

Pioneer Elementary
Campus Improvement Plan
School Year: 2015-2016



Date of School Board Approval

Mission Statement

FUTURE FOCUS

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.

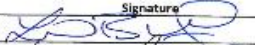


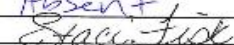

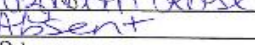
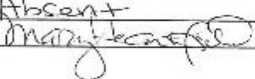
Graham ISD Curriculum, Instruction and Assessment
Building conceptual understanding through activity-based instruction.

Planning and Decision Making Committee

Pioneer Leadership Meeting

Campus Improvement Team

April 23, 2015

| Name | Title | Signature |
|-------------------|---------------------------|--|
| Lisa Budarf | Campus Administration |  |
| Gary Browning | District Administration |  |
| Deanna Armstrong | Community Membership |  |
| Eric Arrell | Business Membership | Absent |
| * Linda Bryant | Non-Teaching Professional | Absent |
| Staci Fisk | Educational Support Staff |  |
| Kelly Qualls | Teacher |  |
| Elizabeth Rose | Teacher |  |
| Brandi Weatherbee | Parent | Absent |
| Alexia Sweedler | Parent | Absent |
| Mary Heartfield | Parent |  |

Comprehensive Needs Assessment

An initial Comprehensive Needs Assessment was conducted with the Committee in late spring, 2015. Subsequent meetings were held throughout the year to continually review data and information.

| Participants in Attendance | Data Sources Examined |
|---|--|
| <i>Lisa Budarf, Principal</i> | <i>Campus PEIMS reports Local, state, and federal budgets Bilingual Exemption Dropout and School Leaver data—disaggregated Campus retention data Campus discipline referral data Parent, Community, Teacher, and /or Student surveys Student and Teacher attendance data Benchmark testing data TPRI data CPALLS data Campus parent participation records Attendance / WII Care data Homeless population analysis Teacher retention data Master Schedule Staff Interviews Other</i> |
| <i>Gary Browning, District Representative</i> | |
| <i>Deanna Armstrong, Community Membership</i> | |
| <i>Staci Fisk, Educational Support Staff</i> | |
| <i>Kelly, Qualls, Teacher</i> | |
| <i>Elizabeth Rose, Teacher</i> | |
| <i>Mary Heartfield, Parent</i> | |
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Comprehensive Needs Assessment: Summary of Findings

| Identified Areas of Strength and Concern | |
|--|--|
| Areas of Strength | Data Source |
| <i>Early Literacy Program emerging</i> | <i>TPRI Results, CPALLS Results</i> |
| <i>Response to Intervention Program</i> | <i>Universal Screener results, TPRI Results, Master schedule</i> |
| <i>PK Coalition emerging</i> | <i>Training attendance</i> |
| | |
| Areas of Concern | |
| | |
| <i>Daily attendance of students and teachers</i> | <i>Attendance reports, AESOP reports</i> |
| <i>Activities and scheduled time for acceleration and creative problem solving</i> | <i>Survey and teacher input , TPRI</i> |
| <i>Lack of common language for teaching positive behaviors</i> | <i>Survey and teacher input</i> |
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Summary of Findings

Pioneer Elementary data shows emerging progress in the newly established Response to Intervention program that was implemented in the 13-14 school year. This program will continue to be monitored through the use of Universal Screeners as well as benchmark data collected through Unit Assessments, CPALLS results, and TPRI results.

Additionally, Pioneer has focused on an Early Literacy Initiative. Each year, Pioneer students have seen progress as evidenced by increasing TPRI scores and data collected using Reading / ELA Unit Assessments. All ELA/Reading classrooms provide a 90-minute block of time for students in grades K. Teachers in Kindergarten grade have also work to implement techniques of the Balanced Literacy Approach to teaching Reading and Writing. These instructional methodologies will continue to be the focus of future professional development for teachers in Kindergarten grade. The pre-k staff has implemented new strategies to teach literacy skills using the CIRCLE manuals and Pre-K guidelines. CPALLS data has been used to target specific areas of instruction.

