

Goose Creek Consolidated Independent School District
Jessie Lee Pumphrey Elementary
2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

Mission Statement

The mission of Pumphrey Elementary is to ensure that every “Pelican” leaves with the ability to soar in the next chapter of their life. Our highly motivated team of educators will provide a welcoming, happy, safe, and supportive learning environment in which everyone is valued, and all achievements are celebrated.

Vision

Together we can build successful lifelong scholars who are prepared to adapt to the ever-changing world and are confident in obtaining their future goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jessie Lee Pumphrey is expected to have about 260 pre-kindergarten students. Expected enrollment for K-5th is about 255 students. Jessie Lee Pumphrey will house one of the three Early Learning Academies. Early learning academies instruction is based on increasing the executive function of the brain to increase student achievement. Early Learning Academy will have twelve classrooms. Students will receive classes about movement and music. Jessie Lee Pumphrey's student population will drastically change over the next several years. At the time of opening there are 2 teachers assigned to each grade level K-5, except for 2nd grade has the largest number of teachers with 3.

Demographics Strengths

The following areas to continue to be areas of strength:

- High % of experienced teachers
- Brain Coach will help support learning for primary students.

Student Learning

Student Learning Summary

Jessie Lee Pumphrey Elementary staff will analyze and disaggregate data from STAAR 2020-2021. By disaggregating data, we will be able to identify areas of focus for our staff. We will also be able to determine the academic strengths of our students. Teachers will carefully examine and review all cumulative folder data from all students in their homeroom. As a campus it will be priority to know our students as individuals and as learners in the classroom.

As a campus team we will focus on incorporating small group instruction during the instructional day to help students make gains with their learning of previously taught material. Our goal is for our students to have solid understanding of foundational skills and TEKS. We will work on mastery of grade level TEKS for all students.

Student Learning Strengths

As we build a new campus of learners, we will be able to show our students and community members that we have invested the time to know where our students are performing and be able to design and implement student centered lessons that increase student engagement and ownership of their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to make immediate plans for interventions for our students based on district & state data provided for each grade level. **Root Cause:** Since 2022-2023 will be the first year for the campus, there is a sense of urgency to make individual learning goals for all of our new students since there is a new staff.

School Processes & Programs

School Processes & Programs Summary

Jessie Lee Pumphrey will work as a team to create and implement systems and processes for our students and staff.

As a campus team we will have PLC meetings each Tuesday during grade level conferences.

We will provide a ½ day of extended planning for all content teachers, once per semester, that will include vertical team planning K-2 and 3-5

We will focus our PLC discussions around the big 4 questions of PLC.

1. What do we want students to know and be able to do?
 - Complete TEKS breakdown, Learning Intentions, and Success Criteria
2. How will we know if each student has learned it?
 - Progress monitoring Common Formative Assessments, Data analysis (student work samples)
3. How will we respond for students that have not demonstrated proficiency
 - Planning for reteach, small group instruction, intervention
4. How can we extend and enrich the learning for students who have demonstrated proficiency?
 - Planning for extension, project-based learning, deeper work with content

We have set up guidelines for our staff surrounding PLC.

Our students are the reason behind all decisions that we make as a team. Jessie Lee Pumphrey will create PBIS system that increases students' motivation to make good decisions. We will create a system of support for our students with the goal being that they feel safe and valued each day. We will select students to represent the student body in leadership group on campus.

We will teach students about important character traits through Character Counts lessons. Building relationships with our students will help us know how to best serve and educate our student body. Our counselors will provide mental health and wellness trainings and support to our staff and students.

Communication is a priority with all stakeholders. We need to make sure that our parents, students, and staff feel welcomed and informed about what we are doing as campus to meet the needs of our students.

School Processes & Programs Strengths

We have a staff that is eager and excited about the new challenges that opening a new campus can present.

All staff members have a growth mindset with a willingness to learn from each other.

Perceptions

Perceptions Summary

The District, ILC, Program Evaluation Committee, and other needs assessment feedback gathered through WebEx Meeting and Google forms including students, staff and parent surveys provided the following information:

- As a district we utilize social media platforms to communicate with our stakeholders. Communicating with parents and students through platforms that are comfortable shows that we respect and value them.
- We have strong relationships with many community partnerships through the Baytown Chamber of Commerce. Thankfully, because of this partnership Jessie Lee Pumphrey Elementary is partnered with Patients ER.
- Goose Creek CISD puts students first. The social and emotional needs of our students are priority. The Character Strong program is used throughout the district to teach students about the important character traits of a successful learner.

