Pearland Independent School District

C. J. Harris Elementary

2024-2025

Board Approval Date: February 11, 2025
Public Presentation Date: February 11, 2025

Mission Statement

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

Vision

C.J. Harris Vision

We will educate students who are. . .

Strong minded (able to persevere)

Tenacious lifelong learners

Adventurous problem solvers

Respectful and effective communicators

Shining examples of character traits

Value Statement

All students will make progress.

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Needs Assessment Overview Summary

C J Harris Comprehensive Needs Assessment Summary

The Campus Education Improvement Committee (CEIC) for C. J. Harris Elementary held it's first meeting for its Comprehensive Needs Assessment (CNA) on March 20, 2023, at 3:40pm in the C. J. Harris library. Mrs. Keimig, Principal, chaired the meeting. She provided an overview of the CNA process and the role of the CEIC members as the campus School Support Team (SST), as required for the Title I program. The CEIC reviewed the campus mission and vision statement and had no suggestions for revision.

Keimig then shared that the CEIC members would write down what types of data they would like to review for their next meeting. She provided categories of types of data they might want to review: Reading performance data, Math performance data, discipline data, attendance data, parent participation, student/teacher demographics. Keimig also asked for input on what questions the CEIC recommends for a campus parent survey going out soon. CEIC members completed the handout with data requests and survey questions. The meeting adjourned at 4:30 pm.

The second CNA meeting of the C. J. Harris CEIC meeting was held April 19, 2023, at 3:40 pm in the campus library. CEIC committee members were broken up into groups of 3-4 people to review the requested data. Each group had data to review and to come up with strengths and weaknesses.

The data reviewed was: attendance by six weeks for the last 3 years, math benchmark scores, reading benchmark scores, student reading levels, discipline referral data for two years, student demographics, campus teacher retention data, and parent survey results.

Each group shared out its strengths and weaknesses and then ranked the importance of each weaknesses/problem statements for improvement moving forward. The group then came to consensus on the three main problem areas. These prioritized problem areas to be addressed in 2023-2024 as identified by the CEIC are: Low student success in reading and math, and an increasing number of discipline referrals over last year.

The meeting adjourned at 4:50 pm.

Demographics

Demographics Summary

 C. J. Harris Elementary is one of the eleven elementary schools in Pearland ISD. Our campus serves students in Prekindergarten-Fourth grade. We house district programs including 1 PPCD (ages 3-5) unit, two prekindergarten units, 1 Behavior Support & Intervention unit, & 1 PEARS unit. We are an "open campus" and welcome inter-district and intra-district student transfers upon district approval. Our teachers and staff are highly qualified for their positions. Teachers are required to have 30 hours of Gifted and Talented training, maintain their yearly 6 hours update, and be certified for ESL in addition to the regular district and staff development. Our school has a family-oriented atmosphere evident in the interactions between our teachers and staff. Many of our teachers and staff live within the Pearland community. Family neighborhoods and apartment complexes surround our school.

C. J. Harris Elementary school is home to 582 students. Our facility includes 29 homeroom classrooms, a cafeteria, two computer labs, a library, and a gymnasium. An updated playground structure serves our students for recess, and an additional playground for PPCD, Pre-K, and Kinder was added in 2020.

Members of the Pearland community volunteer to participate in the Rise Mentor Program to be dependable and caring adults in the lives of at-risk students. The YMCA provides an after-school program in the cafeteria. Many local businesses bring snacks and treats to the teachers and staff throughout the school year.

Needs Assessment – Demographics

[Click the link for Harris' demographic data](#)

Demographics Strengths

We have a diverse population of students and staff members.

We collaborate with businesses located in the school zone and many support the school with mentors, resources, and school supplies.

Every year our staff and faculty's demographics become more closely aligned to the student population demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At risk students are underperforming academically

Root Cause: Students enter with gaps compared to their peers. Various reasons include socio-economics, lack of opportunity.

Student Learning

Student Learning Summary

[Click here for Harris' STAAR data](#)

Student Learning Strengths

- Our Closing the Gap for English Language Proficiency increased by six percent.
- 100 percent of the GT students received Masters in third grade math STAAR.
- Over 86 percent of fourth grade GT students mastered the math and reading STAAR.
- 60 percent of the EB students mastered the third grade math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 Math STAAR indicated that between twenty-five and thirty-five percent of third and fourth grade students did not meet the standard.
Root Cause: o Students are not mastering prerequisites skills such as fact fluency and number sense.

