

Spring Branch Independent School District

Pine Shadows Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts



Mission Statement

Pine Shadows Elementary School's mission is to create one of the state's most effective schools with very high levels of achievement for all students but especially those students from poverty so that they are prepared for post-secondary opportunities.

Vision

Pine Shadows Elementary School's vision is to provide a safe and academically challenging environment that values innovative and diverse teaching strategies that inspire creativity, innovation, personalized learning and immersion in technology.

Value Statement

Pine Shadows Elementary School's values are rooted in the belief that every child:

can achieve and especially those students from poverty

can achieve one year or more growth academically

will receive accelerated instruction

will have teachers engaged in professional learning communities for personal continual growth and learning

will have teachers using assessment data to drive instruction

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Shadows, K-5 grade span has approximately 783 students enrolled. (2015-2016)

- Ethnicity:
 - Asian/7
 - Black or AA/36
 - Hispanic/Latino/666
 - American Indian/Alaska Native/3
 - Two or More Races/9
 - White/62
- 610/783 are economically disadvantaged 77%
- 485/783 LEP Status 61%
- The mobility rate is 15.1%.
- Demographic patterns have remained stable over the last 3-5 years.
- Attendance rates have been at 96%.
- The average class size is 18:1
- Teacher demographic match student demographics with the exception of Black/AA staff members.

Demographics Strengths

The diversity that exists at the campus provides staff members with opportunities to create an environment for learning with an emphasis on the social-emotional component.

Closing the gap for the economically disadvantaged students shows a continual positive growth.

High Hispanic parent/families support and involvement continues to grow.

Demographics Needs

Closing the gap for the economically disadvantaged students continues to be a priority.

PK/Headstart program awareness for PK students is a need.

Hiring a diverse staff to meet the needs of the school is a priority.

Professional development and training for staff members is an ongoing need.

Student Achievement

Student Achievement Summary

Pine Shadows students met the standards as follows for 2015-2016:

- Index 1 Target Score PSE 61
- Index 2 Target Score PSE 43
- Index 3 Target Score PSE 33
- Index 4 Target Score PSE 32

Hispanic males did less well than Hispanic females on state assessments.

Areas of lowest performance were 5th science.

Accelerated interventions will begin the second week of school for 3-5 students.

Student Achievement Strengths

The gap for economically disadvantaged students is closing.

PSE met standards in all index areas.

Writing was a strength.

Math was a strength.

Student Achievement Needs

Science scores in 5th need to improve.

Reading scores ion 3-5 need to improve.

School Culture and Climate

School Culture and Climate Summary

Significant improvement in the school culture and climate has risen over the past three years by providing more opportunities for families to participate in the school.

1. Kindergarten TWDL classes are capped
2. Over 300 volunteers are listed with the Volunteer Liaison Coordinator
3. PTA had 100% staff membership
4. Movie nights, health fair, open gym and library nights
5. Carnival
6. Anniversary tiles for all families attending the celebration
7. T-2-4 focus with 5th graders attending SBISD high school activities, seniors graduation walk of fame, STAAR parade, high school STAAR pep rally, and MHS students assisting in art

Discipline data reveals that the AB unit had a high frequency of referrals.

No Place for Hate Campaign is initiated each year.

Campus safety ratings are positive with procedures and routines in place.

Project Class, social skills program will be implemented in 16-17.

School Culture and Climate Strengths

SBISD staff members seeking transfers to PSE increased.

SBISD TWDL student requests resulted in a larger waiting list than in past years.

Larger Meet the Teacher attendance than in previous years.

School business partnerships provided clothing, backpacks and school supplies for 200 students.

Full time CIS worker provided resources for social, emotional and physical needs of families and students.

A reduction in ISS/OSS incidents.

Attendance incentives, birthday incentives and academic incentives for students each nine weeks.

School Culture and Climate Needs

A continual need to provide highly trained bilingual teachers.

A continual need to provide interventionists for all content areas.

A continual need to provide opportunities for family involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Strategic efforts were made to hire experienced teachers in the TWDL program, the OWDL and ESL classes.

