

Goose Creek Consolidated Independent School District

Jessie Lee Pumphrey Elementary

2023-2024 Campus Improvement Plan



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 opened its doors to our community in August 2022 for our first year as a campus. Jessie Lee Pumphrey houses the Early Learning Academy, Pre-Kindergarten students for all the north side elementary schools. Jessie Lee Pumphrey is a PK through fifth grade campus.

We have the following programs: B.E.S.T program (provides tier 3 interventions specifically for behavior), Early Childhood Special Education classroom provides instruction for 4-year-old students, Gifted and Talented (GT), ESL certified teachers, and one At-Risk Interventionist.

Early Learning Academy consisted of about 250 PK students. Kindergarten through fifth grade student body was 319. Jessie Lee Pumphrey has 74% free and reduced socioeconomic percentage of our student body.

Our student body is 47.4% female and 52.5% male.

Student body percentages for special education is 15.2%. Gifted and talented students make up 8.74% of our student population in first through fifth grades. Our students that are identified as ESL are 18.5% of the student body.

Early Learning Academy classes range from 16 to 21 student to teacher ratio. Kindergarten to fifth grade class sizes range from 17-25 students. The larger classes are in fifth grade.

Demographics Data:

Ethnicity	Percentage
Black or African American	20.53%
American Indian or Alaska Native	0.18%
Asian	3.19%
Hispanic/Latino	58.05%
White	15.58%
Two or More Races	2.48%

Females	Males
47.4%	52.5%

Special Populations:

ESL	18.5%
SPED	15.2%
GATE (GT)	8.74%

Attendance:**Pre-Kindergarten**

First Nine Weeks	90.12%
Second Nine Weeks	88.44%
Third Nine Weeks	92.08%
Fourth Nine Weeks	98.46%
Entire Year August-May	

Kindergarten to Fifth Grade

First Nine Weeks	95.83%
Second Nine Weeks	94.24%
Third Nine Weeks	95.24%
Fourth Nine Weeks	95.45%
Entire Year August-May	95.21%

Demographics: Staff Quality, Recruitment, and Retention

All teachers are state certified, and all instructional paraprofessionals are highly qualified. We have one teacher in K-fifth grade leaving the campus for next year due to moving. The Early Learning Academy has three teachers that are not returning. Retention rate is higher than other campuses in the district. As a campus we are growing and have been given additional two staff positions: office clerk and resource/inclusion aides. We have a good balance of experienced staff and new staff members.

Professional Development:

All staff members are encouraged to attend staff development that aligns with their professional goals for the year. The Early Learning Academy teachers attend Fueling Brains professional development. We provide targeted campus professional development based on campus needs.

Demographics Strengths

Early Learning Academy has been a great addition to our campus. We have been able to implement the Fueling Brains curriculum and expectations and have data to support great academic and cognitive growth with our PK students. The Early Learning Academy has weekly Professional Learning Community meetings where teachers meet with Brain Coaches to plan quality instruction and plan quality instruction and analyze student performance data. Classes sizes are within the normal range and allow for students to have more individualized support when needed. The Early Learning Academy enrollment stays between 240-250 students. Kindergarten through Fifth grades have a student body of less than 400 which students has allowed us to be able to have Pelican Family Assemblies and present information over PBIS, anti bullying prevention, and different student recognitions among other relevant topics. As a campus team the morale and climate are healthy and supportive of our campus goals for our students. Teachers collaborate with each other and have taken on different leadership roles to help enhance our campus for our students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jessie Lee Pumphrey Elementary needs to continue working on meeting our goal for student attendance. **Root Cause:** Students are absent from school not always for a state reported excused absence resulting in losing valuable instructional time with students. As a campus we need to strengthen our approaches for improving attendance both with incentives for students and communication with parents.

Student Learning

Student Learning Summary

PK, Early Learning Academy:

Data from Fueling Brains indicates that our overall brain scores for our PK students is 90%. Data reports that 79% mastering, 17 % progressing, 4% developing, inhibitory control 90%, working memory 90%, cognitive flexibility 89%. English CLI data indicates that 70% are on track for Rapid Letter Naming, 45% on track for Vocabulary, 62% on track for Phonemic Awareness, 78% on track for Math, 90% Social Emotional, 91% Writing. Spanish CLI data indicates that we have 90% on track for Rapid Letter Naming, 63% Vocabulary, 72% Phonemic Awareness, 86% Math, 100% Social/Emotional, 84% Writing.

Kindergarten: All students have made progress in both math and reading. CLI data indicates two areas of strength: Students are about to identify letters/sounds with almost 100% accuracy for most students. From CIL data, we noticed two focus areas: Students being able to distinguish between addition and subtraction symbols. Students will be able to hear segmented words and say the word being "blended".

