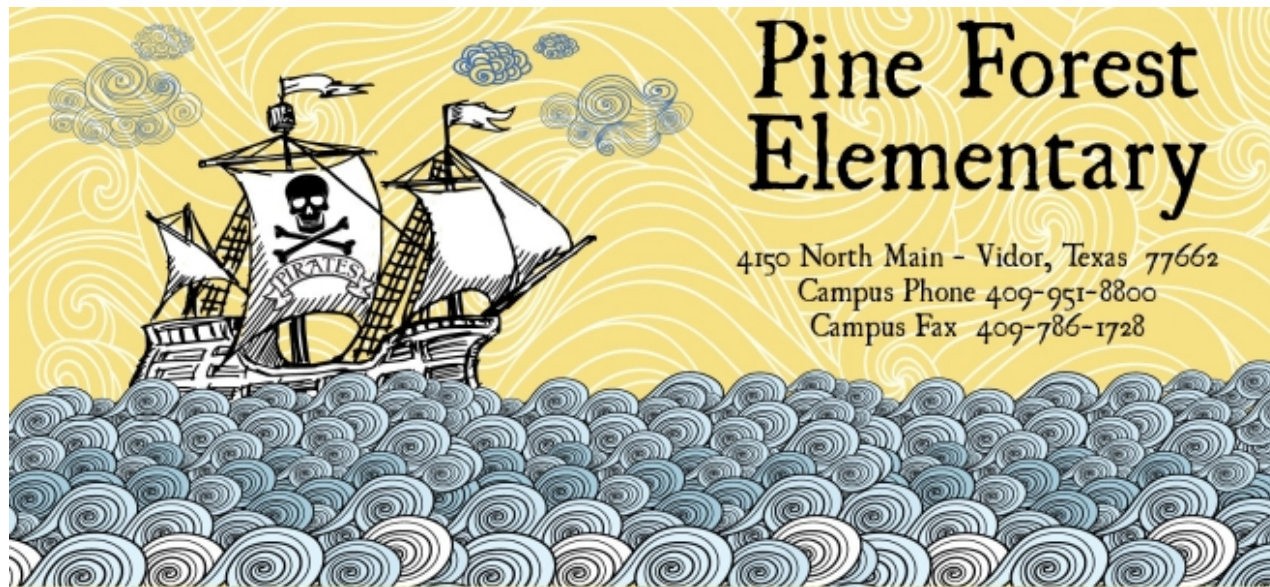


**Vidor Independent School District**  
**Pine Forest Elementary School**  
**2018-2019 Campus Improvement Plan**



**Board Approval Date:** October 15, 2018  
**Public Presentation Date:** October 15, 2018

# Mission Statement

The mission of Pine Forest Elementary is to educate all students in a safe, enriched learning environment. Our school will foster a productive and fulfilling life through a balanced curriculum aligned with quality instruction and assessment of achievement. Pine Forest students will feel successful and have pride in themselves for who they are and what they have become.

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# Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

## Demographics

### Demographics Summary

Pine Forest Elementary is a EE-4 campus serving students in Vidor ISD. According to the 2016-2017 Texas Academic Performance Report, Pine Forest serves 631 students. Our student population is 91.3% White, 6.5% Hispanic, 0.0% Pacific Islander, 0.3% African-American, 0.5% Asian, 0.3% American Indian, and 1.1% two or more races. The student population is 50.9% Economically Disadvantaged. The At-Risk group makes up 38.4% of the student population and we have a mobility rate of 12.9%, 1.4% ELL, 22.4% Intellectual Disabilities, 39.7% Physical Disabilities, and 20.7% Behavioral Disabilities. Ten years ago our enrollment was 688 with an economically disadvantaged group of 53.8%.

The teaching staff at Pine Forest Elementary is 95.6% White, 4.4% Hispanic.

Self-contained regular education classrooms include 3 pre-kindergarten, 5 kindergarten, and 6 first grade classrooms. Self-contained special education classrooms include one life skills classroom, one adaptive behavior unit classroom, and one PPCD classroom. Team teaching in the regular education classroom includes 5 second grade, 5 third grade, and 6 fourth grade classrooms.

Pull-out programs include third and fourth grade Read 180 classrooms, applied classes for math and ELA for grades 1-4, intervention labs for grades K-4, and dyslexia and speech services. In addition, we have a science lab for grades K-4 and two computer labs for grades K-4. Gifted and talented services are provided K-4 through a pull out program as well.

