

**Spring Branch Independent School District**  
**Pine Shadows Elementary School**  
**2015-2016 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

## **Demographics**

### **Demographics Summary**

Pine Shadows, K-5 grade span has 800 students enrolled. The campus consists of 84.9% Hispanic, 8/4% White, 3.8% Black, 1.4% Asian, 4% American Indian, and 1.1% Multi-Racial. and 81.4% of the students are economically disadvantaged.

The percentage of English Language Learners is 59.7%.

The mobility rate is 15.1%.

Demographic patterns have remained stable over the last 3-5 years.

Enrollment numbers have increased over the last 3 years.

### **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.

Parents and families are very supportive of the school, and their involvement has increased over the last 3 years.

### **Demographics Needs**

Many of the students who come to Pine Shadows are below grade level in many of their skills.

This has provided the staff opportunities to think outside of the box in order to meet the needs of all learners.

Numerous staff development opportunities have enhanced the effectiveness of teacher performance.

## **Student Achievement**

### **Student Achievement Summary**

Pine Shadows students performed as follows for 2014-2015:

- Index 1 Target Score 60/PSE 63
- Index 2 Target Score 30/PSE 38
- Index 3 Target Score 28/PSE 31
- Index 4 Target Score 12/PSE 30

### **Student Achievement Strengths**

Reading scores improved from 61% to 63% for a 2% gain.

Science scores improved from 54% to 68% for a 14% gain.

Math was did not count this year.

### **Student Achievement Needs**

Writing scores did not improve going from 61% to 54% for a loss of 7%.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Significant improvement in the school culture and climate has risen over the past three years do to targeted hiring of highly qualified teachers and a targeted effort to focus on school climate.

Additionally, these areas have been addressed with specific professional development on and off campus to produce a positive and productive environment for students, community and staff.

For the 2015-2016 school year results from Share a Smile, Tripod Survey for 4th graders and the OHI/Organizational Health Inventory results will be analyzed.

### **School Culture and Climate Strengths**

The OHI survey went from 554 in 2014 to 593 in 2015 indicating a "High" healthy climate for PSE.

### **School Culture and Climate Needs**

PSE has a very diverse, low income population Classroom management is an area of need for new staff members (new to teaching and new to PSE).

Additional professional development is being provided for training, coaching and modeling for new staff.

The 2014-2015 Discipline Report indicated a rise in ISS/OSS incidents from previous years. As a result of this indicator a behavioral specialist from the district will be assigned to PSE for 2 days a week to work with students, staff and parents on management issues.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers and instructional para professionals are highly qualified as verified by TEA certification requirements.

Pine Shadows has a mentor-mentee program to support new teachers, and they meet several times throughout the year to discuss needs and support.

SBISD is providing training for campus based mentor/mentee programs this year.

In addition, SBISD has provided a district Mentor/Mentee Coordinator for Novice Primary Teachers for additional classroom support.

SBISD continues to provide competitive salary and benefit packages.

### **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 Lead4Ward, Seidlitz, Region IV, HCDE, etc., are on going opportunities for staff.

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

### **Staff Quality, Recruitment, and Retention Needs**

New teacher training, coaching and modeling is a high priority at PSE.

Curriculum support in all content areas 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 similar gaps to overall district performance gaps.

### **Curriculum, Instruction, and Assessment Strengths**

The Instructional Leadership Team was specifically selected with individuals having extended experience in curriculum, instruction and assessment areas.

New hires were specifically selected to enhance content areas needing growth.

PSE provides campus based assessments and implements the district's assessments to monitor student progress and performance.

### **Curriculum, Instruction, and Assessment Needs**

Staff members need continual opportunities to develop their strengths in all curriculum areas, in instruction implementation and in using data to drive instruction.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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

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.

### **Family and Community Involvement 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, ACE and 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 call outs, flyers, marquee, FB PTA page, weekly folders, parent conferences provide resources for parents.

### **Family and Community Involvement Needs**

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

## **School Context and Organization**

### **School Context and Organization Summary**

The Spring Branch T-2-4 Plan articulates the goals of our district.

One of the beliefs is to provide students from poverty the same opportunities for success after high school as students from non-poverty homes.

This is one of the core beliefs statements of the Pine Shadows Staff.

Campus goals are directly connected to the SBISD plan.

### **School Context and Organization Strengths**

Each year the campus sets academic goals based on the prior year's performance.

Focus areas for this school year are math, reading, writing and science.

Teachers feel a sense of urgency and are strongly committed to achieving campus goals.

