

Houston Independent School District
167 Roland P. Harris Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 10, 2022
Public Presentation Date: December 2, 2022

Mission Statement

The R.P. Harris Vision is to prepare scholars to excel academically, demonstrate kindness, and become creative problem solvers who overcome obstacles with resilience.

Vision

All students will receive effective tier 1 instruction and needed differentiation to meet their individual learning goals. They will be given social and emotional strategies to advocate for their personal, instructional and emotional needs. We will nurture student creativity and problem solving by providing a positive and safe school and classroom environment.

Value Statement

Working together to build a positive culture of high expectations with a focus on student achievement.

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Comprehensive Needs Assessment

Revised/Approved: September 2, 2022

Demographics

Demographics Summary

Roland P. Harris Elementary (R.P. Harris) is located off highway I-10 and Federal Road bordering Galena Park Independent School District. The community is predominantly Hispanic and historically generations of families have attended R.P. Harris. The teaching staff consist of 57% Hispanic teachers, 34% African American, 6% White, and 3% Asian/Island Pacific. Teachers with five or less years of teaching experience make up 49% of the teaching staff, 28% are teachers with 10-20 years of experience, and 23% are teachers with 20 or more years of teaching experience.

The school serves a student population of about 487 students in grades Pre-K through 5th grade. The student population is 84% Hispanic, 15% African American, and 1% White. Special populations for R. P. Harris consist of 65% English Language Learners, 7% Special Education, and 2% Gifted & Talented. Currently, 98% of all R. P Harris students are economically disadvantaged.

Demographics Strengths

There are many strengths in our community, the most important one our staff's ability to be able to communicate with our stakeholders in Spanish. For those staff members who do not speak Spanish, there are bilingual teachers, clerks, teaching assistants and school leadership who are fluent in Spanish and are able to facilitate effective communication between school and home. The Wrap Around Specialist assigned to our school actively seeks ways to support the emotional, financial, and physical needs of our students and their families.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Student attendance is below 96% **Root Cause:** Lack of reliable bus transportation

Student Learning

Student Learning Summary

R. P. Harris Elementary was not rated for the 2021-2022 school year due to a provision from Senate Bill 1365 where a label of "Not Rated" was used when the domain or overall scale score is less than 70. The scale score for Domain I- Student Achievement was a 45. The total percentage of students scoring at approaches grade level or above were 35% for reading, 34% for math, and 20% for science. The total percentage of students scoring at the meeting grade level or above were 18% for reading, 12% for math, and 10% for science. The total percentage of students scoring at the masters grade level or above were 6% for reading, 5% for math, and 3% for science. In Domain 2- Student Growth the scale score was a scale score of 72 and in Domain 3 only seven out of 12 possible growth target were met.

Student Learning Strengths

Based on Domain 3- Closing the Gaps data, the following six groups met their growth target in math: all students, Hispanic students, economically disadvantaged, emergent bilingual, continuously enrolled and non-continuously enrolled. The economically disadvantaged group met their target score in reading growth.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Emergent bilinguals did not meet the TELPAS growth target of 36% **Root Cause:** Lack of effective formal English language instruction in the bilingual classrooms.

Problem of Practice 2 (Prioritized): Level of rigor is not adequate in classrooms. **Root Cause:** Rigorous and TEKS driven instruction is needed in all classrooms.

School Processes & Programs

School Processes & Programs Summary

To best meet the needs of our emergent bilingual students, R. P. Harris Elementary provides a prekindergarten to fifth grade transitional bilingual education program as well as, an English as a Second Language program. Our school offers the Structured Learning Classroom Program (SLC-Standard) which is designed for students on the autistic spectrum. Students also have the opportunity to try out for the co-ed soccer team or the track team each semester.

Our largest subgroup of students is economically disadvantaged and make up 98% of the student population. Our campus utilizes the Wraparound Specialist to support with identifying individual student and family needs in order to find resources not available at the campus. Our counselor provides ongoing SEL support through daily SEL lessons, students groups, and in-class assistance. The school's master schedule contains intervention blocks by grade level where teachers and interventionists support students in closing academic instructional gaps during the school day.

