sept.-May	Lesson Plans Walkthroughs Running records	DRA Progress reports Benchmarks STAAR results
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**Initiatives to be continued:**

- Encourage parents and students to use home reader log
- Anchor lessons provided by district
- Analyze Benchmark and state tests results to identify TEKS standards and skills to be targeted with revised instructional practices
- Display and use plot structure to write summarization statements
- Use of I will statements
- Read to students at least 10 minutes daily to expose all students to a variety of authors and genres as well as to improve students' listening and comprehension skills
- Utilize the Leveled Book Room
- Utilize A to Z books for home readers
- Post Genre Trees in all reading and resource classrooms including LLI, Leveled bookroom
- Schedule coaching sessions with C&I
- Student goal setting

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**II. MATHEMATICS**

**Campus Goal:**  
100% of all students taking the STAAR mathematics test will pass minimum basic requirements

**Rationale/Evidence of Need:** The passing rate for all student groups will reach or exceed 90% - especially with the Economic Dis. and Special education populations.

**Objective:** 90% of all students in all student subgroups will master all STAAR math objectives.

**Needs Assessment:** Need to focus on differentiated instruction in mathematics for all student groups as well as improve scores for the African American and Economically Disadvantaged student populations.

STAAR Math Results 2018	STAAR Math Results 2017	STAAR Math Results 2016
All Students: % Met Standard(All Stu) 85%	All Students: % Met Standard(All Stu) 88%	All Students: % Met Standard(All Stu) 89%
African American: 63%	African American: 87%	African American: 89%
Hispanic: 84%	Hispanic: 86%	Hispanic: 89%
White: 91%	White: 91%	White: 90%
Eco. Dis.: 75%	Eco. Dis.: 84%	Eco. Dis.: 84%
Special Ed.: 44%	Special Ed.: 55%	Special Ed.: 48%
ELL: 83%	ELL: 89%	ELL: 100%

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Use math vocabulary specific to each grade level on a regular basis. Implement classroom word walls to reinforce grade level math vocabulary.	Classroom teachers Support teachers C&I specialist	Math vertical team Forethought Poster maker	On-going	Classroom observations, class lists, charts, posters	Student Grades Benchmark Results STAAR Test
2. Implement daily Math Chat in grades PK-4.	Classroom teachers C&I specialist	Forethought Math Chats Daily Oral Math Calendar Time Math warm-ups Homework	On-going	Classroom observation Student work	Student Grades Benchmark results STAAR Test

3. Problem solving activities will be planned and implemented for class-work and homework which will engage parents, teachers, and students, K-4 <sup>th</sup> .	Classroom teachers C&I specialist Parents	Problem solving books, STAAR materials, Teacher Editions, QDPAC	On-going	Students daily work samples, test results, math grades, projects, lesson plans	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
4. Teachers will provide multicultural math opportunities in grades PK-4.	Classroom teachers, Administrators C&I specialist	Library resources, Teacher Editions Motivation Math	On-going	Student work samples, test results, 9-weeks math grades, math journals	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
5. Students in grades 1-4 will take Math Benchmark tests including district assessments and teacher made assessments during the school year. Math intervention will be planned based on these results.	1-4 grade teachers Administrators C&I specialist	STAAR Benchmark Tests State Comp Ed Funds, STAAR Incentive Funds	On-going	Student work samples, benchmarks, daily work	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
6. STAAR/benchmark data will be disaggregated by gender, ethnicity, socio-economic status; also content areas, mastery levels, and results will be presented to the faculty and staff regularly during data meetings. Staff Development Day in January dedicated to data disaggregation	Administrators, Testing Coordinator C&I specialist	STAAR math test Benchmark tests Aware	Ongoing	Attendance sheets & staff feedback, formation of tutorial groups. Agenda and information from January staff development day	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
7. Implement small group instruction and math stations during regularly scheduled math instructions.	Classroom teachers, resource teachers, Administration C&I specialist	ESC specialists C&I math specialist Region IV	Aug – May	Lesson Plans Daily work samples Walkthroughs	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
8. Teachers will integrate writing to communicate problem solving skills and mathematical thinking. Students will be encouraged to create and interpret original word problems and graphs.	Classroom teachers	C&I Specialists Math journals	Sept – May	Lesson Plans Daily work samples Math journals	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations

9.	Small group instruction will be provided to all students requiring additional assistance in grades k-4.	Classroom teachers Sp. Ed/resource Teachers	Use of Floating Instructional Aide Tutoring before and after school	On-going	Student work samples, report card, math grades, practice STAAR tests, progress reports	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
10.	Staff development opportunities will be provided to learn and apply strategies for math instruction and increase knowledge level including students with special needs.	Administrators, C & I	Selected workshops through district C&I, Region IV, or other	Aug – May	Workshop agendas Faculty meeting agendas T-TESS goals, lesson plans, Benchmarks, STAAR tests, report card grades, student work samples	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
11.	Mathematical enrichment activities will be provided to emphasize hands-on discussion and writing.	Classroom teachers Administrators	Professional Library, manipulatives	On-going	Lesson plans Classroom observation Math journals	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
12.	Implement and integrate hands-on measurement activities that emphasize math and science TEKS.	Classroom teachers, C&I specialists, Science teachers	Science equipment Math materials	On-going	Lesson Plans Classroom Evaluations	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations
13.	Meeting the needs of students receiving special ed. services will be a campus priority as general ed and special ed teachers collaborate weekly to write lesson plans and activities.	Classroom teachers, special ed teachers, administrators	Scope and sequence, TEKS, Motivation Math, C&I, Monthly Math newsletter from C&I	On-going throughout the year	Daily/weekly grades, benchmarks, Teacher observations	Student Grades Benchmark results STAAR Test
14.	New Math teachers will receive Math Academy Training and in class coaching	New teachers, C&I specialists	ESC Training	Sept.- May	Lesson Plans Feedback from C&I Walkthroughs	Anecdotal notes Student Grades Benchmark results STAAR Test Teacher observations

**Initiatives to be continued:**

- 5E Model lessons provided by district

- Implementation and use of problem solving models including QDPAC and Braiding Model
- Analyze Benchmark and state tests results to identify TEKS standards and skills to be targeted with revised instructional practices
- Continue to create and display current vocabulary throughout the school and the year for students in k-4 to reinforce/review math vocabulary
- Display and use PISD problem-solving model
- Problem solve about students not meeting math expectations – refer students to RTI
- Grades 2-4 conduct pre and post math assessments using technology SMI
- Students will practice math facts using online program FasttMath

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**III. WRITING**

<b>Campus Goal:</b> 100% of all students taking the STAAR writing test will pass minimum basic requirements.	<b>Rationale/Evidence of Need:</b> Economic Dis. group and Special Ed. group show a large gap as compared to other student groups. The 4th Grade students will maintain or exceed a minimum of 90% mastery in each student group through staff development and vertical alignment of curriculum and instructional strategies within the grade levels.
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**Objective:** 90% of all students in all student subgroups will master all STAAR writing objectives.

**Needs Assessment:**  
Need to close the achievement gap between all subgroups and raise overall writing scores.

STAAR Writing Results 2018	STAAR Writing Results 2017	STAAR Writing Results 2016
<b>Fourth Grade:</b> % Met Standard (All Stu) 67%	<b>Fourth Grade:</b> % Met Standard (All Stu) 76%	<b>Fourth Grade:</b> % Met Standard (All Stu) 86%
<b>African American: 53%</b>	<b>African American: 85%</b>	<b>African American: 94%</b>
<b>Hispanic: 69%</b>	<b>Hispanic: 80%</b>	<b>Hispanic: 83%</b>
<b>White: 63%</b>	<b>White: 71%</b>	<b>White: 85%</b>
<b>Eco. Dis.: 56%</b>	<b>Eco. Dis.: 73%</b>	<b>Eco. Dis.: 82%</b>
<b>Sped.: 25%</b>	<b>Sped.: 45%</b>	<b>Sped.: 44%</b>
<b>ELL: 60%</b>	<b>ELL: 60%</b>	<b>ELL: 100%</b>