Students follow a rotation of PE, music, and technology applications classes each week. Our librarian is on a flexible schedule that allows her to interact with teachers and students for in depth lessons. The librarian also helps with instructional technology.

Attendance rates for Pine Forest Elementary has remained steady around 96% for the past couple of years. Our attendance dropped from 96.5% in 2014/15 to 96.2% in 2015-16. We had another drop in attendance in 2016/17 to 95.0%, due to Harvey. We will continue existing programs and develop new strategies in an effort to increase attendance to 97.0%.

### Demographics Strengths

Demographic percentages have remained fairly steady at Pine Forest Elementary over the course of the past ten years.

Fourth grade students performed above the state average in all areas of STAAR Testing, while third grade fell short. 2016-17 passing rates are as follows: third grade reading: State 73%, Campus 65%, third grade math: State 78%, Campus 68%, fourth grade reading: State 70%, Campus 77%, fourth grade math: State 76%, Campus 83%, fourth grade writing: State 65%, Campus 65%.

Level III Advanced percentages on STAAR are about the same from the previous year: third grade reading 19%, third grade math 19%, fourth grade reading 14%, fourth grade math 29%, fourth grade writing 14%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have a high mobility rate. **Root Cause:** Vidor has a large quantity of low income housing available so low income families are often moving to other housing. This causes our students to change elementary schools often.

**Problem Statement 2:** Lower than normal attendance. **Root Cause:** Hurricane Harvey contributed to a majority of our attendance issues. We will continue with our incentives.

# Student Academic Achievement

## Student Academic Achievement Summary

Pine Forest Elementary received an Accountability Rating from TEA for the 2016-17 school year of Met Standard.

STAAR results:

4th grade Writing - Overall 65% Met Standard---Economically Disadvantaged 57% Met Standard

4th grade Reading - Overall 76% Met Standard---Economically Disadvantaged 64% Met Standard

4th grade Math - Overall 81% Met Standard---Economically Disadvantaged 68% Met Standard

3rd grade Reading - Overall 66% Met Standard---Economically Disadvantaged 49% Met Standard

3rd grade Math - Overall 68% Met Standard---Economically Disadvantaged 56% Met Standard

We received 2 distinctions:

Academic Achievement in Mathematics DISTINCTION EARNED

Top 25 Percent Student Progress DISTINCTION EARNED

Pine Forest Elementary received an Accountability Rating from TEA for the 2017-18 school year of Met Standard.

STAAR results:

4th grade Writing - Overall 56% Met Standard---Economically Disadvantaged 49% Met Standard

4th grade Reading - Overall 74% Met Standard---Economically Disadvantaged 68% Met Standard

4th grade Math - Overall 84% Met Standard---Economically Disadvantaged 80% Met Standard

3rd grade Reading - Overall 75% Met Standard---Economically Disadvantaged 68% Met Standard

3rd grade Math - Overall 77% Met Standard---Economically Disadvantaged 71% Met Standard

These are listed in priority order:

Special Education

Writing 4th grade

Reading 4th grade

Reading 3rd grade

Math 3rd grade

### **Student Academic Achievement Strengths**

Although our 4th grade scores are lower than last years 4th grade scores, they have shown growth from last year as 3rd graders. They increased 1% in reading and 9% in math.

We had a large percentage of students reach the "Masters" performance level.

3rd Reading - 23%

3rd Math - 18%

4th Reading - 26%

4th Math - 34%

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 4th grade STAAR writing scores dropped by 19% when compared to the previous year. **Root Cause:** Teachers are in need of more training related to writing and a more rigorous curriculum is needed.

**Problem Statement 2:** Special Education students have not met the federal or state performance targets in reading or mathematics. **Root Cause:** The state



and federal mastery standard are unrealistic for students who are in the program.

**Problem Statement 3:** This year 3rd grade was below STATE in each area Approaches/Meets/Masters for Pine Forest. The district goal is 5 points above the state average OR improve on last years score. Our goal is to be 5 points above state average. **Root Cause:** There has not been a phonics program for the last several years. We adopted Saxon Phonics last year and Leach's Literacy this year.

# School Processes & Programs

## School Processes & Programs Summary

Pine Forest Elementary received an Accountability Rating from TEA in 2016 of Met Standard.

100% of the staff at Pine Forest Elementary is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for after school tutoring.