Our school is piloting the Eureka math program and the Zearn computer intervention programs for grades Kindergarten through fifth grade. In reading language arts, we are focusing on the effective implementation of guided reading and writing units of study to help students develop their writing craft.

School Processes & Programs Strengths

Our school's identity is strongly driven by the students' love of sports. Under the guidance and leadership of Coach Edgar Montoya, our scholars are afforded the opportunity to try out for co-ed soccer and/or track. The ability to join a group sport allows our students to work as a team, practice problem solving skills, develop their communication skills and to persevere despite challenges.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Lack of lesson internalization of the Eureka and Zearn math programs. **Root Cause:** Year one of implementation for both programs.

Perceptions

Perceptions Summary

The attendance zone of R. P. Harris Elementary is mostly made up of apartment buildings, which leads to a mobility rate of about 25%. Effective and improved parent and community engagement is a major area for improvement. There is a small group of parents who are willing and able to volunteer at the school but need appropriate training. The teacher turn over rate for the 2021-2022 school year was 39%. There are eleven new teachers at R. P. Harris Elementary for the 2022-2023 school year.

Perceptions Strengths

Despite the high economic disadvantaged rate in our community, most of our students' parents and/or guardians maintain communication with the teachers.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: High Teacher turn over rate **Root Cause:** Lack of effective teacher retention practices

Priority Problems of Practice

Problem of Practice 3: Student attendance is below 96%

Root Cause 3: Lack of reliable bus transportation

Problem of Practice 3 Areas: Demographics

Problem of Practice 1: Emergent bilinguals did not meet the TELPAS growth target of 36%

Root Cause 1: Lack of effective formal English language instruction in the bilingual classrooms.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: Lack of lesson internalization of the Eureka and Zearn math programs.

Root Cause 2: Year one of implementation for both programs.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 4: Level of rigor is not adequate in classrooms.

Root Cause 4: Rigorous and TEKS driven instruction is needed in all classrooms.

Problem of Practice 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Board Goals

Revised/Approved: November 10, 2022

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: The percentage of students enrolled at R. P. Harris performing in reading at the Meets Grade Level will increase from 18% to 45%.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 85% of 3rd-grade students will be reading at guided reading level P or higher.

Evaluation Data Sources: Monthly student running records

Strategy 1 Details	Reviews			
Strategy 1: Implement a Google-drive based system for tracking students' running records by month and effectively group students for guided reading instruction. Strategy's Expected Result/Impact: At least 85% of 1st through 5th -grade students will be reading on or above their expected reading by May of 2023. Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionists, Reading Teachers, AP, and Principal Action Steps: 1. Provide training on how to perform an effective running record and provide the necessary materials for teachers to conduct a running record. 2. Provide training how to group students based on their running records. 3. Ensure teachers are conducting monthly running records on their students. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement daily and effective guided reading lessons to address learning deficits. Strategy's Expected Result/Impact: At least 85% of 1st through 5th -grade students will be reading on or above their expected reading by May of 2023. Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionists, Reading Teachers, AP, and Principal Action Steps: 1. Ensure teachers have guided reading materials for their students. 2. Train all teachers on how to deliver an effective guided reading lesson. 3. Monitor effectiveness of guided reading lessons by conducting unannounced and announced walkthroughs during guided reading lessons. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Track and develop student reading stamina during reading instruction. Strategy's Expected Result/Impact: At least 85% of 1st through 5th -grade students will be reading on or above their expected reading by May of 2023. Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionists, Reading Teachers, AP, and Principal Action Steps: 1. Use anchor charts to help students understand what reading stamina entails and how to develop reading stamina. 2. Track reading stamina as a class and individually 3. Use classroom libraries to ensure students have adequate materials to practice their reading Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:


Student Learning
Problem of Practice 2: Level of rigor is not adequate in classrooms. Root Cause: Rigorous and TEKS driven instruction is needed in all classrooms.


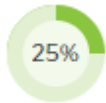




Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students enrolled at R. P. Harris performing in math at the Meets Grade Level will increase from 12% to 46%.

Measurable Objective 1: By January 2023, 100% of all math teachers will effectively implement and internalize the Eureka math lesson cycle (Fluency, application, concept development, student debrief) so effective lessons can be delivered with fidelity and they will ensure each student is completing at least 3-30 minute lessons on Zearn.