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Students will be taught strategies to check for mechanics and to practice editing and revising in STAAR format in grades 1-4.	Principal Teachers Reading/Lang Arts Vertical team	STAAR materials LA resources Authentic writing samples	On-going	Writing samples, informal classroom visits, daily oral language work samples, lesson plans, Benchmark results	STAAR test results Writing journals Writing portfolios

2. STAAR data will be disaggregated by gender, ethnicity, content areas, mastery levels and socio-economic status and results will be presented to the faculty and staff. January 2018 staff development day dedicated to analyzing data	Principal Assistant Principal Teachers	STAAR data, benchmark data	Aug-May	STAAR tutorials, student work samples, informal classroom observations	STAAR writing scores Student Grades Feedback from C&I Specialists
3. Implement Writer's Workshop in K-4; Daily writing activities included in all classrooms and content areas	K-4, ESL, Dyslexia and SE teachers	PISD plan PISD Reading/LA specialist	Sept-May	Writing journals Writing portfolios	Gr. 4 Writing STAAR results
4. Provide staff development to all teachers including sped.; address identified weak objectives in students' writing as indicated on Benchmark results and daily assignments	District Specialists, Teachers, Administrators	C&I Region IV Other available trainings	Aug-May	Faculty Meeting, Agendas, Walk-through evaluations, PDAS, evidence in lesson plans	STAAR results Benchmark results
5. Continue to implement the teaching of narrative & expository writing in K-4 w/ focus on knowing the differences	K-4, ESL, & Sp. Ed. teachers, PISD Literacy specialist Writing Vertical Team	Scope and sequence, Forethought	Aug-May	Writing portfolios	Grade 4 Writing STAAR Writing portfolios
6. Begin to implement use of content area writing journals to practice writing across all subjects	ALL K-4, ESL, & Sp. Ed. teachers, All Vertical Teams C&I	Writing journals	Aug-May	Journals	STAAR writing scores Student Grades
7. Implement <u>I will</u> statements	ALL K-4, ESL, & Sp. Ed. teachers, C&I Teachers, Admin.	TEKS, Scope and sequence	Sept.-May	Demonstrate knowledge of skill in writing journals Posted "I will" statements	STAAR results Writing portfolios
8. Use color coded graphic organizers with students receiving special ed. Services and 504	ALL K-4, ESL, & Sp. Ed. teachers, Admin.	Graphic organizers, Writing prompts	Sept.-May	Writing assignments Benchmarks Writing portfolio	STAAR results Writing portfolios

**Initiatives to be continued:**

- Display Language Arts objectives daily
- Analyze Benchmark and state testing data to identify TEKS standards and skills to be targeted and improved



- Meet in Vertical Teams to share effective writing prompts and strategies
- Write across all content areas including math and science
- Tutor all students receiving Special Education services

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**VI. ATTENDANCE**

**Campus Goal:**  
98% or above attendance rate for all students

**Rationale/Evidence of Need:**  
Continue and improve exemplary attendance for all student groups.

**Objective:** To obtain a 98% or above attendance rate for all student groups.

**Needs Assessment:**  
Need to continue incentives in order to maintain high attendance rate.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Recognize student and teacher perfect attendance annually	Teachers Principal, AP, Counselor	End of year awards	Aug - May	End of year Awards Ceremonies	Skyward Attendance Report
2. Contact student/parents after 3 consecutive absences.	Teachers	Phone call	Aug-May	Attendance records	Skyward Attendance Report
3. Contact parent using written notification/phone calls after 3, 5 and 10 absences.	Attendance clerk Assistant Principal	Attendance records	Aug-May	Attendance records	Skyward Attendance records
4. Encourage prompt arrival and decrease tardies.	Administrators Teachers	Individual teacher's classroom mgmt plan Communicate with AP	Aug-May	Raptor record of tardies	End of year "Tardy" records
5. Contact parents at <u>eight</u> excused or unexcused absences. Check child's academic performance & review Texas compulsory attendance laws. Attendance clerk will use form to prompt teachers.	K-4 teacher Attendance clerk	Students' attendance records Attendance requirements	Aug-May	9 Wks Attendance Reports	2018-2019 Skyward PEIMS Summary Report
6. Promote good health in school to maintain high attendance rates.	Nurse, teachers, office & cafeteria staff, PE Coach	Health curriculum, community health presentations, healthy lunch program	Aug-May	Nine week attendance records, Clinic records	End of year attendance, End of year clinic reports PEIMS report
7. Offer Attendance incentives each grading period for students and teachers	Teachers, Assistant Principal, Staff, PTA	Sunshine Award Student incentives (prizes, pencils, certificates, spirit sticks), certificate for teachers	Aug-May	Monthly, 9 week, semester attendance records, yearly attendance records	End of year survey on participation of attendance awards.

