

**Manor Independent School District**  
**Pioneer Crossing Elementary**  
**2018-2019 Campus Improvement Plan**



**PIONEER CROSSING**  
NEW TECH ELEMENTARY SCHOOL

# Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

## **District Strategic Plan Goals (5 year plan)**

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

## **District Student Outcome Goals (2 year plan)**

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

# Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement, resulting in innovative, proficient, empowered, forward-looking students.

## Value Statement

### Values:

Respect  
Student success  
Integrity  
Responsibility  
Accountability  
Support

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Academic Achievement .....	6
School Processes & Programs .....	7
Perceptions .....	7
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	12
Goal 1: Be a district of choice in this Texas Region based on student success .....	12
Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference .....	18
Goal 3: Serve internal and external customers in partnership to support the highest levels of student success .....	19
Goal 4: Engage students in a variety of individualized and flexible and effectiveness based on priorities of student success .....	19
Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success .....	19
Comprehensive Support Strategies .....	23
Campus Advisory Team .....	24

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pioneer Crossing Elementary serves 620+ students in grades pre-k through 5, located in Northeast Austin, TX. PCE is a Title 1 campus and has a bilingual program that serves the Hispanic population. 44% of our campus is Hispanic, 24% African American, Asian is 18%, white is 8 % and two or more races are 6%. PCE has 65% Economically Disadvantaged Students and 38.69% Limited English Proficient Students. PCE has 9.1% Special Education Enrollment and 11% Gifted and Talented Enrollment.

Pioneer Crossing has a Spanish bilingual class for each grade level.

PCE has 2 Lifeskills classes as well as 2 inclusion/ resource teachers, and an inclusion aide. PCE also has a PPCD class to serve 3 and 4-year-olds.

PCE has a GT pullout class for 1st- 5th grades.

### Demographics Strengths

PCE has hired two Vietnamese native speaking teachers to directly address the Vietnamese community. PCE has incorporated multicultural announcements, including multiple religious and cultural holidays and celebrations. This includes a multicultural night that celebrates the more than 20 different nationalities on our campus. We also celebrate Lunar New Year to focus on our Asian culture.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Small group instruction has decreased in all grade levels for both Math and Reading over the course of the school year. **Root Cause:** Teachers have gotten away from the practice and new teachers have not received professional development specific to small group instruction and interventions.

# Student Academic Achievement

## Student Academic Achievement Summary

PCE is looking to meet a minimum of Phase 1, Level II of the state minimum requirements. In some cases, our grade level scores already exceeded that measure, in which case we are looking for a minimum 5% increase from the previous year. The percentages we are hoping to obtain are as follows:

3rd grade Reading: 82% (+5)

3rd grade Math: 90% (+5)

4th grade Reading: 80% (+8)

4th grade Math: 80% (+9)

4th grade Writing: 70% (+9)

5th grade Reading: 75% (+6)

5th grade Math: 85% (+5)

5th grade Science: 70% (+19)

## Student Academic Achievement Strengths

Reading/ELA increased in both 4th and 5th grades, receiving TEA distinction (2016)

25% increase in Science scores (2016)

5th grade showed the highest overall scores after 2nd admin. in school history

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 4th grade bilingual class has suffered over the last 2 years to perform up to standard in all academic areas. **Root Cause:** Teacher

performance has not been good as a result of having two new teachers in two years. Both of whom struggled.

# School Processes & Programs

## School Processes & Programs Summary

PCE has focused on project-based learning for 4 years and is now a New Tech campus. Students and teachers produce approx. 100 projects over the course of the year, in addition to providing small group and direct teach. PCE has embraced #pceunity culture which means that everyone on campus does whatever it takes for the students. Teachers and admin. work together across grade levels and subjects to maintain high educational, and social-emotional standards to provide students with the best possible learning environment. Teachers have scheduled planning 2 days a week and the possibility of a 3rd day for data analysis. We have also implemented monthly Critical Friends to allow teachers to learn from each other. We have also implemented Student PLC's which allow students to provide feedback on upcoming lessons and activities.