### **School Context and Organization Needs**

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

## **Technology**

### **Technology Summary**

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

Additional iPads and Chromebooks have been given to all K-2 classrooms at PSE by SBISD to continue to utilize technology as an instructional tool.

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

### **Technology Strengths**

Additional iPads and Chromebooks were given to K-2 by SBISD this fall.

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

The media broadcast room is used for morning announcements by PSE students and staff.

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

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.

More iPads and Chromebooks for all students is a need since students from poverty have limited access at home.

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.

# 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

## 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 failers
- 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

### **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
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee 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
- Teacher STaR Chart Technology Data
- 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: 67% of Economically Disadvantaged students will pass the STAAR Reading Test.

**Performance Objective 1:** 100% of core content teachers will use data to create literacy targets for all students within the first nine weeks of school. 80% of teachers' lesson plans will contain evidence of balanced literacy components.

**Summative Evaluation:** Administrators, instructional specialists and team leaders will conduct data planning meetings will grade level teams, and departments. Lesson plans will be monitored by leadership team members.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) 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. Implement ESL/Spanish weekly 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.</p>	1, 2, 3, 6, 7	Principal, Assistant Principals, iCoach, Intervention Specialists, Team leaders Parent Liaison Leadership Team	Administrative walkthroughs. Team Planning Lesson plans with differentiated instructional focus. Interventionists schedule evaluated. Highly qualified specialists hired. Parent Liaison hired.			
Funding Sources: 211 - Title I, Part A - Priority Grant - \$5000.00, 211 - Title I, Part A - Priority Grant - \$30000.00, 211 - Title I, Part A - Priority Grant - \$6000.00, 211 - Title I, Part A - Priority Grant - \$5000.00, 211 - Title I, Part A - \$183534.00, 211 - Title I, Part A - Priority Grant - \$41809.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Create and publish a list of professional development options emphasizing the components of balanced literacy.</p> <p>Provide professional development to CIT, teachers, and administrators that will increase knowledge and skills.</p>	1, 3, 4, 5, 8, 9, 10	Principal, Assistant Principals, iCoach, Intervention Specialists, Classroom Teachers	Contracted services Sign in sheets Certificate of attendance			
Funding Sources: 211 - Title I, Part A - Focus Grant - \$4400.00, 211 - Title I, Part A - \$7900.00						





<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Implement "DRA focus for instruction page/student data" to inform lesson planning.</p> <p>Substitutes to relieve teachers for beginning, mid and end of year year district assessment.</p>	1, 2, 3, 4, 8, 9	Principals, Assistant Principals, iCoach, Interventionist specialists, Team Leaders, Classroom Teachers	DRA focus for instruction page developed. Administrative walkthroughs. Lesson plans monitored. DRA student data sheets collected and reviewed. Substitutes secured.			
Funding Sources: 211 - Title I, Part A - Priority Grant - \$4500.00						
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Create, establish and publish a list of professional development activities and calendar.</p>	3, 4, 8	Principals, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Calendar created and distributed to staff. Professional development books for staff to support calendar activities. Literacy books for students for book bags. Literacy books for classroom libraries. Eduphoria professional development registration and or certificates of completion.			
Funding Sources: 211 - Title I, Part A - \$30000.00						
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) Implement balanced literacy components.</p>	1, 2, 3, 4, 8	Principals, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	DRA/EDL results. Grade level planning meetings will provide feedback and direction in lesson planning for literacy components. Administrative classroom walkthroughs focusing on balanced literacy components. Interventionists observations in the classroom. Professional development balanced literacy books for staff.			
Funding Sources: 211 - Title I, Part A - \$9000.00						
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2: 65% of Economically Disadvantaged students in 4th grade will meet or exceed the passing standards of the 2016 STAAR Writing Test.**

**Performance Objective 1:** Implement a system to increase teacher application of effective writing strategies, including Abydos strategies, flexible grouping and push-in intervention to meet the needs of all writers.

