Spring Branch Independent School District

Pine Shadows Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Pine Shadows Elementary School's mission is to impact the life of every child every day to develop critical thinkers who create their own future personalized learning and to increase the number of students for T-2-4.

Vision

As a school and community we are developing future leaders who demonstrate:

Curiosity

Perseverance

High expectations

Problem solving

Innovative, accelerated and creatie learning

Respect for diversity

Independent learners

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Shadows Campus Demographics as of 2017 Accountability Rating:

Campus Type Elementary

Campus Size 737

Grade Span KG-05

Percent Economically Disadvantaged 79.8

Percent English Language Learners 55.2

Mobility Rate 16.2

Percent Served by Special Education 5.8

Percent Enrolled in an Early College HS Program 0.0

Attendance rates have been at 96%

Demographics Strengths

Performance Index Report results showed a positive results in meeting all standards.

Index I: Student achievement 60/67

Index II: Student progress 32/38

Index III: Closing performance gaps 28/36

Index IV: Postsecondary readiness 12/38

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sped students in grades 3-5 have an 18% passing rate on STAAR reading and math scores with little or no improvement over the past 3 years. **Root Cause**: The sped student's IEP's address their performance level objectives not the grade level STAAR standards objectives. The end results is that the students are consistently exposed to below grade level objectives rather than on grade level objectives.

Student Academic Achievement

Student Academic Achievement Summary

STAAR RESULTS 2017

Met all standards

INDEX I student achievement 60/67

INDEX II student progress 32/38

INDEX III closing performance gaps 28/36

INDEX IV postsecondary readiness12/38

District MAP testing (diagnostic) will be completed in September 2017 for K-5, middle of the year and the end of the year.

Student Academic Achievement Strengths

Closing the gap especially in 4th grade results showed Hispanic 61% in reading and English 60%.

Fifth grade results in R, M. and S were the highest scores for the past 3 years.

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Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Sped students in grades 3-5 had an 18% passing rate on STAAR reading and math scores with little or no improvement over the past 3 years. **Root Cause**: Sped student's IEPs are written for their performance level and not their grade level standards objective. The gap is not addressed.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular programs include the following initiatives for the 17-18 school year:

1. The Teachers College Reading and Writing Project for grades K-2

2. The redesign of the dual language program for grades K-5 making all bilingual classes dual language.

3. Intervention/small groups for reading and math for grades 2-5 starting the third week of school.

4. DreamBox for grades K-5 for math instructional support and reinforcement.

5. A-Z Learning for grades K-5 to reinforce reading skills.

Personnel:

1. Administrative staff participates in the SBISD Job Fair, TAMU, UH and Gulf Coast Job Fairs each year.

2. New staff members have a mentor to support them during years 1-3 in addition to administrative monthly meetings and support sessions for them.

3. Support for coaching, teaching, and modeling is provided to new staff from administrative and MCLs-Multi-Classroom Teachers assigned to grades 2-5.

Organizational:

1. The school organizational climate is based on collaboration, opportunities for professional growth on the campus and district level as well as strong professional development opportunities.

2. The campus provides resources to support instruction and growth for staff and students.

Administrative:

1. The campus has a leadership team of team leaders, counselor, librarian, MCLs, administrators and PD specialist to provide direction and drive instruction for grades K-5.

School Processes & Programs Strengths

Instructional, Curricular, Personnel (recruit/support/retain), Organizational, and Administrative

1. Data is used to drive instruction, to develop small group interventions and to move towards a years plus growth for all students.
2. Status of the Class meetings are regularly scheduled to review data and plan instruction.
3. Weekly grade level planning meetings are scheduled with MCL and administrative support.
4. Organizational opportunities for PD are provide on a weekly basis.
5. Weekly instructional planning meetings are scheduled for instructional focus with MCL and administrative support.
6. Personnel are given opportunities for PD growth, coaching, modeling and support by mentors and administrators.
7. Administrators are involved in all aspects of PD, instructional meetings, grade level planning times and faculty meetings.
8. Consultants for the dual language program are scheduled once a month for training.
9. Consultants for K-5 teachers to improve reading, writing and speaking is provided once a month for training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Closing the gap across all minority groups continues to be a challenge for our students. **Root Cause**: The majority of the students are reading 1-2 years below grade level.

Perceptions

Perceptions Summary

The campus culture, climate, values and beliefs have changed over the last few years to a positive learning environment for all children.

The campus is now a school of innovation, redesign and opportunity for learning that attracts parents and student to the school. For example, the TWDL program for K experienced a significant growth in transfer requests resulting in 4 sections of dual language rather than 2 sections.

The campus believes that all students should have an opportunity to grow and develop their own personal strengths and skills. We value and support the values and beliefs our student diversity.

The school is providing more after school, during school and weekend experiences for all students. Outside organizations are providing fine arts experiences through drama, dance and music for our students.

Monthly parent meetings will be held to keep our parents and community involved and informed of the many campus opportunities for them and for our students.

Perceptions Strengths

Our campus continues to incorporate innovative practices for staff and students by participating in the first redesign cohort for the district, by participating in the first Opportunity Culture of Texas project and by providing more technology resources to the staff, school and classrooms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students from poverty have the same opportunities as non-poverty students. **Root Cause**: The lack of parental awareness, the lack of resources and the of opportunity.