Perceptions Strengths

Jessie Lee Pumphrey Elementary plans to create systems and processes to make us a successful campus at reaching the needs of our students, building relationships of trust with our students, and being able to adapt to an ever changing world.

Priority Problem Statements

Problem Statement 1: We need to make immediate plans for interventions for our students based on district & state data provided for each grade level.

Root Cause 1: Since 2022-2023 will be the first year for the campus, there is a sense of urgency to make individual learning goals for all of our new students since there is a new staff.

Problem Statement 1 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

Jessie Lee Pumphrey Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Pumphrey Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.





Performance Objective 1: Pumphrey Elementary will implement an instructional program to ensure academic success for each child.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Jessie Lee Pumphrey staff will use PLCs to provide common planning time for teachers to collaborate on rigorous TEKS based instruction that increases learning for all students. PLCs will take place weekly for all grade level teams.</p> <p>Strategy's Expected Result/Impact: Increase academic performance of students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Design and implement lessons that use high-yield instructional strategies that promote learning for all student populations, including but not limited to Kagan Cooperative Learning, differentiated instruction in all classrooms. Select an instructional problem of practice with staff in order to create an intentional focus on student engagement and student learning.</p> <p>Strategy's Expected Result/Impact: Effective research based strategies will be embedded into lesson plans and implemented to ensure that all students score approaches, meets, or masters on district assessments, and show evidence of growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement researched-based materials and technology software to improve core content areas in K-5.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR scores Increase scores on district CBAs and Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Effectively implement the district determined researched-based curriculum and materials for the prekindergarten students as well as provide support and guidance for the instructional staff of the Early Learning Academy that are located at the Pumphrey Elementary school site.</p> <p>Strategy's Expected Result/Impact: Increase in student cognitive function development Increase in teacher effectiveness with instructional and behavioral strategies</p> <p>Staff Responsible for Monitoring: Campus Administrators ELA @ Pumphrey Administrators</p> <p>Funding Sources: Certified teachers and instructional support staff - 50% state program funded - Coordination of Local and State Funds - Early Education Allotment Funds - \$300,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Disaggregate and analyze students' test data (STAAR and local assessments) in all core subjects to address needs by distinguishing areas of success from areas of focus, including achievement discrepancies among various student groups with a specific focus on sub-populations including students that are identified as GT, Special Education, and/or LEP.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Increase EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Supplemental materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300, Supplemental materials - Coordination of Local and State Funds - GT Funds - \$300, Supplemental materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Plan professional development opportunities aligned to district and campus goals based on needs of campus staff. Incorporate ways for staff to have professional development sessions offered during the school day or after school.</p> <p>Strategy's Expected Result/Impact: Improve teaching practices of staff</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Plan and provide targeted and strategic interventions for all students. Ensure that all students receive high levels of instruction to address all learning styles to increase their understanding of material being presented.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results Increase district test data</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Goal 2: Pumphrey Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Teachers will follow the district's Scope and Sequence and Curriculum Guide for each subject and grade level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum. Strategy's Expected Result/Impact: Students score approaches, meets or masters on district and state assessments and/or show evidence of being proficient at grade level material. Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate in PLCs to ensure that all student populations have access to a rigorous and viable curriculum, focus on student performance, and plan and implement individual intervention and enrichment plans accordingly for POD time, utilize formative assessments to ensure mastery, and improve alignment in the instructional practices. Strategy's Expected Result/Impact: PLC meeting agendas that indicate data discussions and collaboration to ensure that students demonstrate growth. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create opportunities for vertical alignment meetings to take place. Vertical alignment meetings K-2 and 3-5 , once a semester, with the focus being that all students are taught with campus wide instructional strategies that meets the needs of students. Strategy's Expected Result/Impact: Increase in usage of collaborative instructional strategies and student performance on grade level TEKS measured by district and state assessments. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement programs to increase student achievement with the focus on curriculum goals for each grade level. Students demonstrating academic success by earning all A's, or all A's and B's will be recognized each nine weeks. Strategy's Expected Result/Impact: Increase of honor students by grade level Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Pumphrey Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Pumphrey Elementary will provide intervention activities to identified at risk students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide specific resources, extra personnel, and extended instructional time to meet the needs of all students, including at-risk students through accelerated instruction or other intervention activities such as tutorials.</p> <p>Strategy's Expected Result/Impact: Students will be performing at or above grade level on district/state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Costs for intervention tutors - Coordination of Local and State Funds - SCE Funds - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote attendance above 97% in a school-wide attendance incentive program for students through PBIS and CATCH frameworks.</p> <p>Strategy's Expected Result/Impact: Targeted attendance rate 97% or greater</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance clerk</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase students' knowledge and understanding about college and career planning through various events on campus.</p> <p>Strategy's Expected Result/Impact: Classroom student participation in campus events</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Pumphrey Elementary will provide and maintain a safe, positive learning environment.