Pine Forest Elementary has several programs in place to address the identified needs. The Anchor Lab provides Tier 2 and Tier 3 support for students struggling in both reading and math (Mindplay and Ascend Math). An extended Prekindergarten program is designed to provide early intervention support so students will enter Kindergarten ready to work on grade level. We additionally have a Read 180 classroom that provides reading intervention for targeted third and fourth graders. Star 360 is used as a universal screener for RTI identification. We are implementing Edivate this year to assist with professional development.

Kagan Cooperative Learning has been implemented as our Title I reform strategy for grades K-4.

## School Processes & Programs Strengths

Low teacher turn over

Quality staff development for staff

High parent participation

100% Highly Qualified Staff

We purchased 60 Chromebooks for 3rd and 4th grade each to help with getting technology in the students hands. This will help with free up the computer labs for all students and more accessibility to programs such as iStation, Think Through Math, Mind Play, etc...

Pine Forest Elementary works closely with our district curriculum department in providing high-quality professional development for our staff in the needs of our campus.

Kagan Cooperative Learning has been implemented as a reform strategy for grades 1-4.

Part of our requirements to have a High Quality Pre-K Program is that we have to have a Pre-K Family Engagement Plan each year beginning with the 2017-18 school year. Attached is the plan created with the 6 goals provided by TEA that was approved by all 10 Pre-K teachers in the district. It can be accessed by using the following URL:

[http://www.vidorisd.org/SpecialPrograms/Pre-K\\_FamilyEngagementPlan17-18.pdf](http://www.vidorisd.org/SpecialPrograms/Pre-K_FamilyEngagementPlan17-18.pdf)

It is found on the Special Programs page on our website by following these steps below:

1. [www.vidorisd.org](http://www.vidorisd.org)
2. Departments
3. Instructional Services
4. Special Programs
  
5. Pre-kindergarten

# Perceptions

## Perceptions Summary

Pine Forest Elementary received an Accountability Rating from TEA in 2017 of Met Standard.

Pine Forest has strong parental involvement in an array of events, activities, and programs on campus. We invite community members to such events as our Grandparent's Lunch week, SOS (Someone Special) events, Field Day, Pirate Pals Mentor Program, Open House, book fair, etc.

A Title I allotment of \$2,700 has been added to our budget for parental involvement.

## Perceptions Strengths

Low teacher turn over

Quality staff development for staff

High parent participation

Strong Parental Involvement on campus highlighted by a well managed PTO and volunteer program.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

## Parent/Community Data

- Parent Involvement Rate

# Goals

## Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

**Performance Objective 1:** The Title I school-wide campus will meet or exceed all state and federal accountability requirements.

**Evaluation Data Source(s) 1:** TAPR report, STAAR, STAAR A, and TELPAS Reports; common assessments and benchmarks in Aware (Eduphoria)

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Support and enhance RTI through supplies, progress monitoring, elementary district meetings	2.4, 2.5, 2.6, 3.1, 3.2	Principals, Teachers, Counselor, Nurse, Diagnostician	TAPR Report. Percent of students served through special education taking general assessments will be greater than or equal to 30%. Attain performance standard for state accountability.				
Funding Sources: 211 Title I A - 269500.00							
2) Encourage attendance through the use of but not limited to: campus incentive, classroom incentives, parent notification, and educate parents.		Principals, Teachers, Counselor	97% student attendance rate for all student groups.				
<b>Comprehensive Support Strategy</b> 3) Target special populations for compliance (Sp. Ed, ESL, Anchor Lab, GT, Dyslexia, 504, RTI, homeless & migrant)	2.4, 2.5, 2.6	Principals, Teachers, Counselor	TAPR Report. Attain performance standard for state accountability. 97% student attendance rate for all student groups.				
<b>Comprehensive Support Strategy</b> 4) Use 6 week common assessments to drive instruction through results.		Principals, Teachers	Assessment results, STAAR results				
5) Notify parents of the level of achievement for their child on required state assessment		Principals, Teachers	Phone calls to parents and send home Confidential Student Reports (CSRs) when received from state.				

