

**Anna Independent School District**  
**Harlow Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

To **invest** in academic excellence, **instill** values and **inspire** students.

## Vision

To maximize individual potential and ensure all students are empowered to conquer the challenges of education, work and life.

## District Goals

Goal 1: Safety - Anna ISD will provide a positive and safe environment for ALL students and staff.

Goal 2: Accountability - Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Goal 3: Culture - Anna ISD will preserve traditions while enhancing the overall culture of the district.

Goal 4: Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Harlow Elementary is a rapidly growing attendance zone. Harlow had a student population of 474 students for the 2022-2023 school year. Harlow is a diverse campus with 28% of the student population being Hispanic/Latino, 44% white, 8% two or more races, and 16% African American. Among the population 44% of the students are participating in free and reduced lunch.

Harlow offers many programs to support the diverse needs of our students in their academic pursuits. 7% of Harlow students are identified as English Language Learners, 15% of students are served under 504 accommodations, 13% of the students are served under special education, and 5% of the students are served under Gifted and Talented.

### Demographics Strengths

Demographic strengths:

Harlow has continued to serve many new families to Anna and meet their diverse needs and educational gaps.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Of the 474 students enrolled in Harlow Elementary, 80 of these students are new to Anna ISD from multiple districts within Texas and the United States and in need to intervention to fill in educational gaps. **Root Cause:** Harlow Elementary has a zoned area that is rapidly growing.

# Student Learning

## Student Learning Summary

Overall: Harlow Elementary made consistent academic achievement that is demonstrated on local unit assessments, IStation Indicators of Progress (ISIP), and Measures of Academic Progress (MAP). TEA provides an annual accountability report that showed Harlow Elementary achieved an overall rating of A in 2021-2022 school year. Harlow Elementary earned 2 Distinction Designations, Mathematics and Comparative Closing the Gaps

Domain 1: Student Achievement: In 2021-2022 Harlow Elementary earned the rating of C. Harlow earned scores in the All Student categories of 82% in reading, 78% in math, and 60% in science.

Domain 2: Student Progress: In 2021-2022 Harlow Elementary earned the rating of A.

Domain 3: Closing Performance Gaps: In 2021-2022 Harlow Elementary earned the rating of A

## Student Learning Strengths

Student Progress: Harlow Elementary increased Approaches reading scores in the All Student category from 66% in 2021 to 82% in 2022. Math Approaches scores in the All Student category also increased from 73% in 2021 to 78% in 2022.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** At Harlow Elementary, 60% of the 5th grade students earned Approaches on the 2022 STAAR assessment. **Root Cause:** Harlow Elementary was focused heavily on filling in gaps in reading and math since 2019.

# School Processes & Programs

## School Processes & Programs Summary

Harlow Elementary had clear selection criteria for recruiting and training teachers. The district used applicant pools from student teachers, staff referrals, and the Teacher Job Network. Teachers are placed in teaching positions based on strength and certification. 100% of new teachers were supported by mentors, participated in ongoing professional development and Lead4Ward New Teacher training.

100% of teachers collaborate and submit daily lesson plans with clear objectives including paths to support diverse student learning groups. Teacher teams meet weekly to plan their daily lesson plans. They also meet bi-weekly in Professional Learning Communities utilizing data to drive instructional decisions for intervention, enrichment, and small group instruction.

RTI, 504 and ARD committees meet to discuss the needs and progress of students who are served in these programs.

100% of teacher kindergarten - 3rd grade completed TEA Reading Academy training during the 21-22 school year.

## School Processes & Programs Strengths

An area of strength for Harlow was recruitment and training highly qualified teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Harlow Elementary has a new 8 first year teachers in need of mentors and new teacher training. **Root Cause:** Harlow transferred teachers of experience to help open a new Anna ISD campus.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- 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
- Section 504 data
- Homeless data



- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** Safety: Anna ISD will provide a positive and safe environment for ALL students and staff.

**Performance Objective 1:** All staff will utilize CHAMPS in the common areas and classrooms to ensure all students have a consistent, positive, and orderly environment.