Performance Objective 1: Pumphrey Elementary will provide a safe learning environment for all students that supports district initiatives and is focused on high expectations for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teach daily Character Strong lessons to all students. Counselors will provide classroom lessons over the character trait of the month. Provide a comprehensive counseling program for all students that meets specific needs of students.</p> <p>Strategy's Expected Result/Impact: Reduction of discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate cool down areas and bins in each classroom so that students can self regulate their emotions.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement and organize a reward and incentive program for positive student behavior through PBIS to increase student citizenship and morale (Recognition of positive behavior using PBIS incentives)</p> <p>Strategy's Expected Result/Impact: High participation of students to PBIS campus events.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote positive staff climate with a variety of ways throughout the school year.</p> <p>Strategy's Expected Result/Impact: Climate and Culture committee</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Pumphrey Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Pumphrey Elementary will recruit and retain highly effective teachers.





Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly qualified teachers in core academic subject areas. Strategy's Expected Result/Impact: Recruit and employ highly qualified teachers from job fairs and interviews. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain staff. Strategy's Expected Result/Impact: New teachers surveys will provide insight and information on ways to improve the program. Staff Responsible for Monitoring: Principal Lead Mentor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage 100% of teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase the number of teachers with ESL and GT certification Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Hire and recruit paraprofessionals that meet or exceed the required 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: All positions will be filled before the school year begins. Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans. Strategy's Expected Result/Impact: Staff development needs assessment Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement Teacher Intervention Plan for all non-highly effective teachers. Strategy's Expected Result/Impact: Intervention plan on file and submitted to personnel within 6 weeks of hire. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Through our established interview committee, hire highly qualified candidates that best matches the needs of our student population. Strategy's Expected Result/Impact: Increase teacher capacity and student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Pumphrey Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.





Performance Objective 1: Pumphrey Elementary will build strong partnerships between home, school, and community by providing on-going communication and opportunities for involvement that informs and educates.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize a variety of methods to communicate between home and school to support ongoing student success (newsletters, weekly folders, School messenger, parent conferences, mail outs).</p> <p>Strategy's Expected Result/Impact: Parent survey results will indicate that Pumphrey Elementary staff keeps parents informed and communicates frequently to all parents.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct a weekly Student Support Team meeting to assess family needs and provide support for parents to promote their child's education.</p> <p>Strategy's Expected Result/Impact: 100% compliance with scheduled meetings</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Organize a system to recruit and promote parental involvement through an active PTO partnership.</p> <p>Strategy's Expected Result/Impact: Greater parental participation and students' academic success</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Collaborate with community members and create a solid relationship with our Baytown Chamber of Commerce Partner in Education- Patients ER to develop learning meaningful learning experiences to all students.</p> <p>Strategy's Expected Result/Impact: Attend PIE meetings. Guarantee incentives for our PBIS system for students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide instructional field trips and encourage parents' participation and support.</p> <p>Strategy's Expected Result/Impact: Greater parental participation and students' academic success.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 7: Pumphrey Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Pumphrey Elementary teachers and students will use technology to enhance learning and instruction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrate technology into all content areas by using available resources to enhance the curriculum. Strategy's Expected Result/Impact: Increased computer literacy skills of students Improve achievement on district and state assessments Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Pumphrey Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom. Strategy's Expected Result/Impact: Increase technology use by staff Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Certified teachers and instructional support staff - 50% state program funded	Early Education Allotment Funds	\$300,000.00
1	1	5	Supplemental materials	Special Education Funds	\$300.00
1	1	5	Supplemental materials	GT Funds	\$300.00
1	1	5	Supplemental materials	Bilingual/ESL Funds	\$300.00
3	1	1	Costs for intervention tutors	SCE Funds	\$5,000.00
Sub-Total					\$305,900.00