6) Expand required 1/2 day PK program to full day program by providing supplemental certified teachers and paraprofessionals. (See PK in SCE addendum.)	2.4, 2.5, 2.6, 3.1, 3.2	Principals	PK Report Cards				
Funding Sources: 199 State Comp Ed - 219942.00							
<b>Comprehensive Support Strategy</b> 7) The campus will continue Kagan Cooperative Learning as an initiative aimed at transforming how content is taught. Kagan structures align instruction with research about how students learn best and retain information.		Principals, Teachers	The structures are crafted to produce positive outcomes in the most important educational domains, including: academic achievement (research shows a potential 27% gain), development of the range of intelligence's, enhancement of thinking skills, development of character virtues, development of social skills, and development of emotional intelligence.				
<b>Comprehensive Support Strategy</b> 8) Accelerated Learning Lab - ALL - Supplemental targeted instruction for students at risk of failing STAAR test. (See ALL in SCE addendum.)  Certified teacher provides intervention to at-risk students focusing on mastering TEKS objectives in Reading/Math. (See Intervention in SCE addendum.)  Read 180 offers remediation and acceleration through computer-based instruction for students who need supplemental instructional time. (See Read 180 in SCE addendum.)		Principal	Passing STAAR/Promotion				
Funding Sources: 199 State Comp Ed - 182298.00							
9) Provide instructional support and individualize assistance through instructional aides working with students one-on-one or in small groups in regular classroom or learning labs. (See Instructional Support in SCE addendum.)		Principal	Promotion				
Funding Sources: 199 State Comp Ed - 122547.00							
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							











**Goal 1: Student Achievement:** The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

**Performance Objective 2:** The campus will provide the necessary technological resources that will support continuous integration of technology in all areas

**Evaluation Data Source(s) 2:** Review summary report from Learning.com

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Computer lab facilitation through use of technology paraprofessional and web based software meeting all technology TEKS.		Principal	Demonstrating technology proficiency on the grade level technology TEKS.				
2) Classroom activities/projects utilizing technology TEKS. Every classroom has a Promethean Board.		Teachers	Demonstrating technology proficiency on the grade level technology TEKS.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1: Student Achievement:** The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

**Performance Objective 3:** The campus will utilize the adopted core curriculum to ensure student achievement.

**Evaluation Data Source(s) 3:** TAPR Report, Disaggregated Assessment Data results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize TRS, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge.		Principals, Teachers	Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments.				
2) Teachers use effective methods and instructional strategies based on scientifically-based research.		Principals, Teachers	Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments.				
3) Teachers will attend grade level planning meetings, plan sessions and checkpoint meetings and tie lesson plans to TRS Scope and Sequence.		Principals, Teachers	Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments.				
4) Administrators trained in conducting district adopted walk-through evaluations and use the electronically submitted lesson plans to guarantee every child access to a quality education.		Principals	Students will meet or exceed state and federal expectations for STAAR, benchmark testing, and common assessments.				
5) Utilize the Eduphoria AWARE program to assess state and local assessment data to monitor student progress.		Principals, Teachers	AWARE Reports				
<b>Comprehensive Support Strategy</b> 6) Early reading program includes the use of Istation which supports RTI; additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and the Saxon phonics program.	2.4, 2.5, 2.6	Principals, Counselor, Teachers	data and Pre K through grade 2 report card results				
7) Focus on raising the academic achievement of Pre- K students by providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.		Principals, Teachers, Pre K teachers	Frog Street Assessments, Pre-K report card. 90% of Pre-K students will meet or exceed requirements for Kindergarten				

8) Continue support of the campus special population groups through the integration of the English Language Proficiency's (ELPS) and the College and Career Readiness Standards (CCRS) in the core subjects of the district's curriculum.		Principals, Teachers	TAPR Report TELPAS data				
9) GT, ESL, Dyslexia students taught by teachers who have appropriate qualification or certification. Increased instructional rigor provided for students. Homeless & Migrant instructional materials provided as needed.		Principals, Teachers	GT will have received a minimum of 6 hours of Staff Development annually. ESL rater certification done as needed				
<b>Comprehensive Support Strategy</b> 10) Continue support of the campus Sp. Ed instructional programs operated by VISD (Life Skills, Speech, AB Unit, Applied classes)		Principals, Teachers	Special population groups will meet or exceed state and federal expectations for STAAR.				
<b>Comprehensive Support Strategy</b> 11) Utilize Think Through Math, Renaissance 360, and iStation to collect data as to individual need and progress.		Principals, Teachers	Reports from TTM, Renaissance 360, and iStation programs.				
12) Provide supplemental curriculum tools for grades K-3 with Saxon Phonics.			Increase TEKS mastery				
Funding Sources: 211 Title I A - 12000.00							
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.**