**Initiatives to be continued:** Students check in through office when tardy and take tardy slip to homeroom teacher; Daily Sunshine Awards posted

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**VII. TECHNOLOGY**

<b>Campus Goal:</b> Utilize technology to improve communications and disseminate information to school personnel and community.	<b>Rationale/Evidence of Need:</b> The communication of campus activities, accomplishments and information is important for community support and staff awareness. The use of technology should increase individual student performance.
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**Objective:** The students at C.J. Harris Elementary will be able to effectively and routinely use technological instruments to access and share information. The staff will be able to disseminate information throughout the campus and community and improve library services and public awareness through education.

**Needs Assessment:** Improve and integrate technology across the curriculum.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	
1. Students will use word processors, multimedia software, spreadsheets, content related software and the internet.	Classroom teachers Campus technology specialist	Computer lab Classroom computers, mini IPADS, and laptops Student device on BYOD days	Ongoing	Monitor lab use	Student projects, computer lab logs, Lesson plans, assessment rubrics, and electronic portfolios
2. Students will be introduced to basic programming using software and robotics	Librarian	Laptops Software Robots	Ongoing	Observation	Student completion of program
3. Students will use the Library Computer Catalog Search.	Librarian Classroom teacher	Library computer stations Lab computers laptops Classroom computers	Ongoing	Use of OPAC	Increased Librarian knowledge and access to research materials.
4. Students will develop proficiencies in technology application in each grade level K-12.	ETS Classroom teachers	Computer labs Classroom computers And laptops	Ongoing	Monitor lab use	Student projects products, lesson plans

5. Encourage teachers to use technology resources: Programs, Internet, & Tech Equipment	Principals ETS	Teacher lessons plans	Ongoing	Walkthroughs T-TESS	Teachers will make a notation of Internet lesson in lesson plans.
6. Encourage faculty to attend mini sessions	ETS Administration	Software, Computers	Sep-May	Technology Survey	Teacher feedback and formal classroom observations
7. Utilize district and campus web pages to disseminate school related information, educational resources as well as Peek of the week.	District Web Master ETS Teachers Administrators	District Internet Web Server Calendar	Sep-May	Parent Feedback T-TESS	Parent/Teacher Survey
8. Provide parents with the opportunity to preview academic student software or subscriptions during campus open house and other awareness events, such as Literacy Night.	ETS Administrators Teachers	Campuses Computer Lab Classroom	Aug-April	Parent Feedback	Parent/Teacher Survey
9. Teachers will have the option to utilize BYOD in their classrooms	Campus ETS Teachers Principal	Computer Lab Classroom computers Forethought Lessons, I-Pad cart available for teacher use	Sept. - May	Student work samples	Teacher feedback and formal classroom observations
10. Train staff on use of effective e-mail communication and web page design	ETS Administration Teachers	Computer Lab Software Support Materials	Aug	Review e-mail usage by monitoring the use of the mail server	Utilization of mail system T-TESS evaluation
11. All students will use computers and technology to support their investigations.	Teachers ETS Librarian	Available software Internet Classroom computers Computer labs Laptops, Ipads	On-going	Classroom observations, Student work samples, Lesson plans	Research reports in MS office applications