All staffmembers meet district and state certification requirements.

Paraprofessionals are highly trained and meet district requirements for employment.

Capacity is being built with PLC focus this year, with professional development training, and with coaching and modeling for staff.

Mentor/Mentee program by the district and PSE to meet the needs of new staff. The lead primary and upper elementary staff member leads is a positive direction.

A focus on leadership training and building through staff development opportunities at conferences, building and district presentations and team leader positions allows professional growth.

Weekly instructional meetings are held with all grade levels.

Administrators attend planning meetings for grades K-5 weekly.

Project Class training during the summer provided a management system for social skills.

Grades K-5 established grade level behavior management systems.

Staff Quality, Recruitment, and Retention Strengths

Staff quality was a priority for the school year utilizing a group interview process for hiring all new staff. This process allowed ownership, investment and retention measures to ensure a high performing team.

One instructional planning day each week per grade level/department is provided to support, coach and model for staff.

Professional development on/off campus, conferences/workshops, in the district and off campus with AIE Conference, Dr. Sandra Mercuri/TWDL, Maureen Ucles/Writing, Region IV, HCDE, etc., are on going opportunities for staff.

SBISD content directors provide weekly and on going staff development through grade level meetings and faculty meetings.

Consultants for bilingual programs, language acquisition strategies, and district staff development is on going professional development.

Staff Quality, Recruitment, and Retention Needs

Continued support for teacher training, coaching and modeling is a high priority at PSE.

Curriculum support by SBISD content area directors is a high priority at PSE.

Classroom management for all grade levels is a high priority at PSE.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pine Shadows performance data shows growth in reading, writing and math-closing the gaps with economically disadvantaged students.

PSE met all index standards.

ELL's continue to fall below their counterparts in the district and at the school level.

Curriculum fidelity is monitored by the administrators and interventionists through weekly meetings, classroom visitations, and evaluations.

State, district and campus assessments are used for instructional planning by teams, by teams with administrators and teams with interventionists.

Curriculum, Instruction, and Assessment Strengths

The Instructional Leadership Team continues to demonstrate successful interventions for staff and students to become academically successful.

The TWDL program newly hired teachers have extensive experience in the content areas.

Continued support from SBISD content directors has provided extensive training for staff.

Curriculum, Instruction, and Assessment Needs

Continued support from SBISD content directors is needed for planning and implementation of curriculum since the district eliminated the I-Coach positions.

Continue sources for funding for instructional specialists is an ongoing challenge since the state removes the amount of money given schools when they meet standards.

Family and Community Involvement

Family and Community Involvement Summary

Open House in September provides the home/school connection to educate and engage parents in how to support their children.

The PTA board is focused primarily on parental involvement areas for the school year with new opportunities for participation.

The Volunteer Liaison Coordinator is focusing on educational opportunities for parents/families, for volunteering/service areas and community outreach.

The CIS worker is providing opportunities for families to receive services at home and at school for their children.

DePelchin Services is providing a psychologist one day/week work with 8 families this year.

Project Class, a social skills management system for students, staff and families is being implemented.

Watch Dogs, a program to provide mentors for PSE is being implemented this year.

President's Club a social etiquette program for 4th grade boys and male family members is being implemented.

School business partnerships with Caterpillar Corporation, Memorial High School Sister Schools, Teacher Heaven, Loew's etc. are ongoing.

Business Partners/Parents/families are members of the Campus Improvement Team.

Family and Community Involvement Strengths

The number of volunteers continues to increase each year.

Curriculum nights or programs have been planned for this year for grades K-5 to participate with families during the day or evening to highlight academic strengths.

Parents have opportunities to participate in classes that help build their own skills (ESL Classes) as well as develop skills to support their own children. All communications are provided in both English and Spanish.

Meet the Teacher in August prior to school, Open House in September, Open Library and Gym nights, grade level movie nights, study trips,

YMCA programs, after school student activities, and ongoing weekly activities provide opportunities to develop and build strong community and family involvement.

Communication is handled through Remind, PeachJar (electronic flyers) call outs, flyers, marquee, FB PTA page, weekly folders, and on going parent conferences provide resources for parents.