First Grade: Students demonstrated growth in reading and math based on NWEA data. Data indicates that the area strength for our students for NWEA for reading with Multiple Genres, Author's Purpose and Craft. Data indicates that our students performed the best with geometry and measurement and data analysis and money. First grade teachers want to focus on the areas of foundational language skills, and in math have more growth demonstrated in students' abilities to solve computation and algebraic relationships.

Second Grade: Areas of strength for our second grade students were Author's Purpose and Craft and Multiple Genres. Students also did well with questions on point of view and informational text features. The areas for growth based on reading data from NWEA are Persuasive Text and Figurative Language. Math NWEA data indicates second graders made the most growth in Geometry and Measurement and Data Analysis and Transactions.

Third Grade: Interim Reading STAAR data indicates that our students strengths were Author's Purpose and Identifying the Claim. Interim Math STAAR data indicates that our students performed well with Data Analysis and Monetary Transactions.

Fourth Grade: Students have been able to demonstrate their growth in both Reading and Math. 87% of students showed growth in Math. 67% of students showed growth in Reading. Areas of strength for fourth grade students in Reading were: Multiple Genres. In Math our students demonstrated growth in Data Analysis and Monetary Transactions and Numerical Representations and Relationships, Multiple Genres.

Fifth Grade: Students were making progress in both Math and Reading based on NWEA data. Students were making between 2-15 point gains. Math data indicates that students were scoring above the national level.

Student Learning Strengths

PK, Early Learning Academy Strengths: Social Emotional, Math Areas for Growth: Phonemic Awareness, start teaching phonemic awareness earlier in the year, teach hand strategies. Vocabulary, flashcards, & make adjustments as needed.

Kindergarten through Fifth grade data patterns indicate that students have a strong understanding of data analysis and monetary transactions along with geometry and measurement. Reading data indicates that students demonstrated the most growth in Multiple Genres and Author's Purpose.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: Early Learning Academy has been provided many resources and materials to help support the Fueling Brains curriculum. We are working on ordering more Spanish resources for our Bilingual PK. As far as instructional materials/resources as campus by utilizing campus funds we were able to purchase all items that were requested.

Professional Development: Early Learning Academy teachers have been provided with extensive staff development from Fueling Brains. NWEA training would be beneficial for all staff to gain a better understanding of the different reports that can be run. Staff development catered to the professional goals of teachers will be extended to staff. Specific staff development plans will be developed based on student performance areas of need. Required staff has completed the Reading Academy. As a team we need to be strategic about what staff development we offer our staff.

Organization: We need to have more designated expectations for our PLCs as campus teams. Since some grade levels only have one teacher per content, we have struggled with how to effectively implement PLCs for our campus. We are working on ways to better organize and structure our PLC meetings to have more of an impact on our student achievement.

Technology: Students and staff are well equipped with technology. Majority of staff members are able to use technology to implement engaging lessons. K-5th grade students use their IPADs daily. Teachers have instructional support to implement high level of rigor lessons with the help of our weekly district technology specialist.

School Processes & Programs Strengths

As a campus we have been able to use our campus budget to help provide teachers with the instructional resources and materials that are needed. Staff development has been provided for our staff members by the district or at the campus level. We have been able to establish a strong campus climate that is positive and structured around the success of our students. As a team we all are committed to the continual improvement cycle for our campus.

Perceptions

Perceptions Summary

Staff Survey data indicates: Majority of the staff agrees or strongly agrees with questions asked on the survey. Staff answers indicate that they feel informed about how to handle crisis situations. Staff agrees that we have systems in place for all students to be successful. Survey results indicate that special programs are effectively integrated with regular education programs. Staff responses indicate that they feel that their professional development is supported. A focus area would be to have more culturally inclusive lessons for students. Majority of staff feel that there is a positive attitude of respect at the campus.

Student Survey data indicates: Students agree or strongly agree with teachers making learning fun and engaging. Students feel that most of their teachers really enjoy teaching them. Students feel that they are treated with respect. Students feel that most of their teachers address misbehavior as it happens. Students want to do more with peer interactions and how to get along with others.

Parent Survey data indicates: Parents express that they are satisfied with the amount of communication from the school. Parents feel welcomed at the campus. Parents feel comfortable to have meeting with administrators if needed. Majority of parents indicate that they have had conferences with their child's teacher. Majority of parents are satisfied with the guidance and counseling services. Parents expressed that they feel their child is safe at school.

Our Partners in Education Partner, Patients ER is extremely supportive of our campus. They have been able to provide items for our students and staff that were meaningful, such as our mascot among many other things. Patients ER has also volunteered their time and served on our Instructional Leadership Team.