Pioneer participates in a coalition among Prekindergarten providers in Graham including the PK department in Graham ISD. The PK Coalition will work together to train staff members and provide appropriate PK instructional materials and methodologies that will benefit GISD students as they enter into Kindergarten.

Pioneer is focused to provide a strong educational foundation to students starting school. Priority will be given to providing various forms of communication to families. We will focus on providing events and opportunities for students and parents to participate in the school family environment.

Achievement gaps persist in the areas of special education, bilingual / ESL, and students that are economically disadvantaged. Pioneer is committed to focusing on providing students with an interactive learning environment.

Summary of Evaluation of Previous Year's Plan

In the previous plan a focus on providing a scheduled RTI time with the support of trained staff members to assist teachers was implemented. The success of this program has allowed us to reach more students in a small group setting and address specific needs they may have. The program has been led and supervised by a member of the district intervention team. This has allowed us to focus on individual needs and utilize trained staff to intervene as needed.

Student and teacher attendance was on a path for improvement and many incentive plans developed have been received well. However, after a long flu season we saw a dramatic drop in attendance and the campus has been slow to recover.

The role of the campus counselor has improved. Students have formed relationships through character educations. The counselor has formed positive relationships with the staff. This has facilitated greater communication in areas that monitor students. SST, retention meetings, WII Care meetings, and student assistance programs.

Campus and department data meetings have been overall positive. Meetings have focused on instruction and how we can improve instruction and activities to better reach our students.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus \$102,027.00

*Goal 1, Obj. 8

Total FTEs funded through SCE at this Campus 2.99

The process we use to identify students at risk is:

The campus counselors identify at-risk students using the thirteen SCE criteria each fall and do a follow-up in the spring.

The process we use to exit students from the SCE program who no longer qualify is:

The campus counselors review annually the students identified at-risk and exit those students who meet the appropriate criteria.

State Compensatory Education Program Program Evaluation/Needs Assessment Grades 3-8, EOC

| STAAR | Math % Met Standard | | Reading/ELA % Met Standard | | Writing % Met Standard | | Science % Met Standard | | Social Studies % Met Standard | |
|----------------------|------------------------|------|-------------------------------|------|---------------------------|------|---------------------------|------|----------------------------------|------|
| | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 |
| Students At-Risk | 50% | 47% | 53% | 50% | 48% | 42% | 54% | 55% | 39% | 21% |
| Students Not At-Risk | 67% | 72% | 73% | 72% | 67% | 62% | 68% | 77% | 55% | 73% |

| | Drop Out Data | Completion Data |
|----------------------|---------------|-----------------|
| | 2011 | 2012 |
| Students At-Risk | <1% | 99% |
| Students Not At-Risk | <1% | 99% |

The comprehensive, intensive, accelerated instruction program at this district consists of during and after school tutorials for at-risk students, restructuring of the intervention program to provide a more formal, intensive intervention for students identified as at-risk, and a comprehensive and specific curriculum used in the intervention program to accelerate learning for at-risk students.

State Compensatory Education

State of Texas Student Eligibility Criteria for At-Risk Qualification:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

| |
|--------------------------------------|
| Program/Funding Source |
| Federal Programs |
| <i>Title I, Part A</i> |
| <i>Title II, Part A (TPTR)</i> |
| <i>Title III, Part A (LEP)</i> |
| <i>Carl Perkins</i> |
| <i>IDEA Funds</i> |
| State Programs/Funding Source |
| <i>Career/Technology Education</i> |
| <i>State Compensatory Education</i> |
| <i>Dyslexia</i> |
| <i>Gifted/Talented</i> |
| <i>Special Education</i> |
| <i>Bilingual/ESL Program</i> |
| Local Programs/Funding Source |
| <i>Grants</i> |

Goal 1:

All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1:

By May 2016, all students and each student group will demonstrate mastery at or above the state average for each grade and subject on the state assessment as well as demonstrate progress as measured by an early reading inventory from the BOY to the EOY for students in K-2.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|---------------------------------------|---|-----------------|---|--|
| Continued implementation to ensure district curriculum is aligned with TEKS and state assessments | RS SA | Principal Teachers Curriculum Lead Teacher | January 2016 | Local Funds | Walkthroughs Unit Assessments |
| Use unit assessments to monitor student progress | CNA RS TPA SA CI | Principal Unit Assessment Coordinators Curriculum Lead Teachers | January 2016 | Local Funds | Unit Assessments Eduphoria |
| Use various forms of intervention to meet student needs including: scheduled RTI time, utilize flex lab for tier 2 and 3 interventions, Istation | RS IHQ SA CI | Principal Interventionists | BOY, MOY, EOY | Federal Funds Local Funds | Progress reports from various programs |
| Integrate support programs for special populations to ensure academic success | RS IHQ PTS TPA SA CI | Principal Counselor Teachers | Every six weeks | Special Education Funds Compensatory Funds | ARD SST Meetings Progress and Grade Reports Unit Assessment Data |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|---------------------------------------|---|--|---|---|
| Conduct focus meetings of various academically oriented groups to ensure constant attention to academic success for all students | CNA RS PI TPA | Principal Committee Members | Once per week | Campus Resources | CIT, SST, Title I & G/T, Bilingual/ESL, Special Ed., TRS Lead Teachers, and leadership teams |
| Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia | CNA RS IHQ PD SA CI | Principal Bilingual Teachers SPED Teachers GT Teachers ESL Teachers | September 2015 November 2015 Spring 2016 | Title III Funds Local Funds | ESL Training Bilingual Teacher Recruitment LPAC Training SIOP Institute AP Trainings |
| State Compensatory Education Funds will be utilized to upgrade the entire instructional program | CNA RS SA CI | Principals | End of each six weeks | State Comp Ed Funds PN FTE 2.99 \$102,027.00 CV FTE 6.99 \$178,616.00 WD FTE 4.37 \$93,590.00 JH FTE 3.85 \$99,345.00 HS FTE 2.625 \$165,462.00 LC FTE 3.36 \$103,584.00 GISD FTE 24.185 \$742,624.00 | Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results |
| Effective integration of technology into the curriculum through project based activities | CNA RS PD CI | Principal Teachers | August 2015 December 2015 May 2016 | GPEF Grant Funds Local Funds | Teacher Training Lesson Plans Walkthroughs |
| Campus focus groups will work with the principal and counselor to develop, coordinate, and implement a plan to provide support and resources to early learners and their families including: <ul style="list-style-type: none"> Behavior Support Community Services Classroom Assistance Parent Support Parent Training Community Involvement | PI PTS SA CI | Principal Counselor Focus Groups | Aug. 2014 – June 2015 | Title I Local Funds Grants | Increased support for families and students Early intervention Multi-tiered support available in the school |

| | | | | | |
|--|--|--|-----------------------------|------------------------------|--|
| Increased focus on Activity-Based instruction and collaboration of teachers and students | RS SA | Principal | January 2016 May 2016 | Local Funds | PDAS 360 Walkthrough Reports |
| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
| Conduct regularly scheduled data meetings with grade levels after administration of unit assessment | RS SA | Campus Principal Teachers | Ongoing through the year | Local Funds | Unit Assessment Data Accountability Reports |
| Pre-Kindergarten coalition established with community providers – professional development offered to all | PTS PD RS CI SA | Principal PK Teachers | Spring 2016 | Local Funds Federal Funds | C-PALLS EOY Data Reports TPRI EOY Data Reports |
| TPRI administered in K and CPALLS in PreK: results will be utilized to identify instructional targets to remediate and reinforce | PTS TPA SA CI | Principal Counselor Intervention Team Teacher | BOY, MOY, EOY | Title 1 Local Funds | Ongoing tracking of students receiving intervention. Intervention specialist support to classroom bi-weekly |

Goal 2:

In Graham ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1:

100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|--|--------------------------------------|---|-------------------------|-------------|---|
| Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols | CNA IHQ | Superintendent Principals | July 2016 | Local Funds | GISD Personnel Manual Update |
| Provide district professional employees with reimbursement stipends for taking Masters Degree Courses in their area of teaching and shortage areas | CNA IHQ PD AHQ | Superintendent Asst. Supt. of Business Programs Director | August 2015 May 2016 | Local Funds | Enrollment Forms Final Grades Reimbursement Forms |
| Provide "buy-back" of unused local personal leave days as incentive for attendance | RS AHQ | Superintendent Asst. Supt. of Business Payroll Dept. | May 2016 | Local Funds | Leave and Absence Forms Personnel Records |
| Maintain effective and efficient GISD personnel policies | RS IHQ AHQ | Superintendent | July 2016 | Local Funds | Review TASB Personnel Policy |
| Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas | CNA IHQ AHQ | Superintendent Asst. Supt. of Business | August 2016 | Local Funds | Annual HQT Reports Principals' Reports |

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|--------------------------------------|--|--------------------------|------------------------------|---|
| Encourage and promote staff expertise through experiences such as: <ul style="list-style-type: none"> Mentoring Faculty Presentations Participation in Training & Conferences Collaborative Planning & Sharing | IHQ PD | Principal Campus Focus Groups New Teachers | Aug. 2014– June 2015 | Title 1 Local Funds | Shared goals and outcomes for all staff |
| Participation in job fairs and consult with ESCs in securing highly qualified teachers | AHQ | Principal | Spring 2016 | Local Funds | Principals' Reports |
| Provide planning sessions for teachers--- instructional, data management, intervention | TPA | Principal | January 2016 May 2016 | Local Funds Federal Funds | Training date |
| LEA ensures 100% of teachers are HQ on high poverty campuses (GLC) | RS IHQ | Director of Curriculum GLC Principal | January 2016 | Local Funds | HQT Report |
| Provide smaller class sizes in primary grades | IHQ SA CI | Director of Curriculum Campus Administrators | August 2015 | Federal Funds Local Funds | Federal Reports PEIMS Class Rosters |

Goal 3:

All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1:

By May 2016, the discipline referrals that result in ISS/DAEP assignment will decrease by 5%.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|--|---------------------------------------|-----------------------------------|-----------------------|---------------------------|--|
| Utilize School Resource Officer to maintain a safe and effective learning environment free | CNA CI | Principal | August 2015 | Local Funds DARE Grant | Campus Emergency Plans |
| Provide staff development on what constitutes dating violence | PD | Principals | August 2015 | Local Funds | Faculty Meeting Agendas |
| In an effort to promote “safe schools” Pioneer will conduct learning opportunities on topics such as: <ul style="list-style-type: none"> • Bullying • Conflict Resolution • Drug, Tobacco, & Alcohol Prevention • Tattling • Self Discipline • Anger Management • Stranger Danger | RS SA CI | Principal Counselor Teacher | Aug 2014– May 2015 | Title I Local Funds | Decreased office referrals Progress in social / emotional development as noted in promotion / retention records |
| Review and revise Campus Emergency Operations Plan, communicate changes, and conduct practice drills to prepare for crisis situations. | CNA CI | Principal Staff | Aug. 2014 – June 2015 | n/a | Campus Emergency Plan Faculty Meeting Agendas Drill Reports |
| Provide ongoing communication to parents about safety issues, policies, and procedures required to ensure safety at school on a daily basis via: <ul style="list-style-type: none"> • Grading Period Newsletter (English & Spanish) • Parent Orientation • Parent Meetings • Automated Phone Calls • Updated Website • Weekly communication by teacher | CNA CI | Principal Counselor Staff | Aug. 2014 – June 2015 | Title I Local Funds | Parent Survey Increased parent participation |

| | | | | | |
|---|-----------|---------------------------------|----------|-------------|--------------------------|
| <ul style="list-style-type: none"> Parent / teacher conferences Quarterly parent / guardian learning opportunities | | | | | |
| Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local) | CAN CI | Campus Principals Counselors | May 2016 | Local Funds | Bullying Reporting Forms |

Goal 4:

All students in Graham ISD will graduate from high school.