Evaluation Data Sources: Math classroom walkthroughs and observations
Zearn usage reports

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on the Eureka math lesson cycle and how to deliver the lesson in 60 minutes. Strategy's Expected Result/Impact: Students will be taught by teachers who are using an effective and rigorous math curriculum which will help improve math achievement. Staff Responsible for Monitoring: Teachers, Curriculum Implementation Coach, AP, Teacher Specialist, and Principal. Action Steps: 1. Train teachers on how to use Eureka lesson materials. 2. CIP will model a Eureka Lesson to our teachers. 3. Conduct walkthroughs during the math learning block to observe implementation of the materials and program. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Ensure there is an effective system to track students and make sure they are completing at least 3-30 minute lessons of Zearn computer lessons a week. Strategy's Expected Result/Impact: Improve math achievement by implementing the use of Zearn computer intervention lessons. Staff Responsible for Monitoring: Teachers, Interventionists, CIC, AP, and Principal. Action Steps: 1. Train teachers on how to use the Zearn computer platform. 2. Develop a rotation schedule so that all students get ample of time on computer devices to practice and complete their Zearn lessons. 3. Ensure all students have log-ins and are able to use the program. 4. Train teachers on how to run Zearn usage reports to ensure all students are getting the necessary time on the computer. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Track the data from Eureka lesson exit tickets, mid-module and end-of-module assessments, so teachers know which skills need to be reinforced during intervention times. Strategy's Expected Result/Impact: Improve math achievement by developing corrective reteach plans. Staff Responsible for Monitoring: Teachers, Interventionists, CIC, AP, and Principal. Action Steps: 1. Develop an effective tracking system 2. Ensure teachers are inputting assessment data 3. Create corrective reteach plans to be delivered during intervention or tutoring allocated times. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Lack of lesson internalization of the Eureka and Zearn math programs. Root Cause: Year one of implementation for both programs.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.


Goal 1: The percentage of Emergent Bilingual enrolled at R. P. Harris will improve their TELPAS progress rate from 27% to 37% to meet the assigned target.


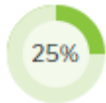




Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By June 2023, at least 37% of Emergent Bilinguals will make one year growth on the TELPAS domains of listening, speaking, reading, and writing.

Evaluation Data Sources: TELPAS Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All emergent bilingual students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take.</p> <p>Strategy's Expected Result/Impact: Enhanced English writing skills.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AP, Teacher Specialist, Principal.</p> <p>Action Steps: 1. Ensure all students have an English writing journal. 2. Train teachers on how to implement quick writes and expository writing. 3. Gather writing notebooks which will chronicle writing instruction. 4. Meet as writing PLC once a month to discuss strengths, opportunities for improvement, and next steps.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Summit K-12 Program for 90 minutes a week during science instruction Strategy's Expected Result/Impact: Improved English listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Teachers, Interventionists, AP, Teacher Specialist, Principal. Action Steps: 1. Train teachers on how to use the Summit K-12 Science program. 2. Ensure all students are rostered into the system. 3. Develop a system to ensure students are spending at least 90 minutes on the program every week. 4. Run reports to ensure fidelity of implementation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Include daily English shared reading experiences during the English reading/language arts block. Strategy's Expected Result/Impact: Improved English listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Teachers, Interventionists, AP, Teacher Specialist, Principal. Action Steps: 1. Train teachers on how to integrate reading/language skills into the shared reading block. 2. Use poems, songs, short stories for the students to re-read for fluency and practice learned skills 3. Monitor implementation during walkthroughs, observations and PLC meetings. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Emergent bilinguals did not meet the TELPAS growth target of 36% Root Cause: Lack of effective formal English language instruction in the bilingual classrooms.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

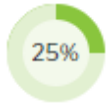
Goal 1: Closing the Gaps-The percentage of students receiving special education services will increase achievement by 10 percentage points as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading and Math.







Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By June 2023, the percentage of students receiving special education services will increase achievement by 10 percentage points as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading and Math.