**Performance Objective 1:** The Campus will evaluate campus needs to align them with district goals to allocate resources

**Evaluation Data Source(s) 1:** Campus level budget allocations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will provide input to align resource allocation with campus needs. Grade Chairs and site based members report needs at scheduled meetings	2.4, 2.5, 2.6, 3.1, 3.2	Principals, Campus site-based decision making committee, Grade Chairs	Campus level budget allocations aligned with campus needs.				
2) Gather data at the campus level from personnel for budget allocation		Principals, Campus site-based decision making committee	Campus level budget allocations aligned with campus needs.				
3) State and local assessment data used to designate need. District guidelines followed for allocation where appropriate and provided.		Principals, Teachers	Meets expectation.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2:** Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

**Performance Objective 2:** The campus will establish more transparent operational processes and increase community involvement.

**Evaluation Data Source(s) 2:** Campus Improvement Plan

**Summative Evaluation 2:**










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will invite community members to perform/speak to the students. Topics include bullying, health related topics, Shangri La, and Pioneer Day, etc.		Principals, Teachers	Campus Improvement Plan, surveys				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2: Effective and Efficient Utilization of Infrastructure and Operations:** The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

**Performance Objective 3:** Resource allocation of Campus monies will give priority to services/programs that directly affect student success in learning.

**Evaluation Data Source(s) 3:** District Teacher Survey, Campus Improvement Plans, T-TESS

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Areas of academic need will be assessed and funds will be allocated for professional development to insure student success.  2) Teachers identify personal areas of need on T-TESS.  3) Data from state and local assessments provide targeted areas.	2.4, 2.5, 2.6	Director, Elementary Curriculum and Instruction, Principals, Teachers	Percent of department and campus improvement plans aligning professional development goals with district goals.				
		Teachers	Percent of surveyed teachers indicating a positive correlation between professional development and improved student achievement.				
		Director, Elementary Curriculum and Instruction, Principals, Teachers	Percent of teachers implementing district training initiatives.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

**Performance Objective 4:** The campus will maintain efforts to provide technology for all students to integrate into learning.

**Evaluation Data Source(s) 4:** Campus level budget allocation, District survey, Campus Improvement Plan

**Summative Evaluation 4:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize computer labs, ipads and Promethean boards in the classrooms to integrate technology into learning.		Principals, Teachers	Campus budget allocation, iStation reports, Mobymax data, Renaissance Star Accelerated 360 Reader				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2:** Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

**Performance Objective 5:** Steps will be taken to instruct students on how to best take care of our building and be given opportunities to help beautify our campus.

**Evaluation Data Source(s) 5:** Campus Improvement Plan, Survey, School Climate

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Educate students on procedures of caring for our building by picking up after themselves in the cafeteria, science lab, playground, restrooms and classrooms. Plant flowers and display artwork on campus.		Teachers, Principals	Campus Improvement Plan, Survey				
							



# Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

**Performance Objective 1:** The Campus will retain teachers through support and staff development.

**Evaluation Data Source(s) 1:** TAPR Report, District Teacher Survey, Campus Improvement Plan, Personnel professional development transcript records

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue new teacher mentor program on campus by pairing grade level teachers and providing meetings for campus familiarization and guidance.		Executive Director of Human Resources, Principals, Mentor Teacher	Achieve a 95% retention rate for teachers.				
2) Attend meaningful and relevant staff development based on campus level needs such as Region V training, district training's, book studies, faculty meetings, SBDM meetings, etc.	2.4, 2.5, 2.6	Executive Director, Elementary Curriculum and Instruction, Principals	Percent of department and campus improvement plans aligning professional development goals with district goals.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3:** Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

**Performance Objective 2:** The campus will increase number of instructional staff holding a master's degree.

**Evaluation Data Source(s) 2:** TAPR report

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide campus-level mentorship for teachers seeking and completing a master's degree. Activities include shadowing, appropriate designated activities for the master's program.		Principals, appropriate staff	Increase the number of teachers with a Master's degree to 15%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

**Performance Objective 3:** The campus will recruit highly qualified teachers.

**Evaluation Data Source(s) 3:** TAPR Report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will recommend hiring only highly qualified teachers.		Principals	Maintain 100% highly qualified teachers.	✓	✓	✓	
2) Provide parents information regarding the professional qualifications of the student's teacher(s). Notify parents if the child has been assigned to a teacher who is not highly qualified for four or more consecutive weeks.		Principals	Maintain 100% highly qualified teachers.	✓	✓	✓	
							

**Goal 4: Safe and Secure Learning Environment: Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.**

**Performance Objective 1:** The Campus will assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors through discipline/ positive behavior management.