Family and Community Involvement Needs

Communication opportunities to upgdate the web page, provide an electrotnic newsletter, messenger services, and a FB page are in the process of development for the current school year.

Classes in English for non-English speaking families is an ongoing priority.

Resources for housings, medical, dental and psychological services is a continuing need for families.

School Context and Organization

School Context and Organization Summary

A campus core belief is that students from poverty should have the same opportunities for a successful education as students from non-poverty homes.

Campus goals support the district goals.

Goals include 67% of all students in grades 3-5 will pass the Reading and Math STAAR tests.

The SBISD T-2-4 plan articulates the goals of the campus.

An assessment calendar and a school improvement monitoring calendar is in place.

Master schedule maximizes the amount of time spent in instruction.

A vision statement was developed by staff and parents this year basically stating that all students have the right to equal education opportunities.

The theme this year is, "Every Child Deserves a Champion."

Student accelerated interventions for reading and math began the second week of school in grades 3-5.

Student identification for grades K-5 uses the DRA/EDL and district and state data from the previous year.

Data meetings, data binders, and data conferencig have been established for the year.

Best practices through the work of TWDL consultant Dr. Sandra Mercuri, the American Institute of Research and district led iniitatives drive instruction.

Procedures and routines, duties, and supervision support intstruction throughout the school day.

School Context and Organization Strengths

Improvements in math, reading and writing were met in STAAR results.

State standards were met in all Index areas.

An assessment calendar and a school improvement monitoring calendar is in place.

Master schedule maximizes the amount of time spent in instruction.

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School Context and Organization Needs

Organizational needs include time for staff development, support of new teachers, and community involvement.

After school programs are a need since the ACE grant ended last year.

Technology

Technology Summary

A goal for Pine Shadows has been to utilize technology as an intentional instructional tool by providing ongoing technology training.

Additional iPads and Chromebooks have been given to all K-2 classrooms.

Grades levels have document cameras, active boards, mini dells, iPads and Chromebooks.

New librarian is a resource for technology training for students, staff and families.

A new librarian/media specialist with extensive technology experience was hired for the coming year.

PSE has an E-Trainer on campus to support technology in the classroom.

Technology Strengths

Additional iPads and Chromebooks were ordered for the coming year.

Technology is made available during registration dates, back to school nights, dual language orientation, library nights for parents and community members.

The media broadcast room is being utilized instructionally this year for all students.

The campus has an E-Trainer who is available to provide staff development and technology support for the classroom.

Electronic flyers through Remind and PeachJar have been added this year.

Technology training on and off campus is utilized.

Skyping is utilized for instructional purposes with authors, presenters, etc.,

Technology Needs

Active Board training for new staff is continual.

To provide Active Boards for all K classroom teachers to integrate technology into the classroom.

Staff development for teachers to integrate technology into their planning and lesson development.

Ways to provide more resources for parents to have training and opportunities for on-line access for registration for school, TWDL, etc.

Monetary resources to provide more opportunities to purchase technology equipment for students, staff and family use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: 65% of all students will pass the 2017 STAAR Reading Test.

Performance Objective 1: 100% of all students will achieve one year's growth in reading by the end of the 2016-2017 school year as determined by their DRA/EDL end results.

Evaluation Data Source(s) 1: The beginning DRA/EDL assessments will be compared to the end of the year DRA/EDL results to measure growth.