Evaluation Data Sources: STAAR, local and district assessments,

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet with the SPED chair and AU teacher once every six weeks to ensure all accommodations and IEP mandated tools are effectively being used by the teachers and students.</p> <p>Strategy's Expected Result/Impact: Improved accessibility to the curriculum by our special education students.</p> <p>Staff Responsible for Monitoring: Special education chair, AU teacher, teachers, AP and Principal.</p> <p>Action Steps: 1. Gather all pertinent information for general ed. teachers 2. Ensure teachers and student have access to the assigned accommodation materials and supports. 3. Monitor implementation of supports. 4. Meet to discuss effectiveness of materials and supports and make changes as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Special education students will create personal, academic, and social, goals and track their progress. Strategy's Expected Result/Impact: Improved accessibility to the curriculum by our special education students. Staff Responsible for Monitoring: Special education chair, AU teacher, teachers, AP and Principal. Action Steps: 1. Resource and/or AU teacher will hold goal setting conferences with each student. 2. Goals will be written down and track by the students and teachers. 3. Goal attainment will be evaluated every six weeks and adjusted as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Feedback regarding instructional practices will be gathered from Special education students to be shared with teachers. Strategy's Expected Result/Impact: Improved accessibility to the curriculum by our special education students. Staff Responsible for Monitoring: Special education chair, AU teacher, teachers, AP and Principal. Action Steps: 1. Check-ins will be conducted by SPED Chair and AU teacher with their students. 2. Feedback from students will be gathered 3. Feedback and next steps will be shared with teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:



Student Learning
Problem of Practice 2: Level of rigor is not adequate in classrooms. Root Cause: Rigorous and TEKS driven instruction is needed in all classrooms.






Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By June 2023, our average attendance will be 97% or higher.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor student attendance and tardies and develop timely intervention plans. Strategy's Expected Result/Impact: Improve student attendance. Staff Responsible for Monitoring: Wraparound Specialist, SIRS, clerks, teachers, AP and Principal. Action Steps: 1. Teachers submit preliminary attendance prior to official attendance time. Front office staff along with clerks and WRS make calls to check on student status (health, safety and well-being). 2. Teachers can support by contacting or communicating with parents via class Dojo. 3. Conduct conferences and home visits for those students who have been absent more than 4 days in a row. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create an attendance committee led by Wraparound Specialist which will organize monthly events to celebrate classrooms and/or students with perfect attendance. Strategy's Expected Result/Impact: Improve student attendance. Staff Responsible for Monitoring: Wraparound Specialist, SIRS, clerks, teachers, AP and Principal. Action Steps: 1. Design the committee and create attendance display. 2. Share with students the monthly or weekly attendance goals. 3. Celebrate milestones and improve attendance. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Develop attendance contracts with parents of students who have excessive tardies and/or absences. Strategy's Expected Result/Impact: Improve student attendance Staff Responsible for Monitoring: Wraparound Specialist, SIRS, clerks, teachers, AP and Principal Action Steps: 1. Look at the A4E attendance portal every week. 2. Set up meetings with parents to find out why tardy or absences exit. 3. Develop a plan of action and attendance contract. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 1 Problems of Practice:


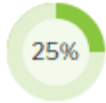
Demographics
Problem of Practice 1: Student attendance is below 96% Root Cause: Lack of reliable bus transportation






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: By June 2023, after the daily implementation of a campus-wide social and emotional learning awareness and activities for student self-regulating behavior, out of school suspension will result in zero by the end of the school year.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: School counselor will conduct weekly SEL lessons to students in grades 3, 4, and 5th grade. Strategy's Expected Result/Impact: Improved social skills. Staff Responsible for Monitoring: Counselor, AP, Principal, teachers. Action Steps: 1. Add Counseling SEL sessions for grades 3rd through 5th to the master ancillary schedule. 2. Conduct weekly sessions with students. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Inform and train students on how to maintain personal safety inside and outside school. Strategy's Expected Result/Impact: Improved personal safety. Staff Responsible for Monitoring: Counselor, Wraparound Specialist, teachers, AP and Principal. Action Steps: 1. Provide personal safety training to students (fire drills, lock-down drills, etc). 2. Practice those drills once a month 3. Help students develop a safety plan for home. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
Strategy 3: Honor and celebrate students of the month who represent examples of great discipline and leadership Strategy's Expected Result/Impact: Promote students who are examples of great leadership and personal discipline Staff Responsible for Monitoring: Counselor Action Steps: 1. Develop trait for students of the month. 2. Seek nomination from teachers 3. Celebrate those students and their accomplishments. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
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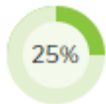




Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: By May 2023, all teachers will implement deescalate-escalation techniques to help students better manage their behavior, practice monthly safety drills, and teach students one mindfulness technique to reduce stress.