12. Technology reinforcement will be available to students with special needs, i.e., Sp. Ed., 504, G/T.	Administrators, Librarian, Classroom teachers	Software, Library, Computer Lab Classroom computers Fasttmath	On-going	Observation Student work samples	STAAR results
13. All students in k-4 will practice keyboarding skills on a weekly basis.	Classroom teachers, ETS	Available keyboarding programs, computer labs, classroom computers, laptops	On-going	Teacher observation Work samples Lesson plans	Growth documented over the school year
<p><b>Initiatives to be continued:</b></p> <ul style="list-style-type: none"> <li>• I-PAD carts utilized in all grade levels</li> <li>• Scheduled time for all students pre-k – 4<sup>th</sup> to use computer lab weekly</li> <li>• Teacher use of tablet</li> </ul>					

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**VIII. SCHOOL CLIMATE, HEALTH, SAFETY**

**Campus Goal:** Each campus will strive for excellence in education.

**Rationale/Evidence of Need:** Continue to establish a positive school climate that will provide a positive learning environment and help to instill a positive attitude in all students for academic excellence.

**Objective:** C. J. Harris Elementary will exhibit positive behaviors and meet school expectations to provide a safe, productive, and orderly school climate.

**Needs Assessment:** Overall good school climate.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Report unsafe and hazardous conditions.	Administrators Nurse, Teachers, Security guard All faculty	Reports from teachers, faculty, and students	On-going	Discussion of accident	Decreased office reports
2. Students will be engaged in fire safety lessons.	Classroom teachers, Admin., Crisis Team, Local fire dept.	Fire safety curriculum Pearland Fire Dept.	October	Classroom observation Lesson plans	Classroom performance
3. Implement whole-campus incentives to improve school climate (i.e. Spirit Pep Rallies, STAAR, Red Ribbon, assemblies, etc.)	Campus Admin., PE, Art & Music teacher, Teachers, PTA, Counselor	Gym/PA system	On-going	Programs, observations	Staff and Parent feedback, student participation
4. Special activity/programs for each grade level, music programs and book fair, Thanksgiving picnics, field trips, Jump Rope for Heart, Red ribbon Week	Music, Librarian, Counselor, P.E. Teacher/aide, Parents, PTA	PTA, Parents, Scholastic Book Fairs Morris Brothers program	Aug - May	Student, teacher, parent response, Library manager	Attendance & evaluate books and money raised

5. Plan and implement 2 lockdown drills and monthly fire drills	Administrators Nurse, Teachers, Security guard, SRO, Crisis Team	PA, whistles, paper shades, fire alarm	Lockdown 3 times a school year Fire drills monthly	Discussion, Observation	Crisis team meeting, agenda and minutes
6. Continue to implement a consistent plan for school wide behaviors and procedures. Be Safe, Be Respectful, Be Responsible PBIS school wide discipline plan	Discipline Committee and PBIS Ambassadors Administrators Faculty and staff	Student Code of Conduct Grade Level Discipline Plan Cafeteria Rules Super Stars Daily Announcements from counselor Lunch Bunch on stage	On-going	Discipline Referrals and Reports	Decrease in number of office referrals.
7. Continue ~Anti-Bullying Guidance Lessons, school wide program ~No Bullying Contracts ~Videos per grade level ~Link to online information on all teacher web pages	Counselor Teachers Principal AP	Campus budget Internet	Aug – May	Classroom and guidance lessons	Reduction in discipline referrals, PEIMS Summary Report
8. Every teacher will sign up for at least one school social committee and be an active participant.	Counselor Teachers Faculty	Campus budget Social dues	Aug – May	Communication among administration, faculty and staff	Results of future survey
9. Crisis Committee meets 4 times per year to maintain campus safety procedures	Team Leaders Nurse, Counselor, Principal, AP	Campus budget	Aug – May	Fire drills, lockdown drills, nurse referrals	End of year assessment of accidents
10. Hold a school wide volunteer reception to honor the adults that volunteer in our school.	Teachers, students, administrators, counselor, parents, PTA	Activity funds	May	Reception and mini program	Volunteer feedback

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 – 2019    Campus: C. J. Harris Elementary School    IX. STATE COMP ED (AT-RISK)**