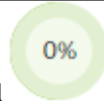
Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Develop, implement, monitor and adjust, evaluate a process to assess student's reading skills. Implement a system to increase teacher application of effective reading strategies, including flexible grouping, teaching on-grade level, and push-in intervention to meet the needs of all readers. Hire highly qualified specialists to work with staff. PSE Reading Camp K-4 for struggling readers Purchase and implement A-Z in grades 2-5. (digital learning) To increase second language acquisitions: Purchase and implement LLI kits for 3-5. (digital learning) Purchase and implement Perfection Learning for K-2.</p> <p>Supplies Implement Project Class to improve instructional Focus. Implement Opportunity Culture of Texas Initiative Participation in the American Institute Research district initiative CSHAC/KSHAC nutritional focus for healthy minds and bodies Odyssey of the Mind Small group interventions for AT-Risk students. Workforce Development for leadership and sustainability through project based learning, mentoring program, technology professional development Business Partnerships support the school through donations for events, achievement and support purposes. Attendance improvement goal is to develop incentives to increase attendance average by recognizing classes with perfect attendance, birthday pencils, attendance awards each 9 weeks, call out reminders, letter reminders, attendance action plans and parent conferences. Advanced academic strategies are reinforced specifically by the librarian everyday in the library with robotics, technology and the media green room The librarian was given money to purchase English and Spanish library books to increase the collection. Software</p>	<p>1, 2, 3, 4, 6, 7, 8, 9, 10</p>	<p>Leadership team: Principal Assistant Principals Counselor Interventionist Team leaders Staff Staff HF staff and specials team Fifth grade staff Staff Staff, teachers, attendance registrar and administrators. The librarian Special ed staff</p>	<p>District, state and campus based pre-post assessments (DRA/EDL/STAAR/PSA) Monthly data conferences: Student assessment data reviewed/plans developed. RTI process monitored. DRA/EDL comparison for PSE Reading Camp K-4 Accelerated instruction pre/post tests. A-Z, LLI Kits, and Perfection Learning purchased and implemented. Open House, Buddy Field Day, etc., provided healthy salads, snacks, and displays for students, parents, and staff to participate. Girls on the Run, Boys on the Run, and other after school programs provide exercise beyond the school day for students. Odyssey of the Mind provides competition for 3-5 students. Small group lists and schedules for acceleration completed. Project based learning completed through Odyssey of the Mind program and in classrooms. Mentoring is provided by Parent Liason Coordinator, CIS worker and PSE Staff. Technology development for students is ongoing in the library, ongoing through ITS learning, Bloomberg, AWARE, training. Free pizzas for events, gift card donations for events, discount coupons for students for performance, reduced prices for large groups of students for fundraisers, etc. Students will software for reading</p>			
<p>Funding Sources: 211 - Title I, Part A - 216113.00, 211 - Title I, Part A - Focus Grant - 86774.00, 199 - General Fund: SCE (At-Risk) - 7878.00</p>						



= Accomplished



= No Progress






= Discontinue

Goal 2: 70% of all students in 4th grade will meet or exceed the passing standards of the 2017 STAAR Writing Test.

Performance Objective 1: Implement professional development training for all staff to improve student writing performance.

Evaluation Data Source(s) 1: Writing data comparison from the beginning, middle and end of the year.

Summative Evaluation 1:




Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) By the end of the first 9 weeks, 100% of teachers will include reading instructional strategies and practices in lesson plans.</p> <p>Every 9 weeks teachers will have participated in data talks referencing writing collections.</p> <p>Content small group interventions for grades 3-5 at the beginning of every day.</p> <p>Reading interventions grades 3-5 for 30 minutes a day for all students.</p> <p>Writing supplies and materials</p> <p>Professional development for staff.</p> <p>Small group interventions for AT-Risk students.</p>	1, 2, 3, 4, 6, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Lesson plans Priority Standards Assessments Administrative walk throughs. Interventionists observations in the classroom. Teacher data meetings. Strategies and activities reflected in lesson plans. Writing supplies and materials purchased Grade level checkpoints/STAAR results. Small group lists and schedules for acceleration completed.			
<p>Funding Sources: 211 - Title I, Part A - 8000.00, 211 - Title I, Part A - Focus Grant - 1000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 3: 65% of all students in grades 3-5 will meet or exceed the passing standards for the 2017 STAAR Math test.

Performance Objective 1: Implement math professional development training for all staff to improve student math performance. Begin RTI the second week of school with all students in grades 3-5.