Evaluation Data Sources: Behavior reports and referrals

Strategy 1 Details	Reviews			
Strategy 1: Each teacher will have a calming corner in their classroom and utilize it to deescalate-escalate behaviors. Strategy's Expected Result/Impact: Less undesired behavior Staff Responsible for Monitoring: Counselor, Wraparound Specialist, Teachers, AP and Principal. Action Steps: 1. Select an area in the classroom. 2. Ensure teacher knows how to provide students with choices on how to deescalate-escalate their emotions. (Would you rather sit on the pillow or hug the pillow to practice breathing) 3. Work with students to figure out which technique works best for them. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Practice safety drills so students know what to do in the event of an emergency. Strategy's Expected Result/Impact: Increased safety in our schools Staff Responsible for Monitoring: Counselor, Teachers, Clerks, AP, Principal. Action Steps: 1. Each class will conduct a safety walk around the school and in their classrooms. 2. Students will be shown where emergency exits are located. 3. Students will practice the various drills and understand why we practice these drills. 4. Monthly records of drills will be kept and made available via SharePoint.	Formative			Summative
	Nov	Jan	Mar	June
				

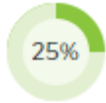
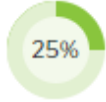
Strategy 3 Details	Reviews			
Strategy 3: Teach students a breathing mindfulness technique to help them relieve anxiety and stress Strategy's Expected Result/Impact: Increased safety in our schools Staff Responsible for Monitoring: Counselor, Teachers, AP, Principal Action Steps: 1. Teach deep breathing techniques to our students so they can relieve anxiety and stress. 2. Practice these techniques during PE and recess to help them get their breathing down after exercise. 3. Have them practice breathing technique when facing anxious or stressful situations. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: By June 2023, the percentage of students receiving special education services will increase achievement by 10 percentage points as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading and Math.

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: SPED students will be taught self-advocacy strategies so they are able to access the curriculum. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: SPED Chair, AU Teacher, Teachers Action Steps: 1. Students will know exactly which accommodations they are able to use in the classroom. 2. Teachers will model, praise, and encourage students to use accommodations in all classrooms and at home. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with the SPED chair and AU teacher once every six weeks to ensure all accommodations and IEP mandated tools are effectively being used by the teachers and students. Strategy's Expected Result/Impact: Improved accessibility to the curriculum by our special education students. Staff Responsible for Monitoring: Special education chair, AU teacher, teachers, AP and Principal. Action Steps: 1. Gather all pertinent information for general ed. teachers 2. Ensure teachers and student have access to the assigned accommodation materials and supports. 3. Monitor implementation of supports. 4. Meet to discuss effectiveness of materials and supports and make changes as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details		Reviews			
Strategy 3: Special education students will create personal, academic, and social, goals and track their progress. Strategy's Expected Result/Impact: Improved accessibility to the curriculum by our special education students. Staff Responsible for Monitoring: Special education chair, AU teacher, teachers, AP and Principal. Action Steps: 1. Resource and/or AU teacher will hold goal setting conferences with each student. 2. Goals will be written down and track by the students and teachers. 3. Goal attainment will be evaluated every six weeks and adjusted as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By April 2023, we will increase GT identified students by at least 3 percentage points from 2% to 5%; host a GT parent meeting, and conduct a GT expo in our school.

Evaluation Data Sources: GT completed referrals and screeners.
Parent meeting agendas and sign-in sheets.
GT Expo for students in grades KG to 5th grade.