**Evaluation Data Sources:** 30 playbook, TTESS classroom walk-throughs and observations, PBIS App data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Student Success Team will meet bi-weekly to assist teachers with plans of action for Tier 2 and Tier 3 behaviors and communicate with teachers and parents. <b>Strategy's Expected Result/Impact:</b> Student behaviors and campus culture will remain positive and orderly <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Instructional Specialists	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> All teachers will be trained and monitored to ensure CHAMPS strategies are used in the classrooms and common areas. <b>Strategy's Expected Result/Impact:</b> Consistent expectations in classrooms and hallways <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> All staff will implement a campus house system by using the PBIS app to track student successes, attendance, and CHAMPS. <b>Strategy's Expected Result/Impact:</b> Increased sense of student community and decrease in office referrals <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Teachers	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1:** Safety: Anna ISD will provide a positive and safe environment for ALL students and staff.

**Performance Objective 2:** During the 2024-2025 school year overall attendance will remain above 96% to ensure all students have a consistent educational opportunity.

**Evaluation Data Sources:** PEIMS Data





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Campus attendance committee will meet weekly to monitor student attendance, maintain parent communication, and implement attendance behavior plans. <b>Strategy's Expected Result/Impact:</b> Student attendance of at least 96% <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors PEIMS Clerk	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Monthly Campus Data Integrity Team meetings will be conducted to monitor attendance rate and discuss plans for attendance improvement. <b>Strategy's Expected Result/Impact:</b> Student attendance at least 96% <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors PEIMS Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Students will be rewarded for attendance in the PBIS app and awarded attendance certificates. <b>Strategy's Expected Result/Impact:</b> Positive student acknowledgement <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors PEIMS Clerk	Formative		Summative
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 1: Safety:** Anna ISD will provide a positive and safe environment for ALL students and staff.

**Performance Objective 3:** During the 2024-2025 school year Harlow Elementary will educate and support the physical and social-emotional health needs of students and staff.

**Evaluation Data Sources:** Second Steps Lesson Completion Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> School counselors will provide social-emotional training for staff to use communication circles and Second Step curriculum as part of their daily morning routines. <b>Strategy's Expected Result/Impact:</b> Reduction of student anxiety and build classroom community <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Guidance counselor will schedule weekly guidance lessons with students face to face in classroom. <b>Strategy's Expected Result/Impact:</b> Build classroom culture and provide social-emotional support for students <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> RISE classroom will use Navigate 360 curriculum as restorative practice for students in RISE. <b>Strategy's Expected Result/Impact:</b> Restorative practice for behavior <b>Staff Responsible for Monitoring:</b> Campus Administration RISE Paraprofessional	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> The Mental Health Counselors will provide social-emotional support and counseling to students on a regular basis and in crisis situations. <b>Strategy's Expected Result/Impact:</b> Emotional behavior support and assistance for students <b>Staff Responsible for Monitoring:</b> Mental Health Counselors	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<b>Strategy 5:</b> The HOPE teacher will use the Boystown Behavior Model to provide social-emotional support and behavior training for Kindergarten - 3rd grade general education students who qualify for the HOPE program. <b>Strategy's Expected Result/Impact:</b> Behavior training for general education students to be successful in the general education classroom <b>Staff Responsible for Monitoring:</b> Campus Administration HOPE teacher General Education Behavior Specialist	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Teachers will participate in monthly Behavior PLCs. <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy regarding behavior issues <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 2:** Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 1:** During the 2024-2025 school year, LEP students will improve reading proficiency as measured by an increase of 5% or more in the percentage of students passing the Reading STAAR and/or scoring Advanced High in the TELPAS Reading domain.

**Evaluation Data Sources:** STAAR, TELPAS Reading

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers will establish student ISIP goals to target reading improvement for all LEP students and use data-driven PLC meetings to analyze progress. <b>Strategy's Expected Result/Impact:</b> An increase of 5% or more on reading summative assessments <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Programs and Supplies - 199-PIC 25 State Bilingual/ESL - \$1,000	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> LEP students in grades 1-2 will have the opportunity to attend enrichment camps over the summer, while students in grades 3-5 will have access to Summit K-12. <b>Strategy's Expected Result/Impact:</b> Limit loss of knowledge over the summer, increase language proficiency <b>Staff Responsible for Monitoring:</b> Campus Administrators ESL & Bilingual Instructional Coordinators  <b>Funding Sources:</b> - 263-Title III, Part A ELA/Immigrant - \$2,500	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> All new teachers in Anna ISD- elementary core, secondary ELAR will obtain their ESL certification by the end of the 2024-2025 school year. <b>Strategy's Expected Result/Impact:</b> Teachers certified in ESL instruction create learning environments that support ESL learners <b>Staff Responsible for Monitoring:</b> Campus Administrators District Administrators  <b>Funding Sources:</b> - 199-PIC 25 State Bilingual/ESL - \$2,000	Formative		Summative
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 2:** By the end of the 2024-2025 school year, with the provision of specially designed instruction in reading, elementary students in special education will improve overall performance in reading as evidenced by an increase of 5% on the 3rd, 4th, and 5th grade STAAR reading assessments.