Perceptions Strengths

Based on survey data it is evident that Pumphrey has many strengths in different areas. Majority of staff indicates that they are connected to the campus goals and mission. It is evident that staff feels that the campus would benefit from having a TLC at the campus to help us stay informed about C&I expectations for the campus and district. Parents express that overall they are satisfied with communication from all members of staff. Parents express that they feel their child is safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Survey indicates that we need to strengthen our connection between our students and foster more collaborative relationships between students with peer relations as a focus for the upcoming year. **Root Cause:** Student survey indicated that there some issues that happened among students that adults were not always aware of and some involved racial/cultural issues.

Priority Problem Statements

Problem Statement 1: Survey indicates that we need to strengthen our connection between our students and foster more collaborative relationships between students. with peer relations as a focus for the upcoming year.

Root Cause 1: Student survey indicated that there some issues that happened among students that adults were not always aware of and some involved racial/cultural issues.

Problem Statement 1 Areas: Perceptions

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

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide school improvement through focused professional development such as Fueling Brains Right Brain/Left Brain Trainings in order to close the achievement gap among all sub-populations.</p> <p>Strategy's Expected Result/Impact: Students will be able to demonstrate growth in both academic and behavior areas on the MOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Academic Dean, Principal, Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Targeted focused on writing for all students throughout all curriculum areas. Ensuring that students are writing in all contents as a focus for the campus.</p> <p>Strategy's Expected Result/Impact: Students writing will improve through more practice.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using instructional strategies that will focus on teacher clarity, checks for understanding, increasing student engagement through verbal responses will enhance learning environments of classrooms.</p> <p>Strategy's Expected Result/Impact: Intentional planning with lessons that are created to solicit student feedback and checks for understanding will help increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize the inclusion model to ensure that all Early Childhood Special Education (ECSE) are taught in the least restrictive environment, when allowed by their IEP.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and master goals on their IEPs at the end of year.</p> <p>Staff Responsible for Monitoring: Academic Dean, Principal, ECSE teacher</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement the Dual Language/Dual One Way/ESL program to ensure that all ELs are working towards becoming English proficient.</p> <p>Strategy's Expected Result/Impact: Improved academic performance throughout the year and on grade level performance on EOY assessments in English.</p> <p>Staff Responsible for Monitoring: Academic Dean, Principal, Bilingual PK teachers</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement the Fueling Brains curriculum with fidelity to ensure students have a variety of opportunities to close their executive function gaps in the areas of cognitive flexibility, inhibitory control and working memory.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Teachers will review students' cumulative records and all relevant data to create individual plans for each child's success. Provide appropriate identification of needs and interventions for students performing below expectations, by RTI structures, small group tutorials, and targeted interventions for students.</p> <p>Strategy's Expected Result/Impact: Increased scores on NWEA Increased academic achievement</p> <p>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
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase student knowledge about college and career planning through campus wide activities that allow students to explore different colleges and careers.</p> <p>Strategy's Expected Result/Impact: Students gain a better understanding about what is required for them to attend college. Students will learn more about different career opportunities that are available.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Counselors</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate new avenues to connect with our parents utilizing newsletters, social media, Parent University meetings, and hosting parent events during the instructional day and after school.</p> <p>Strategy's Expected Result/Impact: Increasing avenues of communication with parents will help form stronger bonds with our families.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Student Support Team will monitor students' with attendance, academic, health, and/or behavior needs in order to provide support that will improve students' well being and increase academic success for students</p> <p>Strategy's Expected Result/Impact: Students grades, attendance, behavior will closely monitored to help ensure that we are meeting the needs of our students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Counselors</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

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide training for staff members on the 3 executive functions (cognitive flexibility, inhibitory control, and working memory) to maintain positive student-teacher/student-student relationships and decrease student discipline referrals.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Academic Dean, Principal, Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ensure that classroom, grade level, campus and district behavior management systems are aligned and effective. Ensure that grade level discipline plans are communicated effectively to students and parents.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Incorporate nutrition and hygiene education into student's PE classes each six weeks</p> <p>Strategy's Expected Result/Impact: Empowers children with knowledge and skills to make healthy choices</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 4: Pumphrey Elementary will provide and maintain a safe, positive learning environment.





Performance Objective 2: Promote wellness and fitness through PE activities that are engaging and motivate students to have an active lifestyle. Incorporate family involvement activities and knowledge of healthy lifestyle choices.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporating lessons about sun safety, well and health and fitness will help our students be more active and engaged during the school day.</p> <p>Strategy's Expected Result/Impact: Compliance with GCCISD Sun Safety Policy and will increase knowledge about UV radiation and reduce the risk for cancer.</p> <p>Staff Responsible for Monitoring: PE teacher, Classroom Teacher</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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;"> <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 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: Increase our PTO membership of our newly formed PTO Board that was established last year.</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

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to foster our relationship with our Partner in Education with Patients ER.</p> <p>Strategy's Expected Result/Impact: Increase visibility of our partnership with Patients ER will increase our community involvement with other members of our community.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Brain Coach</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 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		
<p>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</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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</p>	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