## School Processes & Programs Strengths

PCE has had the lowest turnover and highest teacher survey rates in the district for several years. Because teachers have input and are routinely rewarded and recognized for their hard work on a monthly basis. Teachers also have the opportunity to celebrate each other through "Champions" and Critical Friends. PCE has also focused on driving real-world, rigorous and relevant instruction through project-based learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers being able to get the necessary professional development to maintain and increase the strength areas. **Root Cause:** District PD is never close to campus and is difficult for teachers to attend after work.



# Perceptions

## Perceptions Summary

PCE has embraced #pceunity culture which means that everyone on campus does whatever it takes for the students. Teachers and admin. work together across grade levels and subjects to maintain high educational, and social-emotional standards to provide students with the best possible learning environment. We have also implemented monthly Critical Friends to allow teachers to learn from each other. We have also implemented Student PLC's which allow students to provide feedback on upcoming lessons and activities. We have also implemented The Positivity Project which has helped build a stronger culture for teachers and students.

## Perceptions Strengths

We have built a strong culture that has resulted in other educators visiting to see our school as a model campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student behaviors toward each other need to become more positive and students need more practice in adopting #pceunity. **Root Cause:** The focus in many ways has been on the teachers and staff toward building a strong culture and allowing teachers to foster student culture. Students need to be the new focus next year for #pceunity.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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





# Goals

## Goal 1: Be a district of choice in this Texas Region based on student success

**Performance Objective 1:** 95% of students will read at or above grade by the end of 2nd grade

**Evaluation Data Source(s) 1:** Tejas Lee, TPRI, DRA

### Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Provide ongoing professional development, resources, and support with balanced literacy for teachers in grades K-2nd.	Coordinator of Elementary ELA and Bilingual Education	100% of K-2 teachers will understand and implement balanced literacy framework.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide ongoing professional development, resources, and support for literacy coaches at all elementary campuses.	Coordinator of Elementary ELA and Exec Directors of C & I and Assistant Superintendent for Academics	All elementary literacy coaches are fully trained in the Literacy Collaborative Approach to support teachers in the balanced literacy framework.				
3) Monthly running records to monitor the growth of all K-2 readers	K-2 Literacy Coaches, Elementary ELA Coordinator, Continuous Improvement Coordinator	All readers make growth along the Literacy Continuum.				
<b>Funding Sources:</b> Title I, Part A - 23000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 1:** Be a district of choice in this Texas Region based on student success

**Performance Objective 2:** By May 2019 discipline infractions will decrease by 10%

**Evaluation Data Source(s) 2:** Skyward reports of discipline

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Professional Development of Administrators, SEL implementation, PBIS implementation and evaluation of each area every two weeks</p>	Executive Director of SS and campus Admin	Decreased level two infractions on all campuses in MISD				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						


**Goal 1:** Be a district of choice in this Texas Region based on student success


**Performance Objective 3:** By May 2019, Student attendance ADA will increase by 2%


**Evaluation Data Source(s) 3:** Weekly ADA Campus Reports


**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Campus Attendance Team will provide interventions to students who have excessive absences</p>	Campus Attendance Team	Improve student attendance by .25%				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Review attendance data to determine which campuses need support with attendance interventions and assist with providing incentives to increase student attendance.</p>	Campus Attendance Team Attendance/Dropout Prevention Team	Improve student attendance by .25%				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 1:** Be a district of choice in this Texas Region based on student success

**Performance Objective 4:** By Spring 2019 all 3-5 students will increase performance on each tested subject area by a minimum of 5% as measured by the state assessment