Strategy 1 Details	Reviews			
Strategy 1: Host a GT Parent informational meeting to discuss screening and nomination process. Strategy's Expected Result/Impact: Disseminate information on GT information to better equip parents on process. Staff Responsible for Monitoring: GT Coordinator, Teachers, AP, Principal Action Steps: 1. Set up a meeting date with parents. 2. Explain nomination and screening process with parents. 3. Encourage parents to nominate their scholars for screening. Title I: 4.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct a school-wide GT expo in our school. Strategy's Expected Result/Impact: Allow students other avenues to express their talents Staff Responsible for Monitoring: GT Coordinator, Teachers, Principal, AP Action Steps: 1. Set up a date and project details. 2. Communicate projects with teachers and students 3. Students will have a time to present their projects to other classes. Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:


Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach







Measurable Objective 1: By May 2023, communication will be enhanced between parents and school by using Class Dojo, monthly calendars, monthly meetings with the principal, phone calls, and messages which are accessible in both English and Spanish.

Evaluation Data Sources: % of parents registered on Class Dojo

Number of Class Dojo posts announcing pertinent information to parents

Monthly calendars sent out to parents

Strategy 1 Details		Reviews			
Strategy 1: Use Class Dojo to ensure all students and their parents have access to up-to-date information related to their child's teacher and our school. Strategy's Expected Result/Impact: Parents and community are informed and engage in being a part of students' academic growth and success. Staff Responsible for Monitoring: Principal, AP, Administrative Assistant, Action Steps: 1. Train teachers on how to use Class Dojo. 2. Help parents sign up for Class Dojo so they can communicate with their child's teacher 3. Track teacher and parent usage and effectiveness of the tool Title I: 2.5		Formative			Summative
		Nov	Jan	Mar	June
					






Strategy 2 Details	Reviews			
Strategy 2: Host monthly parent meetings to seek guidance regarding programs offered and solutions for concerns. Develop the RP Harris parental engagement policy with parents and stakeholders. Strategy's Expected Result/Impact: Parents and community are informed and engage in being a part of students' academic growth and success. Staff Responsible for Monitoring: Principal, AP, Administrative Assistant, Teachers Action Steps: 1. Advertise the monthly "Coffee with the Principal" "Cafecito con la Directora" 2. Hold meetings at different times each month so more parents are able to attend. 3. Seek guidance and solutions to stakeholder concerns. 4. Develop as a team the RP Harris parental engagement policy. 5. Ensure all parents are aware of these best practices. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Host two building-wide school/community beatification projects to create a stronger relationship between the school and our families. Strategy's Expected Result/Impact: Parents, teachers, staff, and community work together to make our school and community a more inviting community. Staff Responsible for Monitoring: Teachers, Principal, Parents, Staff, Wraparound Specialist Action Steps: 1. Assign two dates to host our beatification projects. 2. Work with Wraparound Specialist to seek donations for projects. 3. Complete one project each semester. Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, & 5), Hearing Screening (Grades PK, K, 1, 3, & 5), Type 2 Diabetes (Grades 1, 3, & 5), Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Reports from Nursing Department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with Nurse Susan George to determine an effective system to get students screened for mandated health services Strategy's Expected Result/Impact: Effective system to screen all students for mandated health services. Staff Responsible for Monitoring: School Nurse, clerks. Action Steps: 1. Develop a system to minimize loss of instructional time and screen students. 2. Deploy system. 3. Run report to see if any students were missed during screening windows. Title I: 2.5 - TEA Priorities: Improve low-performing schools				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Immunization Monitoring, data entry and state reporting requirements will be completed by our certified school nurse, Susan George, on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Susan George, RN.
Estimated number of students to be screened: 480

Measurable Objective 3: Vision Screening at Grades PK, K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Susan George, RN.
Estimated number of students to be screened: 380

Measurable Objective 4: Hearing Screening at Grades PK, K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Susan George, RN.
Estimated number of students to be screened: 380

Measurable Objective 5: Medication Administration, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: Person Responsible: School Nurse/Health Wellness Team

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services by the School Nurse, Susan George RN.

Evaluation Data Sources: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.