<b>Campus Goal:</b> 100% of all students taking the STAAR reading, writing and math tests will pass minimum basic requirements	<b>Rationale/Evidence of Need:</b> Continue to establish strength in academic excellence in reading, writing, and math skills for all State Compensatory Education (at-risk) students.
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**Objective:** 90% of all at-risk students will master all STAAR reading, math, and writing objectives

**Needs Assessment:**  
Need to continue to use small group instruction.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Conduct in-school enrichment opportunities to improve reading and math skills as identified by bench-mark tests and disaggregated data for at-risk students.	Teachers, Grade level tutors Administrators	SCE tutoring funds Subs for Acc. Reading Instruction, Acceleration in Math instruction, STAAR Incentive Funds	November – May	Benchmarks Released STAAR tests Student grade	STAAR tests results
2. Provide reading intervention to at-risk students as determined by the Teachers, Administrators, RTI Committee	Teachers, Sp.Ed., GT, & Regular), Administrators RTI Committee	Special ed. teacher Paraprofessional LLI para Teachers	Sep – May	Benchmarks Released STAAR tests Student grades	DRA/OS, benchmarks, & STAAR results
3. Utilize reading and math intervention in school and during summer school to strengthen reading and math skills for at-risk students.	Teachers, (Sp. Ed., At-Risk), Administrators, District Curriculum Director, Specialists	State comp funds for Reading and Math Accelerated Instruction STAAR Incentive Funds	Aug – Jul	Classroom observations, summer school results/ evaluations	Benchmark, student grades, and STAAR test results
4. Provide math intervention to at-risk students as determined by the Teachers, Administrators, RTI Committee	Teachers, Sp.Ed., GT, & Regular), Administrators RTI Committee Special ed. teacher Paraprofessional LLI paras		Sep – May	Benchmarks Released STAAR tests Student daily grades	Benchmarks & STAAR results



## CAMPUS IMPROVEMENT PLAN

**Year: 2018 – 2019**

**Campus: C. J. Harris Elementary School**

**X. GIFTED AND TALENTED**

**Campus Goal:** 100% of all students taking the STAAR reading, writing, and math tests will pass minimum basic requirements.

**Rationale/Evidence of Need:**

Continue to establish strength in academic excellence as a new elementary school in reading, writing, and math skills for all gifted/talented students

**Objective:**

97% of all gifted/talented students will master all STAAR reading, writing, and math objectives.

**Needs Assessment:**

Need to emphasize differentiation in all academic areas for gifted/talented students

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Train teachers of GT students to differentiate the curriculum and promote higher level thinking in order to provide greater depth & complexity of content.	District Curriculum Specialists, Teachers, Administrators, GT Teacher Advanced Academics Department	District Advanced Academics training, T-TESS rubric	Aug – May	Agendas for meetings, walkthrough evaluations	Classroom observations, lesson plans
2. Annual 6-hour update of GT training for ALL classroom teachers. New teachers will receive 30 hours of GT training.	Administration Teachers District’s Advanced Academic Specialist Counselor GT Teacher Advanced Academics Department	Region IV workshops, Trainings offered within District	Aug – May	Attendance records for workshops	Training certificates on file

3. Disseminate GT information & referral process to students' parents, & community through monthly newsletter and posters posted at school entrance.	Teachers District's Advanced Academic Specialist Counselor Administrators GT Teacher Advanced Academics Department	Newsletter Posters Website	Aug – May	District GT information meetings	Campus newsletter and student communication folders
4. Provide project based lessons and activities such as Wax Museum of famous people in history	Teachers Administration Parents Students	Lesson plans Library Internet	Sept-May	Notes, discussion, oral presentation	Final product
5. Librarian will provide enrichment activities for GT cluster classes	Librarian Teachers Administrators	Library materials, Computers I-Pads Laptops	Sept-May	Notes, discussion, oral presentation	Final product
6. Host an informational night for parents and community members in conjunction with Advanced Academics to provide parents with information regarding advanced classes, pre-AP and AP classes in middle school and beyond.	Parents, community members, PTA, administrators and Advanced Academics specialist	Cafeteria, presentation cart, handouts for parents	March	Questions and answers, discussion	Parent and community feedback

**PEARLAND INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**C. J. Harris Elementary School**

**XII. SPECIAL EDUCATION, DYSLEXIA**

**Campus Goal:** 100% of all students taking the STAAR reading, writing and math tests will pass minimum basic requirements as stated in their ARD or 504 goals.