Evaluation Data Source(s) 1: Math PSA comparison from the beginning, middle and end of the year assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Develop, implement, monitor and adjust, evaluate a process to assess student's math skills. Begin RTI interventions the second week of school for students in grade 3-5. Staff will attend campus, district and out of district professional development curriculum training for core content areas. Implement a system to increase teacher application of effective math strategies, including flexible grouping, teaching on-grade level, and push-in intervention to meet the needs of all students in math. District personnel will provide weekly planning assistance to teams. Implement ESL/Spanish parent classes to assist with comprehension. Implement 2 PTA events/Muffins with Moms and Donuts with Dads to distribute free books for students, pre-school, and siblings. PK Transition visit to PSE with free books for PK students. Supplies Implement Project Class to improve instructional Focus. Implement Opportunity Culture of Texas Initiative Participation in the Teacher's Guild Small group interventions for AT-Risk students.</p>	1, 2, 3, 4, 6, 7, 8, 9, 10	All teachers in grades K-5 District math personnel School math interventionist Assistant principals Principal ILT	Assessments completed District math advisory committee roll outs and implementation Math data talks/assessment results PTA events completed PK meetings held Project Class survey Staff attended campus, district and out of district professional development Opportunity Culture of Texas Initiative survey results. Small group lists and schedules completed.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: Compliance with Federal and State laws.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) CaSE/Community and School Engagement will have an Exemplary rating Improve attendance performance through positive incentives for staff and students: Birthday PA announcements/students/staff Attendance certificate for teachers posted on their doors Automated daily phone calls for all absences Weekly letters to parents about tardy and absence frequency Intervention plan developed with parent and student for excessive tardies and absences. GT programs include SBISD SPIRAL pull out program for students identified as GT. TWDL program offers additional language acquisition for students. Odyssey of the Mind after school program for project based learning for students. Musical performances provide opportunities for GT kids to perform. All teachers are GT certified. Parent engagement in the school to support reading will include: Implement ESL/Spanish parent classes to assist with comprehension. Volunteer program Watch D.O.G.S Mentors TWDL Orientation meetings Back to School Night Parent Conference Days 4</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administrators, staff, students and community. Classroom teachers, attendance registrar, administrators Classroom teachers, specials teachers, Parent Volunteer Liasion Pappa John's Pizza, Fudruckers, Costco, Sam's local restaurants, Orange Leaf, Chick-Fil-A, WalMart, Cheesecake Factory, Limo Services, etc., Parent Volunteer Liasion Pappa John's Pizza, Fudruckers, Costco, Sam's local restaurants, Orange Leaf, Chick-Fil-A, WalMart, Cheesecake Factory, Limo Services, etc., Staff Counselor	EOY results was Exemplary overall rating. Birthday PA announcements completed. Teacher certificates completed. Automated calls completed Intervention plans completed Attendance percentage increased GT students attend weekly SPIRAL classes and Odyssey of the Mind after school class. TWDL Showcase at the end of the school year provides fine arts performances. Annual winter musical performance held. Reduction in discipline referrals Mentors on campus for lunch. College t-shirts worn on Wednesday Business products utilized in the school Increased school health programming Improved digital learning environment for staff and students.			

<p>PTA meetings Buddy Field Day Go Texan Day Implement 2 PTA events/Muffins with Moms and Donuts with Dads to distribute free books for students, pre-school, and siblings. PK Transition visit to PSE with free books for PK students.</p> <p>Campus Climate No Place for Hate Campaign Project Class for social skills</p> <p>College Awareness: College T-shirts every Wednesday for staff and students. Teachers have college signage on their doors or in classrooms.</p> <p>Business partnerships: CIS Mentors for students/lunch Walmart, Papa Johns, Costco, Sams Club, Caliente, provide coupons and product/food donations to the school</p> <p>Wellness and Physical Education School Health Programming ABL activities at Go Texan Day, at Buddy Field Day</p> <p>Digital Learning Environment: ITS Learning Mastery Connection Pilot Digital Citizen Course</p>					
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= Accomplished