**Evaluation Data Source(s) 1:** District Survey (student, parents), PEIMS Report 425, School climate

**Summative Evaluation 1:**










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement campus wide bullying prevention activities.		Principals, staff	Lowering of bullying incidences at school.				
2) Continue implementation of drug intervention and awareness program at school with Red Ribbon Week, guidance lessons on violence prevention, bullying, and conflict resolution.		Principals, Counselor	Decrease total number of incidences (<1% involving controlled substances)				
3) Maintain a comprehensive and effective campus approach to character development. Journey of Hope program. 7 topics for students, safety, fear, grief, anger, bullying, stress, self esteem.	2.4, 2.5, 2.6, 3.1, 3.2	Principals, Counselor, Teachers	Percentage of decrease in referrals at campus.				
4) Provide a safe and secure instructional environment through the Elementary Student Handbook and professional development in behavior intervention.		Principals, Teachers	Ongoing professional development in behavior interventions. Discipline referrals will follow the Elem. Students Handbook.				
5) Reduce accidents and Worker's Compensation Claims through safety procedures which are highlighted at every faculty meeting.		Principals, staff	Number and cost of Workman's Compensation claims will decrease.				
6) Implement a cohesive plan for crisis emergency management.		Superintendent of Schools, Principals, Staff	Crisis Emergency Management Plan developed and implemented, Monthly drills				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: Safe and Secure Learning Environment:** Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

**Performance Objective 2:** The campus will assure that all students and employees are provided the opportunity to engage in healthy behaviors within a wholesome environment.

**Evaluation Data Source(s) 2:** Meet and exceed state guidelines, SHAC council, PEIMS attendance data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Offer nutritious meals to all students and staff.		Food Service Staff	5% increase in meal participation, Monthly participation reports				
2) Maintain an active SHAC (School Health Advisory Committee) on each campus		Executive Director, Elementary Curriculum and Instruction, Food Services manager, SHAC committee members,	90% of students will meet state guidelines on Fitnessgram.				
3) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents by using district curriculum, Fitnessgram.		Executive Director, Elementary Curriculum and Instruction Food Services Manager, SHAC committee members	>95% daily student attendance >95% daily staff attendance Increase in participation from stakeholders at health driven events.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: Safe and Secure Learning Environment:** Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

**Performance Objective 3:** The campus will assure that all students and employees feel nurtured and comfortable in their surroundings.

**Evaluation Data Source(s) 3:** District Survey, PEIMS attendance data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain a welcoming and inviting environment by maintaining inside and outside of the campus and welcoming visitors.		Principals, staff	Percent of surveyed stakeholders indicating satisfaction with district climate, >95% daily student attendance, >95% daily staff attendance				
2) The district will provide two counselors to help with post Harvey stress.	2.6	Director of Community Relations	Healthier learning environment				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5: Enduring Relationships with Stakeholders: Vidor ISD will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, TV channel, parent portal, and district call outs.**

**Performance Objective 1:** The Campus will maintain existing relationships with stakeholders and work to build positive relationships with new stakeholders.

**Evaluation Data Source(s) 1:** District Survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Work through Community Relations office through avenues such as Health Fair, Parent Centers, Newspapers, Skylert, Radio, TV, Homecoming Parade, Concerts, Athletic Events, and Vidor Schools Foundation.		Principals, Appropriate Staff	Level of stakeholder satisfaction				
2) Emphasize Texas Public School Week and Vidor school history by utilizing key stakeholders as valuable resources.		Principals, Staff	Level of stakeholder satisfaction				
3) Implement new community opportunities such as a family fair and afternoon Veteran's Day program.		Appropriate Staff, Principals	Level of stakeholder satisfaction				
4) Implement Parent Involvement Activities such as parent orientation, SOS, awards day, parent center, newsletters, PTO, Vidor ISD/Pine Forest website, Carnival, Open House, STAAR Night, Grandparent's Week, Family Book Fair Night, Choir Concerts, Field Trips, Field Day.		Appropriate Staff, Principals	Level of stakeholders satisfaction				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Target special populations for compliance (Sp. Ed, ESL, Anchor Lab, GT, Dyslexia, 504, RTI, homeless & migrant)
1	1	4	Use 6 week common assessments to drive instruction through results.
1	1	7	The campus will continue Kagan Cooperative Learning as an initiative aimed at transforming how content is taught. Kagan structures align instruction with research about how students learn best and retain information.
1	1	8	Accelerated Learning Lab - ALL - Supplemental targeted instruction for students at risk of failing STAAR test. (See ALL in SCE addendum.) Certified teacher provides intervention to at-risk students focusing on mastering TEKS objectives in Reading/Math. (See Intervention in SCE addendum.) Read 180 offers remediation and acceleration through computer-based instruction for students who need supplemental instructional time. (See Read 180 in SCE addendum.)
1	3	6	Early reading program includes the use of Istation which supports RTI; additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and the Saxon phonics program.
1	3	10	Continue support of the campus Sp. Ed instructional programs operated by VISD (Life Skills, Speech, AB Unit, Applied classes)
1	3	11	Utilize Think Through Math, Renaissance 360, and iStation to collect data as to individual need and progress.
2	3	1	Areas of academic need will be assessed and funds will be allocated for professional development to insure student success.