Problem Statement 2 (Prioritized): District data indicated that student growth in RLA in Grades K-4 were not as expected.
Root Cause: Students missing key skills related to reading such as phonics, comprehension and print awareness. .

Problem Statement 3 (Prioritized): STAAR data indicated that students did not demonstrate expected or accelerated growth in fourth grade Math and RLA.
Root Cause: o Data monitoring for math was not used to identify targeted TEKS for intervention.

Problem Statement 4 (Prioritized): 2024 TELPAS data indicated the progress rate is 48 percent.
Root Cause: Fidelity was not used when implementing BOOST Camp

Perceptions

Perceptions Summary

Perceptions Strengths

Priority Problem Statements

Problem Statement 1: District data indicated that student growth in RLA in Grades K-4 were not as expected.
Root Cause 1: Students missing key skills related to reading such as phonics, comprehension and print awareness. .
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2024 Math STAAR indicated that between twenty-five and thirty-five percent of third and fourth grade students did not meet the standard.
Root Cause 2: o Students are not mastering prerequisites skills such as fact fluency and number sense.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: At risk students are underperforming academically
Root Cause 3: Students enter with gaps compared to their peers. Various reasons include socio-economics, lack of opportunity.
Problem Statement 3 Areas: Demographics

Problem Statement 4: STAAR data indicated that students did not demonstrate expected or accelerated growth in fourth grade Math and RLA.
Root Cause 4: o Data monitoring for math was not used to identify targeted TEKS for intervention.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2024 TELPAS data indicated the progress rate is 48 percent.
Root Cause 5: Fidelity was not used when implementing BOOST Camp
Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Evaluation(s) of professional development implementation and impact

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: February 11, 2025

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Implement a physical safety plan to harden the campus.

    Evaluation Data Sources: Monitoring Reports, Safety Drill Schedule and Reports, Sign-In Sheets

Strategy 1 Details
Strategy 1: Report unsafe and hazardous conditions.
Strategy's Expected Result/Impact: To increase campus safety
Staff Responsible for Monitoring: Administrators

Strategy 2 Details
Strategy 2: Crisis Committee meets at least 3 times per year to maintain campus safety procedures.
Strategy's Expected Result/Impact: To ensure campus safety for all stakeholders
Staff Responsible for Monitoring: Administrators

Strategy 3 Details
Strategy 3: Plan and implement district safety drills using software.
Strategy's Expected Result/Impact: To ensure students and staff understand all drills in order to be safe.
Staff Responsible for Monitoring: Administrators

Strategy 4 Details
Strategy 4: Students will receive character lessons including antibullying.
Strategy's Expected Result/Impact: Students will exhibit proper behaviors.
Staff Responsible for Monitoring: Administrators and counselor

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: By the end of Spring 2025, The Math STAAR approaches percentages will be 80% and 72%.

    Evaluation Data Sources: STAAR Math Data
Benchmark Data
Common Assessments
Math screeners and resources (fourth grade)

Strategy 1 Details
Strategy 1: Eligible 4th grade students who failed the STAAR math test in 3rd grade will receive 30 hours of accelerated tutoring throughout the school year
Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks
Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists
Problem Statements: Student Learning 3
Funding Sources: Tutors and resources - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed, Tutors and resources - 211 - Title I, Part A

Strategy 2 Details
Strategy 2: Disaggregate common assessment and benchmarks by objectives and plan interventions based on results.
Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks
Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

Strategy 3 Details
Strategy 3: Build in daily intervention time in the master schedule.
Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks
Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

Strategy 4 Details
Strategy 4: Implement math data monitoring using data wall and district provided tracking sheets for common assessments and benchmark data.
Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks
Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

Strategy 5 Details

Strategy 5: Improve math fact fluency using supplemental resources.

 Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks

 Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

 Problem Statements: Student Learning 1

 Funding Sources: Supplies & Materials-math software - 211 - Title I, Part A

Strategy 6 Details

Strategy 6: Provide push in tutoring to increase the number of students receiving small group targeted instruction.

 Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks

 Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

 Problem Statements: Student Learning 1

 Funding Sources: Tutors, Tutoring Supplies - 211 - Title I, Part A, Tutors, Tutoring Supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 7 Details

Strategy 7: Train teachers in implementing RtI strategies and provide resources.

 Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks

 Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

Strategy 8 Details

Strategy 8: Promote student math skills through Math Night for families

 Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks

 Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

 Problem Statements: Student Learning 1

 Funding Sources: Supplies and snacks for PFE - 211 - Title I, Part A

Strategy 9 Details

Strategy 9: Meet with teachers to discuss math data

 Strategy's Expected Result/Impact: To increase the number of students meeting the standard in STAAR Math and benchmarks

 Staff Responsible for Monitoring: Administrators, Teachers, Math District Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Students will demonstrate a years' worth a growth in RLA by May 2025.

Evaluation Data Sources: Reading screeners
Benchmarks
Common Assessments

Strategy 1 Details
Strategy 1: Eligible 4th grade students who failed the STAAR RLA test in 3rd grade will receive 30 hours of accelerated tutoring throughout the school year **Strategy's Expected Result/Impact:** To increase student growth in RLA. **Staff Responsible for Monitoring:** Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 2 Details
Strategy 2: Disaggregate common assessment and benchmarks by objectives and plan targeted interventions based on results. **Strategy's Expected Result/Impact:** To increase student growth in RLA. **Staff Responsible for Monitoring:** Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 3 Details
Strategy 3: Build in daily intervention time in the master schedule. **Strategy's Expected Result/Impact:** To increase student growth in RLA. **Staff Responsible for Monitoring:** Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 4 Details
Strategy 4: Data Monitoring Wall to track progress. **Strategy's Expected Result/Impact:** To increase student growth in RLA. **Staff Responsible for Monitoring:** Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 5 Details
Strategy 5: Provide push in tutoring to increase the number of students receiving small group targeted instruction. **Strategy's Expected Result/Impact:** To increase student growth in RLA. **Staff Responsible for Monitoring:** Administrators, Teachers, RLA District Specialists, Title Teacher **Problem Statements:** Student Learning 2 **Funding Sources:** Tutors, Supplies - 211 - Title I, Part A, Tutors, Supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 6 Details

Strategy 6: Provide interventions for a reading teacher and a RtI paraprofessional
    Strategy's Expected Result/Impact: To increase student growth in RLA.
    Staff Responsible for Monitoring: Administrators, Teachers, RLA District Specialists, Title Teacher
 	
    Problem Statements: Student Learning 2
    Funding Sources: Intervention teacher - 211 - Title I, Part A

Strategy 7 Details

Strategy 7: Train teachers in implementing RtI strategies and provide resources
    Strategy's Expected Result/Impact: To increase student growth in RLA.
    Staff Responsible for Monitoring: Administrators, Teachers, RLA District Specialists

Strategy 8 Details

Strategy 8: Teachers will analyze, monitor and track data to guide small group reading instruction ensuring that all students make growth
    Strategy's Expected Result/Impact: To increase student growth in RLA.
    Staff Responsible for Monitoring: Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 9 Details

Strategy 9: Promote student reading skills through Literacy Night for families
    Strategy's Expected Result/Impact: To increase student growth in RLA.
    Staff Responsible for Monitoring: Administrators, Teachers, RLA District Specialists, Title Teacher

Strategy 10 Details

Strategy 10: 10. Ensure that teachers attend district staff development including Writing Camp and Literacy Courses
    Strategy's Expected Result/Impact: To increase student growth in RLA.
    Staff Responsible for Monitoring: Administrators, Teachers, RLA District Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Spring 2024, expected and accelerated growth was 47% in Math and 63% in RLA. By the end of Spring 2025, expected and accelerated growth will be 77% for Math and RLA.