**Evaluation Data Sources:** STAAR Reading Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers will establish student goals to target reading improvement for all special education students and use data-driven PLC meetings to analyze progress. <b>Strategy's Expected Result/Impact:</b> Special education student reading performance will increase <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinator Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The teachers and instructional support staff in the special education classrooms will implement SPIRE reading curriculum to supplement tier 1 instruction according to student IEPs. <b>Strategy's Expected Result/Impact:</b> Special education student reading performance will increase <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinator Teachers  <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> CMC Aide - 199-PIC 24 SCE Accelerated Education - \$28,000	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Special Education Teachers will participate in weekly Special Education Specific PLCs to unwrap TEKS, track student data and adjust small group instruction to address student gaps in learning. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and increase in teacher understanding of curriculum <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinator Teachers	Formative		Summative
	Nov	Feb	June



Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Anna ISD will employ a Content Mastery para to support student needs with 504 and special education accommodations and goals. <b>Strategy's Expected Result/Impact:</b> Support for students with accommodations <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 3:** 75% of 3rd-5th grade gifted students will achieve Masters level on the 2025 STAAR assessments improving from 71% on Reading STAAR and 68% on Math STAAR from the 2023-2024 school year.

**Evaluation Data Sources:** STAAR Data





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Gifted and talented teachers will work directly with gifted children during weekly specialized GT classroom instruction in addition to the general education classroom in order to provide enrichment and a deeper understanding of grade-level TEKS. <b>Strategy's Expected Result/Impact:</b> Increase in GT student performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Campus Specialist Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> All GT students will participate in Coyote Time in which they will provided enrichment activities and instruction by the classroom teacher to promote mastery of learning objectives. <b>Strategy's Expected Result/Impact:</b> Increase in GT student performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Campus Specialist Teachers	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 4:** During the 2024-2025 school year, grades K-2 students will improve reading proficiency as measured by mClass resulting in 70% of students at benchmark or above.

**Evaluation Data Sources:** mClass Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Staff will participate in weekly PLCs that disaggregate data to identify students with learning gaps, analyze exit tickets, and develop intervention plans for Coyote Time. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Campus Specialist Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Staff will consistently use a campus tracker to track student growth and trends. <b>Strategy's Expected Result/Impact:</b> By tracking student trends regarding progress we will be able to closely monitor student achievement and growth <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Campus Specialist Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Classroom teachers will utilize Heggerty Phonemic Awareness, UFLi Phonics, and small group instruction daily. <b>Strategy's Expected Result/Impact:</b> Develop a strong understanding of basic phonics and reading fundamentals <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> All K-2 teachers will receive training and support in the implementation of mClass assessments. <b>Strategy's Expected Result/Impact:</b> Improved teacher capacity in data-driven instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinator Teachers	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> All new K-3 teachers, specialists, administrators, and Instructional Coordinators will participate in the Science of Teaching Reading - Reading Academy training. <b>Strategy's Expected Result/Impact:</b> Improved literacy instruction, consistency of reading instruction and enhanced teacher confidence <b>Staff Responsible for Monitoring:</b> District Administration Campus Administrators Instructional Coordinator Teachers	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Anna ISD will employ a reading and math interventionists at the elementary campuses to support the needs of at-risk students. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration	Formative		Summative
	Nov	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 5:** By June 2025, the percentage of 3rd- 5th grade students that "meets grade level" or above on STAAR Reading will increase from 53% to 70%.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Students will participate in Coyote Time to receive intervention support to fill reading gaps. Reading Intervention teachers including Dyslexia therapists, and CMC aides will provide support for Tier 3 students, and classroom teachers will utilize Istation for Tier 1 and Tier 2 reading support. <b>Strategy's Expected Result/Impact:</b> Increase student performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Specialist Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> 27 Teachers for Coyote Time- 8% and CIS - 199-PIC 24 SCE Accelerated Education - \$108,000	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Teachers will utilize a data tracker and create formative assessments (exit tickets) for Tier 1 learning that will be used to analyze student learning during planning and PLC sessions. <b>Strategy's Expected Result/Impact:</b> Increased understanding of TEKS and equitable understanding of mastery of TEKS <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Campus Specialist Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Staff will implement a collaborative plan for addressing learning gaps during Coyote Time, which focuses on Readiness TEKS and skills for all students. <b>Strategy's Expected Result/Impact:</b> Improved instruction in areas related to key gaps in TEKS <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Campus instructional leaders will provide training and support so that teachers consistently implement research-based best practices for delivering rigorous Tier 1 instruction in any content.  <b>Strategy's Expected Result/Impact:</b> Improved Tier 1 Instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers	Formative		Summative
	Nov	Feb	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 6:** By June 2025, the percent of 3rd grade students that "meets grade level" or above on STAAR Math will increase from 30% to 70%.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Students will participate in Coyote Time to receive intervention support to fill math gaps. All Math Intervention teachers and support personnel will utilize Istation math to help fill gaps in math. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Staff will implement a collaborative plan for addressing learning gaps during Coyote Time, which focuses on Readiness TEKS and skills for all students. <b>Strategy's Expected Result/Impact:</b> Improved instruction in areas related to key gaps in TEKS <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers will utilize a data tracker and create formative assessments (exit tickets) for Tier 1 learning that will be used to analyze student learning during planning and PLC sessions. <b>Strategy's Expected Result/Impact:</b> Campus Administrators Instructional Coordinators Teachers	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Campus instructional leaders will provide training and support so that teachers consistently implement research-based best practices for delivering rigorous instruction in any content.  <b>Strategy's Expected Result/Impact:</b> Improved Tier 1 Instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers	Formative		Summative
	Nov	Feb	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue



**Goal 2:** Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 7:** By June 2025, 5th-grade students will improve Science STAAR results from 36% to 70% Meets Grade Level.

**Evaluation Data Sources:** STAAR Science

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> All grade levels will implement research-based best practices for Tier 1 Science instruction by using hands-on HMH science kits.  <b>Strategy's Expected Result/Impact:</b> Improved Tier 1 Science Instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coordinators Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 3:** Culture: Anna ISD will preserve traditions while enhancing the overall culture of the district.

**Performance Objective 1:** Harlow will continue to embrace campus mission and vision statements aligned with the the district's mission and vision statement and support the unique attributes of the campus.

**Evaluation Data Sources:** Staff survey, Community survey

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Harlow's Oversight Committee will define and implement the campus leadership roles and build teacher leadership capacity. <b>Strategy's Expected Result/Impact:</b> Build campus leaders <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 4: Community:** Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

**Performance Objective 1:** During the 2024-2025 school year, Harlow Elementary will promote a positive school connection with all families through parent involvement opportunities that encourage active participation, communication, and partnerships.

**Evaluation Data Sources:** Sign-in sheets from parent engagement activities.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers and parents will actively engage in meet the teacher night, curriculum night, parent conferences, parent/teacher/student compacts, and on-going consistent communication. <b>Strategy's Expected Result/Impact:</b> Active student and parent engagement <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Teachers and parents will actively engage with PTA to create opportunities for family involvement and the creation of traditions. <b>Strategy's Expected Result/Impact:</b> Active student, teacher, and parent engagement <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Harlow will implement a volunteer program to define and encourage parent involvement on the campus. <b>Strategy's Expected Result/Impact:</b> Increased parent opportunities for involvement <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

**Goal 4: Community:** Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

**Performance Objective 2:** During the 2024-2025 school year, Harlow Elementary will create opportunities for parental and community participation in language instruction educational programs for all parents and communities of LEP & immigrant students (parent liaison, adult education classes, literacy night, math night).

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> The campus will host parent information meeting to engage families in parent informational programs. <b>Strategy's Expected Result/Impact:</b> Community participation in educational programs for LEP and immigrant students <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

# Title I

## 1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is conducted through formative checks for progress in October, February, and June as the Campus Improvement Plan (CIP) committee begins to collect data from a wide variety of sources. During the school year, the CIP committee reviews data for attendance reports, discipline reports, and campus-based assessments to review student progress in reading, math, science, and writing. At the end of the year we analyze summative assessments such as STAAR scores and Measures of Academic Progress (MAP) results. Additionally, a parent survey is distributed in January to ask parents for feedback regarding various programs and policies for our campus. We also review end-of-year attendance rates, grade level retention rates, and discipline referral numbers. As we perform the summative evaluation of our current CIP, additional data is collected that will be used in the CNA. The CIP committee reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP committee creates our CIP in the fall of each school year. Anna ISD school board policies BQB (Legal) and BQB (Local) outline the stakeholders who are required to be a part of the CIP committee. At the elementary level, our committee is comprised of classroom teachers from each grade level, parents of students currently enrolled in our school, a community representative, a business representative, a special education teacher, a district level professional, and a professional non-teaching staff. This team collaborates to develop the CNA and also develop aligned strategies in the CIP to address the most crucial problem areas of need identified in the CNA.