# State Compensatory

## Budget for Pine Forest Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.06.101.032101	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.42.101.030101	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6125.12.101.030101	6125 Salary Support - Locally Defined	\$0.00
199.11.6125.42.101.030101	6125 Salary Support - Locally Defined	\$0.00
199.11.6141.06.101.032101	6141 Social Security/Medicare	\$0.00
199.11.6141.12.101.030101	6141 Social Security/Medicare	\$0.00
199.11.6141.42.101.030101	6141 Social Security/Medicare	\$0.00
199.11.6142.06.101.032101	6142 Group Health and Life Insurance	\$0.00
199.11.6142.12.101.030101	6142 Group Health and Life Insurance	\$0.00
199.11.6142.42.101.030101	6142 Group Health and Life Insurance	\$0.00
199.11.6143.06.101.032101	6143 Workers' Compensation	\$0.00
199.11.6143.12.101.030101	6143 Workers' Compensation	\$0.00
199.11.6143.42.101.030101	6143 Workers' Compensation	\$0.00
199.11.6144.06.101.032101	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.12.101.030101	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.42.101.030101	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6145.06.101.032101	6145 Unemployment Compensation	\$0.00
199.11.6145.12.101.030101	6145 Unemployment Compensation	\$0.00
199.11.6145.42.101.030101	6145 Unemployment Compensation	\$0.00
199.11.6146.06.101.032101	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.12.101.030101	6146 Teacher Retirement/TRS Care	\$0.00

199.11.6146.42.101.030101	6146 Teacher Retirement/TRS Care	\$0.00
		<b>6100 Subtotal: \$0.00</b>

## Personnel for Pine Forest Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Cindy	Instructional Aide	Instructional Support	1
Carpenter, Lori	Teacher	PK	1
Gardenhire, Kim	Instructional Aide	Instructional Support	1
George, Tonya	Teacher	PK	1
Medley, Leni	Teacher	Reading Interventionist	1
Peace, Jana	Teacher	PK	1
Sonnier, Michelle	Paraprofessional	PK	1
Williams, Candice	Paraprofessional	Instructional Support	1
Wyatt, Tiffany	Instructional Aide	Instructional Support	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment will be reviewed in August of 2018 by our CSBDMC. Adjustments will be made by the committee then used to create the Campus Improvement Plan for 2018 -2019 school year. The CSBDMC will consist of parents, community members, teachers, paraprofessionals, business leaders, and administration. Sign-in sheets, minutes, and the agenda will be kept on file.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan will be reviewed in early October by our CSBDMC. Adjustments will be made by the 2018 Campus Site Based Decisions Making Committee and forwarded to the Board of Trustees for approval. Final adjustments will be made by the CSBDMC prior to being distributed to all stakeholders in both English and Spanish.

### 2.2: Regular monitoring and revision

Under the Plan4Learning Model, the Campus Improvement Plan is evaluated in December, March, and June by our CSBDMC. The CSBDMC will do a summary assessment in May.

### 2.3: Available to parents and community in an understandable format and language

After approval by the Vidor ISD Board of Trustees the Campus Improvement Plan will be made available in the campus main office, on the campus web page, at parent involvement meetings, and upon request. It will be available in English and Spanish.