**Evaluation Data Source(s) 4:** STAAR Reading, Math, Science Scores

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>1) Increase teachers' assessment knowledge and understanding by collaborating with campus staff to review and revise CBAs.</p>	Curriculum and Instruction Department Coordinators	Documentation of CBA Review Meetings.				
<b>Funding Sources:</b> Local Funds - Instruction - 0.00						
<p><b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>2) Increase teachers' curriculum knowledge and understanding by collaborating with campus staff to review and revise YAGs and Manor Essential Standards.</p>	Curriculum and Instruction Department Coordinators	Documentation of YAG Review Meetings. MISD Essential Standards documented in Eduphoria.				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Provide targeted to support to high-needs PLCs through-out the district.</p>	Director of C&I	Increased PLC performance as measured by DuFour Rubric				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>4) Provide training and tools to teachers to implement research-based interventions for math and reading in grades 3-11th.</p>	Continuous Improvement Coordinator; Executive Director of Accountability & School Improvement; Dir. of C & I	Decrease in students identified as tier 3 by universal screeners by 10% from snapshot taken Sept 30th.				
<b>Funding Sources:</b> Title I, Part A - 0.00, Local Funds - Instruction - 0.00						

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  5) Increase the number and capacity of ESL certified teachers who serve ELLs through professional development and ESL TExES reimbursement.	Bilingual/ESL Director	Certified teachers are better equipped to serve ELLs.				
	<b>Funding Sources:</b> Local Funds - Instruction - 3000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2  6) Provide instructional interventions to ELLs to advance language proficiency and improve reading comprehension for ELLs at Tiers I and II	Campus principals Bilingual/ESL Director	Decrease in students who do not meet standard on state assessments; Decrease in ELL students with 5+ years in the US scoring at beginning and intermediate levels on TELPAS; decrease in ELLs in tiers 2 and 3 by at MOY.				
	<b>Funding Sources:</b> Title III, Part A - 50000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2  7) Support advanced writing analysis for Grades 6-10 by using PEG writing system	Coordinator for Secondary ELA, Exec. Director of Curriculum & Instruction	Increased usage statistics from PEG Writing				
<b>Comprehensive Support Strategy</b> 8) 70% of tier 3 readers in 3rd-5th grade will receive 15 hours or more of individualized reading intervention using a variety of resources and programs	Elementary ELA Coordinator Coordinator of Continuous Improvement	60% of tier 3 readers in 3rd through 5th will increase their reading level by 1 or more grade levels.				
	<b>Funding Sources:</b> Title I, Part A - 40000.00					
9) Developing science lab resources at the campuses to increase % of lab time used in instruction.	Science Coordinators	All labs rated at high level of C & I rubric on lab readiness.				
10) Providing ongoing professional development and resources to all teachers in content and curriculum.	Exec Director of School Improvement & Coordinators	PD Rosters				
11) Provide resources (materials of instruction and contract services) as well as ongoing professional development to teachers and assessment personnel on special education topics to enhance student support/individualization of instruction.	Special Education Coordinators, Assistant Director of Special Education, Director of Special Education	Attendance of special education staff at professional development. Inventory of purchased resources. Expenditures of budget on materials of instruction, contract services, and assessment materials.  SPED teachers and SPED assessment personnel will be better equipped to serve SPED population. Assessment personnel will have needed support to reduce caseload to better serve students and campuses.				
	<b>Funding Sources:</b> IDEA-B Preschool - 10742.00, IDEA-B Formula Year 8 - 219341.00, Local Funds - Instruction - 16000.00					
12) Use reading intervention programs to target students with dyslexia	504 Coordinator	Increase the % of students with dyslexia making at least one year growth on universal screeners to 75%.				



13) Increase rigor, relevance, and effective instructional practices by completing data walks using the McRel system, and analyzing the observation data to determine necessary professional development.	Executive Director of C&I	Increase the percent of observed instructional activities.				
14) Monitor and improve rigor, relevance, and student engagement via the data walk system	Assistant Superintendent	Increase the percentage of classrooms observations at the 3 highest levels of rigor.				


 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

# Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 1:** Maintain and improve campus morale through team building activities.