Board Goal 5: N/A - Additional Campus Goals**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: Type 2 Diabetes Screening at Grades 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Susan George, RN.
Estimated number of students to be screened: 380

Strategy 1 Details	Reviews			
Strategy 1: Nurse will meet with all parents of students who may be at-risk for diabetes and share nutritional information as well other resources. Strategy's Expected Result/Impact: Strategic impact on students who are at-risk for diabetes. Staff Responsible for Monitoring: Susan George, RN., clerks Action Steps: Nurse will meet with all parents of students who may be at-risk for diabetes and share nutritional information as well other resources. Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Physical education teacher will deliver strategic lessons on nutrition to prevent diabetes, cardiovascular disease, and improve physical mobility and health. Strategy's Expected Result/Impact: Improved awareness on nutrition which will prevent diabetes, cardiovascular disease and improve physical health. Staff Responsible for Monitoring: Physical education teacher, AP and Principal. Action Steps: 1. Physical education teacher will provide at least one nutrition lesson every month and deliver it to all students in grades PK to 5th grade. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Students will participate in the Fresh Fruit & Vegetable program to bring awareness of various healthy snacks. Strategy's Expected Result/Impact: Improved awareness on nutrition which will prevent diabetes, cardiovascular disease and improve physical health. Staff Responsible for Monitoring: Cafeteria manager, teachers, Action Steps: 1. Designate a time and day for Fresh Fruit & Vegetable program. 2. Use time to have a mini lesson on healthy snacks vs high calorie, chemically processed snacks. Title I: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals**Goal 9:** OTHER UNMET (If applicable)

Measurable Objective 1: By June 2023, 5th-grade students will improve their performance as measured by meets grade level standard on the science STAAR from 10% to 39%.

Evaluation Data Sources: Science STAAR Scores

Strategy 1 Details		Reviews			
Strategy 1: 5th-grade math teachers will plan with a consultant once a week to ensure their lessons are aligned to the TEKS and are taught at the necessary rigor. Strategy's Expected Result/Impact: Improved student achievement. Staff Responsible for Monitoring: Teacher Specialist and Principal Action Steps: 1. Set up collaboration dates 2. Ensure teachers have the materials needed to perform hands on activities. 3. Monitor implementation of science routines. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Utilize Summit K-12 Program for 90 minutes a week during science instruction Strategy's Expected Result/Impact: Improved student achievement scores in Science, English listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Teachers, Interventionists, AP, Teacher Specialist, Principal. Action Steps: 1. Train teachers on how to use the Summit K-12 Science program. 2. Ensure all students are rostered into the system. 3. Develop a system to ensure students are spending at least 90 minutes on the program every week. 4. Run reports to ensure fidelity of implementation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All science students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take. Strategy's Expected Result/Impact: Enhanced English writing skills. Staff Responsible for Monitoring: Teachers, Interventionists, AP, Teacher Specialist, Principal. Action Steps: 1. Ensure all students have an English/science writing journal. 2. Train teachers on how to implement quick writes and expository writing. 3. Gather writing notebooks which will chronicle writing instruction. 4. Meet as writing PLC once a month to discuss strengths, opportunities for improvement, and next steps. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Emergent bilinguals did not meet the TELPAS growth target of 36% Root Cause: Lack of effective formal English language instruction in the bilingual classrooms.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement a Google-drive based system for tracking students' running records by month and effectively group students for guided reading instruction.
1	1	1	2	Implement daily and effective guided reading lessons to address learning deficits.
1	1	1	3	Track and develop student reading stamina during reading instruction.
2	1	1	1	Train teachers on the Eureka math lesson cycle and how to deliver the lesson in 60 minutes.
2	1	1	2	Ensure there is an effective system to track students and make sure they are completing at least 3-30 minute lessons of Zearn computer lessons a week.
2	1	1	3	Track the data from Eureka lesson exit tickets, mid-module and end-of-module assessments, so teachers know which skills need to be reinforced during intervention times.
3	1	1	1	All emergent bilingual students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take.
5	9	1	3	All science students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement a Google-drive based system for tracking students' running records by month and effectively group students for guided reading instruction.
1	1	1	2	Implement daily and effective guided reading lessons to address learning deficits.
1	1	1	3	Track and develop student reading stamina during reading instruction.
2	1	1	1	Train teachers on the Eureka math lesson cycle and how to deliver the lesson in 60 minutes.
2	1	1	2	Ensure there is an effective system to track students and make sure they are completing at least 3-30 minute lessons of Zearn computer lessons a week.
2	1	1	3	Track the data from Eureka lesson exit tickets, mid-module and end-of-module assessments, so teachers know which skills need to be reinforced during intervention times.
3	1	1	1	All emergent bilingual students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take.
5	9	1	3	All science students will have an English/Science writing journal where they will keep their writing samples. Each month during PLC writing samples will be shared by teachers and feedback given as to what next steps to take.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented. The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action.