= No Progress



= Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Develop, implement, monitor and adjust, evaluate a process to assess student's reading skills. Implement a system to increase teacher application of effective reading strategies, including flexible grouping, teaching on-grade level, and push-in intervention to meet the needs of all readers. Hire highly qualified specialists to work with staff. PSE Reading Camp K-4 for struggling readers Purchase and implement A-Z in grades 2-5. (digital learning) To increase second language acquisitions: Purchase and implement LLI kits for 3-5. (digital learning) Purchase and implement Perfection Learning for K-2. Supplies Implement Project Class to improve instructional Focus. Implement Opportunity Culture of Texas Initiative Participation in the American Institute Research district initiative CSHAC/KSHAC nutritional focus for healthy minds and bodies Odyssey of the Mind Small group interventions for AT-Risk students. Workforce Development for leadership and sustainability through project based learning, mentoring program, technology professional development Business Partnerships support the school through donations for events, achievement and support purposes. Attendance improvement goal is to develop incentives to increase attendance average by recognizing classes with perfect attendance, birthday pencils, attendance awards each 9 weeks, call out reminders, letter reminders, attendance action plans and parent conferences. Advanced academic strategies are reinforced specifically by the librarian everyday in the library with robotics, technology and the media green room The librarian was given money to purchase English and Spanish library books to in crease the collection. Software</p>
2	1	1	<p>By the end of the first 9 weeks, 100% of teachers will include reading instructional strategies and practices in lesson plans. Every 9 weeks teachers will have participated in data talks referencing writing collections. Content small group interventions for grades 3-5 at the beginning of every day. Reading interventions grades 3-5 for 30 minutes a day for all students. Writing supplies and materials Professional development for staff. Small group interventions for AT-Risk students.</p>
3	1	1	<p>Develop, implement, monitor and adjust, evaluate a process to assess student's math skills. Begin RTI interventions the second week of school for students in grade 3-5. Staff will attend campus, district and out of district professional development curriculum training for core content areas. Implement a system to increase teacher application of effective math strategies, including flexible grouping, teaching on-grade level, and push-in intervention to meet the needs of all students in math. District personnel will provide weekly planning assistance to teams. Implement ESL/Spanish parent classes to assist with comprehension. Implement 2 PTA events/Muffins with Moms and Donuts with Dads to distribute free books for students, pre-school, and siblings. PK Transition visit to PSE with free books for PK students. Supplies Implement Project Class to improve instructional Focus. Implement Opportunity Culture of Texas Initiative Participation in the Teacher's Guild Small group interventions for AT-Risk students.</p>

Goal	Objective	Strategy	Description
4	1	1	<p>CaSE/Community and School Engagement will have an Exemplary rating Improve attendance performance through positive incentives for staff and students: Birthday PA announcements/students/staff Attendance certificate for teachers posted on their doors Automated daily phone calls for all absences Weekly letters to parents about tardy and absence frequency Intervention plan developed with parent and student for excessive tardies and absences. GT programs include SBISD SPIRAL pull out program for students identified as GT. TWDL program offers additional language acquisition for students. Odyssey of the Mind after school program for project based learning for students. Musical performances provide opportunities for GT kids to perform. All teachers are GT certified. Parent engagement in the school to support reading will include: Implement ESL/Spanish parent classes to assist with comprehension. Volunteer program Watch D.O.G.S Mentors TWDL Orientation meetings Back to School Night Parent Conference Days 4 PTA meetings Buddy Field Day Go Texan Day Implement 2 PTA events/Muffins with Moms and Donuts with Dads to distribute free books for students, pre-school, and siblings. PK Transition visit to PSE with free books for PK students. Campus Climate No Place for Hate Campaign Project Class for social skills College Awareness: College T-shirts every Wednesday for staff and students. Teachers have college signage on their doors or in classrooms. Business partnerships: CIS Mentors for students/lunch Walmart, Papa Johns, Costco, Sams Club, Caliente, provide coupons and product/food donations to the school Wellness and Physical Education School Health Programming ABL activities at Go Texan Day, at Buddy Field Day Digital Learning Environment: ITS Learning Mastery Connection Pilot Digital Citizen Course</p>