**Rationale/Evidence of Need:** Continue to establish strength in academic excellence in reading, writing, and math skills for all special education students.

**Objective:** 90% of all special education students will meet all reading, writing, and math objectives.

**Needs Assessment:** Need to emphasize modifications and accommodations in classrooms.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Provide training to all staff on classroom instructional and environmental modifications and accommodations to enhance student performance for Special Education students.	District's Sp. Ed. Specialists Teachers Counselors ARD committee RTI committee	District's Special Programs staff	Aug – May	Workshop evaluations and informal observations. Progress reports	Decrease number of students referred for FIE Progress reports and report cards
2. Provide supplemental materials for Resource and Inclusion	Resource Teachers, Dyslexia, staff, Paras	District Special Programs Staff	Aug-May	Student Achievement on testing	Increase variety of instruction through use of new materials.
3. The inclusion program will continue in k -4 <sup>th</sup> grade classrooms.	Resource Teachers, Dyslexia, staff, Paras, Teachers	Special Ed Stimulus	Aug-May	Student Achievement on testing	Full inclusion with 1 <sup>st</sup> – 4 <sup>th</sup> grade students will promote better use of instructional time.

4. Provide special education and dyslexia teachers with copies of progress reports and report cards for all identified students each reporting period.	Gr. 1-4 teachers	Progress reports & report cards	Aug-May	Students' grades	Gr. 4 Writing STAAR Gr. 3 & 4 Reading & Math STAAR
5. Meet with teachers of students who are failing every 3 weeks to review progress of each student in the regular ed. class & determine effectiveness of modifications being implemented.	Sp. Ed. and Dyslexia teachers	Progress reports & report cards Students' documented modifications	Aug-May	Cumulative data Students' work samples Revised modifications (as needed)	Gr. 4 Writing STAAR Gr. 3 & 4 Reading & Math STAAR Progress and report cards
6. Provide special education support and training to the special ed teachers in how best to meet their students' academic and behavioral needs.	Special ed teachers, C&I, Special programs, Administrators	C&I training, online webinars, Special programs training, Region IV training	Aug-May	Lesson plans, T-TESS data	Report cards, progress reports, benchmarks, STAAR results
7. Increase the frequency of reading, math, and writing tutoring for students receiving special education services.	Special ed teachers, Administrators	SCE funding, district curriculum, computerized enrichment programs	Aug-May	Daily work, teacher observation	Report cards, progress reports, benchmarks, STAAR results
<p><b>Initiatives to be continued:</b></p> <ul style="list-style-type: none"> <li>• Provide before school tutoring</li> <li>• Contact parents about failing progress and report cards</li> </ul>					

**PEARLAND INDEPENDENT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 - 2019**

**Campus: C. J. Harris Elementary School**

**IV. SCIENCE**

**Campus Goal:**

To provide academic challenges for all students through science activities.

**Rationale/Evidence of Need:**

Exposure to the scientific method will help students develop thought processes necessary for critical thinking on the 5th grade science STAAR test.

**Objective:** Students will be given the opportunity to integrate science, technology and investigative reporting with an exposure to the scientific method through hands-on science activities.

**Needs Assessment:** Need to strengthen the instructional focus in science.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Students in grades K-4 will be taught problem solving skills in science which includes documentation through a variety of activities including health lessons.	All teachers SpEd, Resource, PE	TEKS, problem solving posters and C& I Computer Lab	On-going	Lesson plans, Classroom performance & observations Standardized tests Student work samples displayed	Increased achievement on standardized and STAAR tests, and/or Benchmarks, in areas of math, science and writing.
2. All students will use a variety of tools and methods to conduct scientific inquiries and field investigations, while they incorporate writing activities to document their inquiries and investigations.	All teachers	TEKS Manipulatives Measuring devices Computer Lab	On-going	Classroom and home projects Journal entries and writing samples	Students demonstrate increased class participation in science activities through hands-on projects.
3. Maintain & use current vocabulary throughout the school year for students in Gr. K- 4 to reinforce grade appropriate science vocabulary.	science teachers Science Vertical Team	Grade level Science TEKS Science vocabulary lists	Aug-May	Science Journals	EOY Science Assessment (Gr. 3-4 Benchmarks), report cards