Evaluation Data Sources: STAAR Math and RLA
Benchmark Data
Common Assessments
Reading Screener
Math Screener

Strategy 1 Details
Strategy 1: Eligible 4th grade students who failed the STAAR math test in 3rd grade will receive 30 hours of accelerated tutoring throughout the school year
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers, District Specialists

Strategy 2 Details
Strategy 2: Special Education staff will complete FIE summaries to identify areas of weaknesses.
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers, District Specialists

Strategy 3 Details
Strategy 3: Special Education and General Education teachers will collaborate for planning and discuss progress of students.
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers, District Specialists

Strategy 4 Details
Strategy 4: Progress Reports will reflect progress for targeted goals.
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers, District Specialists

Strategy 5 Details
Strategy 5: Students will remain in class for Tier 1 instruction during whole group instruction.
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers

Strategy 6 Details
Strategy 6: FIE summaries will be used to write goals and objectives.
Strategy's Expected Result/Impact: Increase the number of students scoring "Approaches".
Staff Responsible for Monitoring: Administrators, Teachers, District Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: To develop and retain highly qualified teachers

    Evaluation Data Sources: TTESS, staff surveys

Strategy 1 Details

Strategy 1: Provide meaningful and effective professional staff developments
    Strategy's Expected Result/Impact: Increase teacher compacity to improve instruction
    Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: To provide opportunities for teachers to have positive relationships within the school community
    Strategy's Expected Result/Impact: To ensure positive staff morale
    Staff Responsible for Monitoring: Administrators

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: 97% or above attendance rate for all students

> **Evaluation Data Sources:** End of year Attendance Report
> End of year "Tardy" records
> PEIMS Data Report
> End of year clinic reports
> PEIMS report
> End of year survey on participation of attendance awards.

Strategy 1 Details
Strategy 1: Recognize student, teacher, and staff perfect attendance quarterly and annually
Strategy's Expected Result/Impact: To improve student and staff attendance
Staff Responsible for Monitoring: Campus principal, Registrar
TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2 Details
Strategy 2: Contact parent using written notification/phone calls at district-designated absence intervals (3rd day, 7th day, 90%).
Strategy's Expected Result/Impact: To improve student attendance
Staff Responsible for Monitoring: Administrators, counselor and registrar

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: By the EOY universal behavior screener, we would like to decrease our high-risk level to five percent.

    Evaluation Data Sources: Office Referrals, Emergent Tree Screener, Behavior MTSS meetings/data

Strategy 1 Details

Strategy 1: District Behavior Initiative
    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Strategy 2 Details

Strategy 2: Faculty QR code for feedback
    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Strategy 3 Details

Strategy 3: Behavior MTSS meetings
    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Strategy 4 Details

Strategy 4: Build teacher Tier 1 classroom management strategies.
    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Strategy 5 Details

Strategy 5: Consistently implement PBIS strategies and acknowledgements
    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Strategy 6 Details

Strategy 6: Intervention groups

    Strategy's Expected Result/Impact: Increase desired behaviors across all school settings

    Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 3: Promote Mental and physical well being for students.

    Evaluation Data Sources: FitnessGram, Universal Screener, Observations

Strategy 1 Details
Strategy 1: Promote positive health and mental well-being in school through character lessons and conversations (including bullying-prevention) provided by the nurse, coach, and school counselor.
Strategy's Expected Result/Impact: To ensure positive mental well being.   **Staff Responsible for Monitoring:** Administrators, counselor

Strategy 2 Details
Strategy 2: Students will participate in moderate to rigorous physical activity during PE classes for the required number of minutes.
Strategy's Expected Result/Impact: Increased student fitness   **Staff Responsible for Monitoring:** PE Teacher, Administrators

Goal 4: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Provide multiple avenues of communications to share information to school personnel and community.

    Evaluation Data Sources: Parent surveys
Social Media
Emails

Strategy 1 Details
Strategy 1: Utilize district and campus web pages, communication software to disseminate school related information, educational resources as well as Peek of the Week and weekly newsletters.
Strategy's Expected Result/Impact: To increase school community communication
Staff Responsible for Monitoring: Administrators
Funding Sources: Communication software and translation - 211 - Title I, Part A

Strategy 2 Details
Strategy 2: Disseminate GT information & referral process to students' parents & community through monthly newsletter and posters posted at school entrance and in monthly newsletters.
Strategy's Expected Result/Impact: To ensure parents/guardians are aware of the GT process
Staff Responsible for Monitoring: Administrators

Strategy 3 Details
Strategy 3: Harris will provide various opportunities for parents to build their capacity to support their students academically.
Strategy's Expected Result/Impact: Increased parent capacity
Staff Responsible for Monitoring: Administrators
Funding Sources: Supplies and materials, snacks - 211 - Title I, Part A

Title I

Title I Personnel

Name	Position	Program	FTE
Kelly Watson	Teacher, Reading Title	Title I, Part A	1.0