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Develop, implement, monitor and adjust, evaluate a process to assess student's reading skills. Implement a system to increase teacher application of effective reading strategies, including flexible grouping, teaching on-grade level, and push-in intervention to meet the needs of all readers. Hire highly qualified specialists to work with staff. PSE Reading Camp K-4 for struggling readers Purchase and implement A-Z in grades 2-5. (digital learning) To increase second language acquisitions: Purchase and implement LLI kits for 3-5. (digital learning) Purchase and implement Perfection Learning for K-2. Supplies Implement Project Class to improve instructional Focus. Implement Opportunity Culture of Texas Initiative Participation in the American Institute Research district initiative CSHAC/KSHAC nutritional focus for healthy minds and bodies Odyssey of the Mind Small group interventions for AT-Risk students. Workforce Development for leadership and sustainability through project based learning, mentoring program, technology professional development Business Partnerships support the school through donations for events, achievement and support purposes. Attendance improvement goal is to develop incentives to increase attendance average by recognizing classes with perfect attendance, birthday pencils, attendance awards each 9 weeks, call out reminders, letter reminders, attendance action plans and parent conferences. Advanced academic strategies are reinforced specifically by the librarian everyday in the library with robotics, technology and the media green room The librarian was given money to purchase English and Spanish library books to in crease the collection. Software</p>
2	1	1	<p>By the end of the first 9 weeks, 100% of teachers will include reading instructional strategies and practices in lesson plans. Every 9 weeks teachers will have participated in data talks referencing writing collections. Content small group interventions for grades 3-5 at the beginning of every day. Reading interventions grades 3-5 for 30 minutes a day for all students. Writing supplies and materials Professional development for staff. Small group interventions for AT-Risk students.</p>

Goal	Objective	Strategy	Description
4	1	1	<p>CaSE/Community and School Engagement will have an Exemplary rating Improve attendance performance through positive incentives for staff and students: Birthday PA announcements/students/staff Attendance certificate for teachers posted on their doors Automated daily phone calls for all absences Weekly letters to parents about tardy and absence frequency Intervention plan developed with parent and student for excessive tardies and absences. GT programs include SBISD SPIRAL pull out program for students identified as GT. TWDL program offers additional language acquisition for students. Odyssey of the Mind after school program for project based learning for students. Musical performances provide opportunities for GT kids to perform. All teachers are GT certified. Parent engagement in the school to support reading will include: Implement ESL/Spanish parent classes to assist with comprehension. Volunteer program Watch D.O.G.S Mentors TWDL Orientation meetings Back to School Night Parent Conference Days 4 PTA meetings Buddy Field Day Go Texan Day Implement 2 PTA events/Muffins with Moms and Donuts with Dads to distribute free books for students, pre-school, and siblings. PK Transition visit to PSE with free books for PK students. Campus Climate No Place for Hate Campaign Project Class for social skills College Awareness: College T-shirts every Wednesday for staff and students. Teachers have college signage on their doors or in classrooms. Business partnerships: CIS Mentors for students/lunch Walmart, Papa Johns, Costco, Sams Club, Caliente, provide coupons and product/food donations to the school Wellness and Physical Education School Health Programming ABL activities at Go Texan Day, at Buddy Field Day Digital Learning Environment: ITS Learning Mastery Connection Pilot Digital Citizen Course</p>

State Compensatory

Budget for Pine Shadows Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
6399	6399 General Supplies	\$6,880.00
6300 Subtotal:		\$6,880.00

Title I

Schoolwide Program Plan

The Schoolwide Program Plan will focus on professional development opportunities for staff to meet the goals for PSE.

A push in rather than pull out model of coaching, modeling and mentoring for staff will be implemented.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive needs assessments during the year consists of DRA/EDL assessments, benchmark assessments, and STAAR testing results.

2: Schoolwide Reform Strategies

Schoolwide reform strategies will consist of strategically placing high performing teachers based on the SAS-EVAAS results throughout the building as team leaders.

Departmentalization in grades 3-5 will be implemented this year.

3: Instruction by highly qualified professional teachers

Interview teams assisted administration with interviewing for administrative, specialists and classroom teacher positions over the summer to ensure highly qualified staff were obtained.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Highly qualified staff were hired and professional development opportunities for classroom teachers, administrators and paraprofessionals were available during the summer continuing throughout the school year. These opportunities consisted of campus, district and area conferences and workshops as well as bringing consultants to the school.