**Summative Evaluation:** Administrators, instructional specialists and team leaders will conduct data planning meetings with grade level teams, and departments. Lesson plans will be monitored by leadership team members. Interventionist schedules will be evaluated.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) By the end of the first 9 weeks, 100% of teachers will include 1-2 instructional strategies and practices in lesson plans and will have participated in 1-2 data talks that will include student work and feedback.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Lesson plans. Benchmark assessments. Administrative walkthroughs. Interventionists observations in the classroom. Teacher data meetings. Strategies and activities reflected in lesson plans.			
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Create, establish and publish a list of professional development writing activities and calendar.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Calendar is published and distributed to staff. Attendance at professional development for the district, campus and area conferences/trainings.			
Funding Sources: 211 - Title I, Part A - \$3000.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Deliver professional development training on Writer's Workshop for teachers.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Develop a rubric for analyzing student work in writing and effective data talks.			
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Develop a list of required components of Writers's Workshop for teachers to use in lesson planning and data talks. Professional development opportunities for staff.</p>	2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Lesson plans will illustrate the required components of Writer's Workshop, Abydos and Super 8. Data talks to provide feedback on implementation. Sign in sheets			






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 3: 70% of all students in grades 3-5 will pass the 2016 Math STAAR Test.**

**Performance Objective 1:** Develop and implement a system of analyzing the language of the Math TEKS, including Unwrapping the TEKS, flexible grouping and push-in intervention to meet the needs of all learners.

**Summative Evaluation:** Instructional Leadership Team will train teachers to analyze the Math TEKS language, they will develop flexible groups for intervention, push-in intervention in the classroom, and training on Unwrapping the TEKS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) 100% of core teachers will be able to analyze grade level TEKS and construct routine procedures for math lessons.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Math lessons will illustrate routine procedures. Administrators will monitor lesson plans. Grade level planning meetings will focus on routine procedures for math lessons. District math directors will present at the planning meetings for staff throughout the year. Attend professional development.			
Funding Sources: 211 - Title I, Part A - \$10000.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Create, establish, and publish a list of professional development math activities and calendar.</p>		Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Calendar is published and distributed to staff. Attendance at professional development for the district, campus and area conferences/trainings.			
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Develop concrete-pictorial-abstract math lesson cycle and components. Provide staff development training.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Lesson plans illustrating components are monitored by administrators. Attendance at conferences			
Funding Sources: 211 - Title I, Part A - \$7500.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Conduct data meetings to include status of the class. Training to use Google Docs for Assessment Walls for staff to keep student data.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Data meetings held and monitored by administrators. Assessment walls completed.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4: 15% of students at PSE will attain an "Advanced Level" or Level 3 on the 2016 STAAR test.**

**Performance Objective 1:** Implement a data-driven system to address the needs of high achieving students.

**Summative Evaluation:** By the end of the first 9 weeks 100% of the teachers will analyze data to identify high achieving students in all content areas and develop a plan for differentiating instruction for these students in all content areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Use data to identify high achieving students in all grade levels and all content areas.                      Assist with strengthening the school home compact.                      Flexible groupings for students to participate in project based learning activities.                      Staff development.                      Texas ACE Grant provides project based learning activities for mid-high performing students.                      PSE Summer Camp for mid-high performing students</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers ACE Grant Coordinator PSE Summer Camp Coordinator	List of high achieving students is developed. V-Soft data on parental involvement hours Volunteer hours from Parent Liaison. Conferences for staff. ACE Grant participation lists to track higher achieving students. Reading Pre and post assessments for PSE Summer Camp Students.			
Funding Sources: ACE Grant - \$103582.00, 211 - Title I, Part A - \$10000.00, 211 - Title I, Part A - Focus Grant - \$40000.00, 211 - Title I, Part A - Focus Grant - \$5000.00						
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Hold student conferences with students using analyzed data to develop an action plan.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Documentation of conference meetings, student data sheets, and copies of student action plans. STAAR results Benchmark data			
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Develop differentiated instructional strategies and activities to address the needs of advanced learners in the content areas.                      Conference/workshop attendance by staff members working with accelerated learners.                      Technology</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principals, iCoach, Intervention Specialists, Team Leaders, Classroom Teachers	Attendance at conferences and workshops for accelerated learners. Strategies developed and distributed to staff. Technology-student chrome books and iPads for the classrooms.			
Funding Sources: 211 - Title I, Part A - \$13000.00, 211 - Title I, Part A - \$1837.00, 211 - Title I, Part A - Priority Grant - \$1500.00, 211 - Title I, Part A - Priority Grant - \$12000.00						
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**Goal 4:** 15% of students at PSE will attain an "Advanced Level" or Level 3 on the 2016 STAAR test.