Objective 1:

By May 2016, Graham ISD will achieve a graduation rate of 95%.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|---------------------------------------|---|--|--|--|
| Collaborate with feeder grades to ensure success of current and future students to <ul style="list-style-type: none"> Provide joint staff development District wide intervention teams End of year transitional information provided to future campus Transitional plans for pre-k students | CNA RS IHQ PD PTS CI | Principal Teachers | Aug. 2014– June 2015 | Title I Local Funds IDEA SCE Budget | RTI Data Campus Observation |
| Provide accelerated instructional opportunities to students, including at-risk students, who are in need of additional remediation to obtain credits to graduate from high school | SA | Superintendent Director of Curriculum GHS and GLC Principals | August 2015 December 2015 May 2016 | Compensatory Funding Local Funds | Graham Learning Center School Within a School Summer School Community GED Program After Hours University |
| Pre-K and Kindergarten teachers will coordinate transitional strategies. <ul style="list-style-type: none"> Parent notifications Transition Visits Pre-K and Kindergarten Round-Ups Parent Orientations | PI PTS CI | Principal Feeder Facilities Staff | Aug. 2014 – June 2015 | Title 1 Local Funds IDEA SCE Budget | Round-up participation Evaluation & Surveys |
| Encourage positive attendance habits. <ul style="list-style-type: none"> Wii Care Student Recognition of good attendance Reward incentive program School to home communication | CNA CI | Principal Teachers Counselor Attendance Clerk | Aug, 2014 – June 2015 | Title 1 Local Funds | PEIMS Data Wii Care Summaries |

CNA – Comprehensive Needs Assessment RS = School Reform Strategies IHQ = Instruction by Highly Qualified Professional Staff PD = High-Quality and Ongoing Professional Development AHQ = Strategies to Attract Highly Qualified Staff PI = Strategies to Increase Parent Involvement PTS = Preschool Transition Strategies TPA = Teacher Participation in Making Assessment Decisions SA = Timely and Additional Assistance to Students having Difficulty Mastering the Standards CI = Coordination and Integration of

Goal 5:

Parents and Community will be partners in the education of students in Graham ISD.

Objective 1:

By May 2016, 100% of Graham ISD campuses will participate in activities designed to increase parental involvement.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|---------------------------------------|--|-------------------------------|----------------------------------|--|
| Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents | PI | Superintendent | Fall 2015 | Local Funds | Student Handbook Receipts Compacts Receipts |
| Campus focus groups will work with the principal and counselor to develop, coordinate, and implement a plan to provide support and resources to early learners and their families including: <ul style="list-style-type: none"> Behavior Support Community Services Classroom Assistance Parent Support Parent Training Community Involvement | PI PTS SA CI | Principal Counselor Focus Groups | Aug. 2014 – June 2015 | Title I Local Funds Grants | Decrease in office referrals Documented resources provided to students / families |
| Participation in special program parent information meetings -ESL/Bilingual -GT | PI TPA | Counselors Campus Principals | October 2015 November 2015 | Local Funds | Meeting agendas and sign-in sheets Parent input |
| Monitor and evaluate campus volunteer and partnership programs <ul style="list-style-type: none"> Volunteer readers Parent volunteers Parent's As Teachers | 6, 7, 10 | Principal PAT Coordinator | Aug. 2014– June 2015 | Title I Local Funds Grants | Sign-In Sheets Survey |

Goal 6:

GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.

Objective 1:

GISD fund balance will sustain at least a balance equal to three-month operating expenses.

Summative Evaluation:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|--|---------------------------------------|-----------------------|--------------------|-------------|----------------------------|
| Provide participation in campus budget planning process by all campus groups | CI | Principal | MOY, EOY | Local Funds | Staff Interview |
| Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds | CI | Principal | Campus Site Visits | Local Funds | Annual Audit |
| Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met. | CI | Principal | BOY, EOY | Local Funds | Sign-in Sheets Agendas |