A CIS student services staff member is provided, a parent/community coordinator is provided, a behavioral specialist and counselor all serve the needs of students, staff and community.

5: Strategies to attract highly qualified teachers

Highly qualified teachers are attracted to PSE because of the diversity of the campus.

Bilingual programs for TWDL, OWDL and ESL classes offer a variety of choice for teachers.

The campus is a beautiful new school with the latest technology, media services and classrooms available in the Houston area.

Support for new staff is ongoing through administration and a mentor/mentee program.

6: Strategies to increase parental involvement

The new PTA board established goals to build capacity, to include a more diverse membership on the board and to provide many activities to include the staff and community.

A part-time parent liaison staff member provides educational workshops, parent outreach, ESL classes and opportunities for parents to volunteer and serve at the school and district level.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus provides open library and gym nights twice a month to invite families with PK children and elementary age children to the school.

PSE provides PK tours in the spring for students, open house and meet the teacher days bring in PK students with their siblings to visit the school and family year-round events.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Staff members have direct input into the types of benchmark assessments used within the school.

Staff members are participants in district-wide committees to review curriculum, grading expectations and overall instructional focus for the district.

Team leaders represent teams to provide input into instructional focus at the school.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Extensive coaching, modeling and mentoring is provided to all teachers on campus to ensure confidence and competence in differentiating for the diverse learners on the campus.

Weekly planning sessions are held, team leader and faculty meetings are held all with the purpose to support and train teachers who work with struggling students.

10: Coordination and integration of federal, state and local services and programs

The campus meets coordinates and integrates the federal, state and local services and programs by collaboration with the directors for these programs and by compliance reviews.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Chris Winstead	Principal
Administrator	Karina Avila	Assistant Principal
Administrator	Sarah Salas	Assistant Principal
Business Representative	Catherine Conley	Business Representative
Classroom Teacher	Connie Camacho	TWDL 1st grade teacher
Classroom Teacher	Irma Garner	Opportunity Culture teacher
Classroom Teacher	Headi Matthews	Opportunity Culture teacher
Classroom Teacher	Carmen Pena	TWDL 4th grade teacher
District-level Professional	Penny Konicek-Guerrero	Director of K-5 Humanities
Paraprofessional	Kelly Lopez	Parent
Parent	Stacy Brozek	Parent

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At-Risk	6399	\$7,878.00
Sub-Total					\$7,878.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	professional development	13-6299	\$2,400.00
1	1	1	general supplies	11-6399	\$17,500.00
1	1	1	supplies	11-6329	\$10,000.00
1	1	1	staff	13-6239	\$1,000.00
1	1	1	Staff	11-6299	\$7,500.00
1	1	1	supplies and materials	61-6399	\$2,500.00
1	1	1	staff	11-6119, 11-6129,13-6112, 31-6142,	\$175,213.00
2	1	1	professional development	13-6411	\$3,500.00
2	1	1	professional development	23-6411	\$3,500.00
2	1	1	miscellaneous operating expenses	61-6499	\$1,000.00
Sub-Total					\$224,113.00
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading materials	13-6329	\$9,737.00
1	1	1	Substitutes	211.13.6112.699.110.30.0.000.FOC17	\$3,000.00
1	1	1	Other reading materials	211.11.6329.110.30.0.000FOC17	\$10,000.00
1	1	1	Other reading materials	211.23.6329.699.110.30.0.000.FOC17	\$572.00
1	1	1	Supplies and materials	211.11.6399.110.20.000FOC17	\$33,723.00
1	1	1	Professional Salary/PSE camp	11-6116	\$26,335.00
1	1	1	Parent Liason/PSE camp	61-6125	\$1,679.00

1	1	1	software	13-6397	\$300.00
1	1	1	other payroll	13-6116	\$1,428.00
2	1	1	consultant	211.13.6299.299.110.30.0.000.FOC17	\$1,000.00
Sub-Total					\$87,774.00
Grand Total					\$319,765.00