**Evaluation Data Source(s) 1:** Studer Report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Respond to employees' concerns within 24-48 hours.	Executive Director of Human Resources Director of Human Resources	Customer service reports from kiosk				
						

**Goal 3: Serve internal and external customers in partnership to support the highest levels of student success**

**Goal 4: Engage students in a variety of individualized and flexible and effectiveness based on priorities of student success**

**Performance Objective 1:** Invest in PBIS rewards in order to ensure student behavioral success.

**Evaluation Data Source(s) 1:** Studer  
Student Morale  
Discipline Report

**Summative Evaluation 1:**

**Goal 4:** Engage students in a variety of individualized and flexible and effectiveness based on priorities of student success

**Performance Objective 2:** Provide opportunities for community engagement through dances, events, clubs, field trips, and festivals.

**Evaluation Data Source(s) 2:** Studer  
Campus Morale

**Summative Evaluation 2:**

**Goal 4:** Engage students in a variety of individualized and flexible and effectiveness based on priorities of student success

**Performance Objective 3:** Curriculum Camp for parents

**Evaluation Data Source(s) 3:** Studer  
Student data

**Summative Evaluation 3:**

**Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success**

**Performance Objective 1:** Provide ongoing professional development for teachers focusing on advanced academic strategies, leadership, data analysis, student outcomes, and more

**Evaluation Data Source(s) 1:** Lesson plans, walkthroughs, formal observations

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide teachers with opportunities for AVID training	Coordinator of Advanced Academics (AVID)	Sign-in sheets or records documenting training				
<b>Funding Sources:</b> Local Funds - Instruction - 0.00						
2) Provide College Board Training to all AP teachers to ensure high levels of rigor.	Coordinator of Advanced Academics	100% of all teachers teaching AP course will be College Board Trained.				
3) Provide Leadership Academy for administrators through book studies, skill training, leadership development, cultural proficiency, and more.	Executive Director School Improvement and Accountability	SRER, Sign-in sheets, Agendas,				
<b>Funding Sources:</b> Title II, Part A - 0.00						
<b>Critical Success Factors</b> CSF 7	Coordinator for Advanced Academics	GT Certification levels of district teachers who teach GT students reaches 75% and 100% of administrators and counselors training.				
4) Create a system of training for teachers and administrators on gifted and talented issues.						

**Goal 5:** Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 2:** Teachers design and implement differentiated lessons in order to help students show growth.

**Evaluation Data Source(s) 2:** Campus/district/state assessment data

**Summative Evaluation 2:**

**Goal 5:** Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 3:** Students and teachers will be provided technology materials that will supplement learning in the classroom and centers.

**Evaluation Data Source(s) 3:** Teachers will include technology usage in their lesson planning. Teachers will have reproducible materials displayed in the classrooms.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training to emphasize technology and reproducible materials for the classroom.	Early Childhood Director	All classrooms will use technology in classrooms				
	<b>Funding Sources:</b> Pre-K HQ - 37000.00					
2) Teachers will attend training to support technology use in their classroom	Early Childhood Director	Teachers will be able to utilize technology in their centers and to reproduce materials				
	<b>Funding Sources:</b> Pre-K HQ - 0.00					

**Goal 5:** Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 4:** Staff will be provided resources to ensure a safe and secure environment for all students, staff, and visitors.

**Evaluation Data Source(s) 4:** Inventory items and survey

**Summative Evaluation 4:**

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide ongoing professional development, resources, and support with balanced literacy for teachers in grades K-2nd.
1	4	1	Increase teachers' assessment knowledge and understanding by collaborating with campus staff to review and revise CBAs.
1	4	3	Provide targeted to support to high-needs PLCs through-out the district.
1	4	4	Provide training and tools to teachers to implement research-based interventions for math and reading in grades 3-11th.
1	4	8	70% of tier 3 readers in 3rd-5th grade will receive 15 hours or more of individualized reading intervention using a variety of resources and programs

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Eddwina Flowers	Principal