4. Use the 5 E Model to reinforce students' problem solving skills in 1-4.	Gr. 1-4 science teachers Science Vertical Team	PISD Science specialist 5 E Model	Aug-May	Lesson Plans Benchmark results	EOY Science Assessment (Gr. 3-4 Benchmarks)
5. Stock & maintain science materials mandated by state.	Gr. 1-4 teachers PISD Science Specialist	PISD Science specialist	Aug-May	Inventory of Science materials Purchase orders for materials	Complete inventory checklist of mandatory science materials
6. K-2 Conduct one hands-on experiment per semester. 3 <sup>rd</sup> -4 <sup>th</sup> grades conduct a minimum of 2 hands-on experiments per semester & prepare a written summary of results in science journal.	K-4 science teachers	Science equipment Elem. Science Specialist	Aug-May	Lesson Plans Cum Data	Students' work samples/illustrated results in k-2 3 <sup>rd</sup> and 4 <sup>th</sup> graders prepare a written summary of results in science journal.

**PEARLAND INDEPENDENT  
CAMPUS IMPROVEMENT PLAN**

**Year: 2018 -2019**

**Campus: C. J. Harris Elementary School**

**V. SOCIAL STUDIES**

**Campus Goal:**

To provide academic challenge for all students through Social Studies activities.

**Rationale/Evidence of Need:**

Establish academic strength in social studies skills through processes necessary for critical thinking.

**Objective:** Students will be provided the opportunity to improve social studies skills using technology, written and hands-on activities.

**Needs Assessment:** Need to integrate social studies across the curriculum.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Modify instruction to include increased use of visual and cooperative activities as needed for students including at-risk.	All classroom teachers Music & Art teachers Librarian	Modification techniques & cross-cultural communication Library books	On-going	Lesson plans, Classroom observations	Increase of incorporating the reading groups, guided reading, shared reading, etc..
2. Increase use of short essay questions requiring answers in complete sentences using correct English, capitalization, and punctuation.	All classroom teachers	Textbooks, teacher made activities, as appropriate, at each grade level	On-going	Lesson plans, Classroom observations Grades	Student work samples including writing portfolios
3. Use materials that encourage multicultural awareness and	All classroom teachers Music & Art teachers Librarian	TEKS, current events, textbooks, music and art curriculum Library books Big books Shared reading	On-going	Lesson plans, Classroom observations	Increase the amount of resource available to teachers in area of multicultural awareness.

respect for uniqueness and value differences.		Materials			
4. Students will use writing, oral language and visual presentation to communicate knowledge of subject matter across the curriculum.	Teachers Music & Art teachers	Technology dept. District curriculum Scope & sequence TEKS	On-going	Work samples Student products	Lesson plans, student work samples
5. Connect classroom instruction to real-life application through presenters from the community.	Grade level teachers PTA	PTA School parents PTA/school budget	On-going	Lesson plans Classroom observations	Lesson plans, newsletters, bulletin
6. Reinforce reading skills and students' understanding of text structure in nonfiction using organizers such as main idea web.	K-4 Teachers Vertical teams	Reading and Social Studies Specialists	On-going	Work samples DRA	Gr. 3-4 STAAR Reading Gr. 2 Reading Benchmarks
7. Use technology to supplement content to produce at least one project/product a year.	K-4 teachers Vertical teams	ETS Internet	On-going	Work samples Student products	Students' work samples (i.e. timelines, research papers, cards, pamphlets, PowerPoint presentations, posters, models, booklets, etc.)
8. Invite a guest speaker to discuss a historical topic for at least one grade level	Teachers administrators	Presentation cart	annually	Feedback from students, teachers	Lesson plans, school newsletters, bulletin