### 2.4: Opportunities for all children to meet State standards

Special Ed Students: Goal #1, Performance Objective #1, Strategy #1, page 14; Goal #1, Performance Objective #1, Strategy #3, page 14; Goal #1, Performance Objective #3, Strategy #10, page 18; Goal #2, Performance Objective #3, Strategy #1, page 21

Gifted / Talented Students: Goal #1, Performance Objective #1, Strategy #3, page 14; Goal #1, Performance Objective #1, Strategy #3, page 18

504 Students: Goal #1, Performance Objective #1, Strategy #3, page 14

Dyslexia Students: Goal #1, Performance Objective #1, Strategy #3, page 14; Goal #1, Performance Objective #3, Strategy #9, page 18

Economically Disadvantaged: Goal #1, Performance Objective #1, Strategy #3, page 14; Goal #1, Performance Objective #3, Strategy #9, page 18

English Language Learners: Goal #1, Performance Objective #1, Strategy #3, page 14; Goal #1, Performance Objective #1, Strategy #9, page 15, Goal #1, Performance Objective #3, Strategy #1, page 17, Goal #1, Performance Objective #3, Strategy #8, page 17, Goal #1, Performance Objective #3, Strategy #9, page 18,

## **2.5: Increased learning time and well-rounded education**

Goal #1, Performance Objective #1, Strategies #1,#3,#4, #6, #7, #8, #9, page 14-15

Goal #1, Performance Objective #2, Strategies #1, #2, page 16

Goal #1, Performance Objective #3, Strategy #1,#2, #3, #6, #7, #9, #11, #12, page 17-18

Goal #2, Performance Objective #1, Strategy #1, #3, page 19

Goal #2, Performance Objective #2, Strategy #1, page 20

Goal #2, Performance Objective #3, Strategy #1, #2, #3, page 21

Goal #2, Performance Objective #4, Strategy #1, page 22

Goal #2, Performance Objective #5, Strategy #1, page 23

Goal #3, Performance Objective #1, Strategy #2, page 24

Goal #4, Performance Objective #1, Strategy #1, #2, #3, page 27

Goal #4, Performance Objective #2, Strategy #3, page 28

Goal #5, Performance Objective #1, Strategy #2, #3, #4 page 30

## **2.6: Address needs of all students, particularly at-risk**

Pine Forest Elementary School offers accelerated instruction for students who are at risk. This instruction is in the applicable subject area and occurs before, during, or after school as deemed appropriate.

Goal #1, Performance Objective #1, Strategy #1-#9, page 14 - 15.

Goal #1, Performance Objective #3, Strategy #2, #3, #5-#10, #12, page 17-18

Goal #2, Performance Objective #1, Strategy #1, page 19

Goal #2, Performance Objective #3, Strategy #1, page 21

Goal #2, Performance Objective #4, Strategy #1, page 22

Goal #4, Performance Objective #1, Strategy #1-#3, page 27

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The 2017 -2018 CSBDMC approved the Title 1 Parent Involvement Policy and the School/Parent Compact for Pine Forest Elementary. The Title 1 Parent Involvement Policy and the School /Parent Compact will be available in English and Spanish in the Main office, on line, upon request, and will be distributed at Open House, and Orientation with explanation

### **3.2: Offer flexible number of parent involvement meetings**

Pine Forest Elementary will hold parent involvement meetings at Open House (in the evening) and at Orientation (during regular work hours). Title 1, the School/Parent Compact, and the Parent Involvement Policy will be discussed with parents. An opportunity for response will be provided.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lewerenz, Kara	Teacher	1-2 Reading Interventionist	1.0
Marino, Darla	Teacher	1-2 Math Interventionist	1.0
Medley, Leni	Teacher	3-4 Reading	1.0

# Campus Funding Summary

<b>199 State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	3 FTE Certified Teachers 1 FTE Instructional aide		\$219,942.00
1	1	8	1 FTE Certified teachers		\$61,649.00
1	1	8	1 FTE Certified teacher - Intervention		\$59,772.00
1	1	8	1 FTE Certified teacher - Read 180		\$60,877.00
1	1	9	5 FTE Instructional aides		\$122,547.00
<b>Sub-Total</b>					\$524,787.00
<b>211 Title I A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	4 FTE Certified Teachers	211-11-6119-00-101-4-30-0-00	\$251,400.00
1	1	1	Instructional Supplies - SWP		\$18,100.00
1	3	12	Supplies		\$12,000.00
<b>Sub-Total</b>					\$281,500.00
<b>Grand Total</b>					\$806,287.00