Roland P. Harris Elementary (R.P. Harris) is located off highway I-10 and Federal Road and is part of the Houston Independent School District, Elementary School Office 3, ESO3, led by Assistant School Superintendent, Dr. Erwin Garcia. The school community is predominantly Hispanic and historically generations of families have attended R.P. Harris. Our school was "Not Rated" for the 2021-2022 school year due to a provision from Senate Bill 1365 where a label of "Not Rated" was used when the domain or overall scale score is less than 70. The 2022-2023 goal of R. P. Harris Elementary is to improve student achievement by earning a "B" rating. In order to reach our objective, the following are our targets.

By May 2023, the percentage of students enrolled at R. P. Harris performing in reading at the Meets Grade Level will increase from 18% to 45%.

By May 2023, 85% of 3rd-grade students will be reading at guided reading level P or higher.

By May 2023, the percentage of students enrolled at R. P. Harris performing in math at the Meets Grade Level will increase from 12% to 46%.

By January 2023, 100% of all math teachers will effectively implement and internalize the Eureka math lesson cycle (Fluency, application, concept development, student debrief) so effective lessons can be delivered with fidelity and they will ensure each student is completing at least 3-30 minute lessons on Zearn.

By May 2023, the percentage of Emergent Bilingual enrolled at R. P. Harris will improve their TELPAS progress rate from 27% to 37% to meet the assigned target.

By May 2023, the percentage of students receiving special education services will increase achievement by 10 percentage points as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading and Math.

By May 2023, our average attendance will be 97% or higher

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)]. The date the CIP and District Improvement Plan (DIP) were developed/ reviewed/ revised/ approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our R.P. Harris Elementary campus website <https://www.houstonisd.org/Page/196111>. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111 (c)(2)] to meet the challenging state academic standards. This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

Our major initiatives are:

1. Implementation of the Eureka and Zearn math programs.
2. Integration of Summit K-12 to support acquisition of science skills and better understanding of non-fiction texts.
3. Intervention block and dyslexia services provided by our interventionist.
4. Monitoring of student achievement and timely intervention to meet their needs.

2.5: Increased learning time and well-rounded education

The actions in the CIP are created to ensure increased learning time and a well-rounded education for all students.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly at-Bats:
- Small Group Instruction based on student data needs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our CIP committee annually evaluates the schoolwide plan to determine which actions will be discontinued because goals were met, and which actions will be duplicated the following year because respective goals were not met.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways R.P. Harris in Houston ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement.

Engaged Stakeholders in Every Community Our Parent and Family Engagement performance indicators include:

- Increase percentage of stakeholders participating and engaged/highly engaged with R.P. Harris ES.
- Increase parent rating of overall quality of education provided by R.P. Harris.
- Increased two-way communication with parents and stakeholders

The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the School Beautification committee.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

The campus will institute interventions are research-based instructional strategies to address gaps among all subgroups to minimize the disproportionality of academic performance between subgroups. These students will be determined based on their achievement on the following data:

- STAAR
- TELPAS
- Renaissance 360
- Texas KEA
- Dyslexia Screener
- Running Records
- IOWA and Logramos

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Galvez Sanchez	Teacher Class Size Reduction Title I	Title I	100%

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #: 167 RP Harris

Principal Name: Maria Teresa Garcia, Ed. D.

School Office: ESO3

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 7, 2022, as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9-30-2022
Date

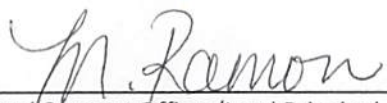
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9-30-2022
Date


SDMC Teacher Representative

9-30-22
Date


School Support Officer/Lead Principal

9/30/22
Date


School Office Assistant Superintendent

9/30/22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date