## 2.2: Regular monitoring and revision

CIP committee members engage in a formative review of CIP strategies three times per year. Revisions to strategies are made at any time they are needed, but usually occur during the formative reviews as the CIP committee analyzes data and current student and teacher needs. During each review, CIP committee members review strategies in terms of what progress has been made in the implementation of said strategies, along with the impact those strategies are having on student achievement. Strategies may be modified, redirected, or discontinued so that the needs of students and teachers are met.

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

The CIP is posted on our campus website where it is available to parents and our community. If a parent or community member does not have internet access, or if they need the information translated into a different language, they may contact our school office to request a hard copy of the CIP or a translated copy. The CIP is also shared with parents annually during the open meeting in the spring. Parents are invited to attend any CIP committee meeting to provide input and learn more about the CIP.

## 2.4: Opportunities for all children to meet State standards

All students are provided opportunities to engage in learning experiences that will ensure proficiency with meeting state standards. Teachers analyze student data from curriculum-based assessments and activities, state assessments, and nationally normed assessments, on regular twice-monthly cycles to discuss student concerns and make adjustments to instruction. This ensures that no students "fall through the cracks", and allows teachers to make frequent adjustments as needed to ensure instruction aligns with state standards.

## 2.5: Increased learning time and well-rounded education

Processes and professional development are being utilized consistently throughout the school year to ensure all students are successful with grade level standards and working towards achieving at least one year's growth. Campus and district administration facilitate Learning Walks to help strengthen core instruction and keep focus on improving student

achievement. Implementation of bi-weekly PLCs (every other week) helps support teachers in creating regular rhythms of analyzing student data and developing instructional plans to address areas of need. In these PLCs, teachers identify hard to teach, high impact TEKS and redesign lessons and instructional delivery to support increased student achievement.

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

To address the needs of at-risk students, instructional specialists in reading and math provide small group, targeted and intensive instruction. Teachers implement specific research-based strategies in reading including balanced literacy implementation through a gradual release of responsibility to meet the specific needs of at-risk students. Spire, Take Flight, and LLI (reading) and Do the Math (math) are supplemental curricula utilized to increase at-risk and dyslexic students' abilities to transfer learning to independent learning tasks. All teachers analyze hard to teach, high impact TEKS and redesign lessons and instructional delivery through a gradual release of responsibility model to ensure at-risk students are provided the necessary support to succeed independently.

## **3.1: Annually evaluate the schoolwide plan**

Campus Leadership team meets annually in June to review our Campus Improvement Plan progress, evaluate progress on goals, and determine what areas of focus should be for the following school year based on student assessment EOY results.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Each fall and spring, parents and family members are invited to review our parent and family engagement policy and our home-school compact for the school year. This group, the Parent Advisory Committee (PAC), recommends any changes that may be necessary, or adopts these policies as-is if no changes are deemed necessary. Both documents are posted to our campus website at the beginning of each school year, with revisions posted as they come available. Both documents are also distributed during Meet the Teacher Night in August, and the home-school compact is signed and returned at that time as well.

## **4.2: Offer flexible number of parent involvement meetings**

To encourage parents and family members to attend parent involvement meetings, a variety of dates, times, and activities are offered. Events are publicized well in advance through multiple modes of communication, including but not limited to Schoology (teacher, grade level, and campus), Facebook, Twitter, a biweekly electronic newsletter, and our new digital marquee. When possible, sessions of the same event are offered at two different times and/or dates.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Bailey	Reading specialist	interventionist	.7

# Campus Funding Summary

199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	CMC Aide		\$28,000.00
2	5	1	27 Teachers for Coyote Time- 8% and CIS		\$108,000.00
Sub-Total					\$136,000.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Programs and Supplies		\$1,000.00
2	1	3			\$2,000.00
Sub-Total					\$3,000.00
263-Title III, Part A ELA/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$2,500.00
Sub-Total					\$2,500.00