**Performance Objective 2:** To remain in compliance with Federal and State Laws.

**Summative Evaluation:** All strategies will be implemented.

**Goal 5: To remain in compliance with Federal and State Law.**

**Performance Objective 1:** Provide accelerated instruction for advanced and struggling learners in core content areas by providing 9 week camps, Saturday Camps, and Summer Camps

**Summative Evaluation:** Success will be demonstrated by test scores and end of year data.



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	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. Implement ESL/Spanish weekly 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.
1	1	2	Create and publish a list of professional development options emphasizing the components of balanced literacy. Provide professional development to CIT, teachers, and administrators that will increase knowledge and skills.
1	1	3	Implement "DRA focus for instruction page/student data" to inform lesson planning. Substitutes to relieve teachers for beginning, mid and end of year year district assessment.
1	1	4	Create, establish and publish a list of professional development activities and calendar.
2	1	1	By the end of the first 9 weeks, 100% of teachers will include 1-2 instructional strategies and practices in lesson plans and will have participated in 1-2 data talks that will include student work and feedback.
2	1	2	Create, establish and publish a list of professional development writing activities and calendar.
2	1	3	Deliver professional development training on Writer's Workshop for teachers.
2	1	4	Develop a list of required components of Writers's Workshop for teachers to use in lesson planning and data talks. Professional development opportunities for staff.
3	1	1	100% of core teachers will be able to analyze grade level TEKS and construct routine procedures for math lessons.
3	1	2	Create, establish, and publish a list of professional development math activities and calendar.
3	1	3	Develop concrete-pictorial-abstract math lesson cycle and components. Provide staff development training.
3	1	4	Conduct data meetings to include status of the class. Training to use Google Docs for Assessment Walls for staff to keep student data.
4	1	1	Use data to identify high achieving students in all grade levels and all content areas. Assist with strengthening the school home compact. Flexible groupings for students to participate in project based learning activities. Staff development. Texas ACE Grant provides project based learning activities for mid-high performing students. PSE Summer Camp for mid-high performing students
4	1	2	Hold student conferences with students using analyzed data to develop an action plan.
4	1	3	Develop differentiated instructional strategies and activities to address the needs of advanced learners in the content areas. Conference/workshop attendance by staff members working with accelerated learners. Technology

# State Compensatory

## Budget for Pine Shadows Elementary School:

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

# 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, IOWA 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 benchmarks assessments used within the school.

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

ditrict.

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 meetins 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.

## 2015-2016 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Chris Winstead	Principal
Administrator	Karina Avila	Assistant Principal
Business Representative	Catherine Conley	Owner Orange Leaf Yogurt
Classroom Teacher	Connie Camacho	First Grade TWDL teacher
Classroom Teacher	Sharon Cates	Math Interventionist
Classroom Teacher	Sarah Hernandez	Kindergarten ESL teacher
Classroom Teacher	Lily Pena	Second Grade OWDL teacher
Classroom Teacher	Srah Pollicove	Fourth Grade OWDL teacher
Community Representative	Dr. Eduardo Pita	Founder and president of PSI. Inc.
District-level Professional	Irma Garner	iCoach
Parent	Stacy Clarkson-Brozek	Parent
Parent	Kelly Lopez	Parent

## Campus Funding Summary

<b>211 - Title I, Part 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	staff		\$183,534.00
1	1	2	Consultant/Seidlitz		\$7,900.00
1	1	4	Literacy Books	6329	\$30,000.00
1	1	5	Reading materials		\$9,000.00
2	1	2	Travel professional development	6411	\$3,000.00
3	1	1	supplies		\$10,000.00
3	1	3	Math teachers to attend conferences and classroom materials and supplies.		\$7,500.00
4	1	1	Professional development		\$10,000.00
4	1	3	Technology		\$13,000.00
4	1	3	Supplies		\$1,837.00
<b>Sub-Total</b>					<b>\$275,771.00</b>
<b>211 - Title I, Part A - Focus Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Consultant/Mercuri		\$4,400.00
4	1	1	PSE Summer Camp		\$40,000.00
4	1	1	PSE Summer Camp materials		\$5,000.00
<b>Sub-Total</b>					<b>\$49,400.00</b>
<b>211 - Title I, Part A - Priority Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	substitutes for professional development		\$5,000.00
1	1	1	contract services		\$30,000.00
1	1	1	professional development		\$6,000.00
1	1	1	general supplies		\$5,000.00

1	1	1	staff		\$41,809.00
1	1	3	Substitues		\$4,500.00
4	1	3	Supplies		\$1,500.00
4	1	3	Technology		\$12,000.00
<b>Sub-Total</b>					\$105,809.00
<b>ACE Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	ACE Grant		\$103,582.00
<b>Sub-Total</b>					\$103,582.00
<b>Grand Total</b>					\$534,562.00