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

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

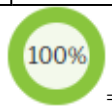
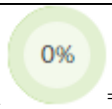
Goal 1: Achievement:
PSE will increase the number of 5th grade students scoring at the post-secondary level by 5 percentage points by June 2018 in Reading and Math

Performance Objective 1: 75% of all students in grades 3-5 will meet or exceed the passing standards of the 2018 STAAR Reading Test.
80% of all students in grades 3-5 will meet or exceed the passing standards of the 2018 STAAR Math Test.
75% of K-2 students will meet or exceed grade level expectations in reading on the EOY assessments.

Evaluation Data Source(s) 1: DRA/EDL/Running Records and PSA
MAP district wide assessment for BOY, MOY, EOY.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) 1.PSE teachers will participate in PLCs for reading and math, intervention groups for reading and math, status of the class meetings and weekly instructional meetings. 2. MCLs will coach, train, model and teach lessons for teachers. In addition, small group interventions with students will be on going. 3. Dream Box will be implemented for grades K-5. 4. A-Z will be implemented for grades K-5. 5. Project Class will be implemented for grades K-5. 6. TCRWP will be implemented for grades K-2. 7. Redesign Core Team Cohort I will implement innovative strategies for learning for grades K-5. 8. Dual language program will expand to include all TWDL and OWDL students. 9. ELL language acquisition PD for staff K-5/Seidlitz 10. Odyssey of the Mind/5th grade implementation 11. Monthly Principal's Coffee/PTA/Parent Liaison Coordinator 12. CSHACK/KSHAC nutritional focus on healthy minds and bodies. 13. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning. 14. Purchasing additional Chrome books will be used for assessments and instructional stations in the classrooms. 15. Summer PD/extra duty pay	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administration Teachers Counselor Librarian MCLs PD specialist District language arts department Redesign Core Team Dr. Sandra Mercuri, Dual Language consultant Nancy Motley, Seidlitz consultant PTA and parent coordinator HF staff/CSHACK/KSHACK committee Librarian Staff	Improve student progress and achievement by 5 percentage points. Improve student performance. Increase innovative instructional practices for students/staff. Improve dual language student performance/close gap. Improve post secondary performance. Improve school-community communication. ABL implemented. Chrome books purchase PD implemented/summer			
	Funding Sources: 211 - Title I, Part A - $209,050.00, 199 PIC 11 - Instructional Services - $21,919.00, 199 PIC 23 - Special Education - $215.00, 199 PIC 25 - ESL/Bilingual - $2,005.00, 199 PIC 30 - At Risk School Wide SCE - $7,813.00, 199 PIC 99 - Undistributed - $21,735.00						
 = Accomplished  = No Progress = Discontinue						

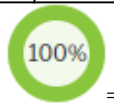
Goal 2: Equity:
PSE will decrease the achievement gap in performance between all demographics by 5 percentage points by June 2018.

Performance Objective 1: 75% of students in grades 3-5 will meet or exceed the passing standards for the 2018 STAAR Reading Test.
75% of K-2 students will meet or exceed the passing standards for EOY assessments.
80% of all students in grades 3-5 will meet or exceed the passing standards for the 2018 STAAR Math Test.
K-2 students will meet or exceed the passing standards for EOY assessments.
60% of all students in grade 4 will meet or exceed the passing standards for the 2018 STAAR Writing Test.

Evaluation Data Source(s) 1: MAP assessments for K-5 BOY, MOY, and EOY.
Writing data comparison from the beginning, middle and end of the year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) 1. K-2 teachers are implementing the TCWRP. 2. K-5 teachers are implementing the dual language model to all bilingual students. 3. GT/Advanced learners are scheduled with the librarian for innovative projects. 4. Data Talks/Status of the Class meetings/ongoing 5. Small group intervention groups 2-5 6. PD for staff in reading, math, writing, and science. 7. At-Risk students small group daily interventions business mentors/tutors after school fine arts program and tutorials after school. 8. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration Teachers Librarian PD Specialist MCLs Redesign Core Team Cohort I District department staff for reading, math, writing and math. Accountability and assessment department CIS business partnerships/MHS sister school/Chapelwood partnership Staff	Increased student achievement. Decrease the achievement gap.			
	Funding Sources: 211 - Title I, Part A - $16,500.00					



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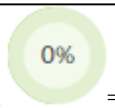

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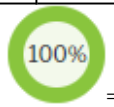
Goal 3: Growth:
At least 50% of PSE students will meet individual growth goals as measured by MAP by June 2018.

Performance Objective 1: 75% of students in grades 3-5 will meet or exceed the passing standards for the 2018 STAAR Reading Test.
75% of K-2 students will meet or exceed the passing standards for EOY/reading assessments.
80% of all students in grades 3-5 will meet or exceed the passing standards for the 2018 STAAR Math Test.
K-2 students will meet or exceed the passing standards for EOY/math assessments.
60% of all students in grade 4 will meet or exceed the passing standards for the 2018 STAAR Writing Test.

Evaluation Data Source(s) 1: Reading/Math MAP/PSA comparison from the beginning, middle and end of the year assessments.
DRA/EDL assessments.
2018 STAAR results for grades 3-5.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. Teachers, MCLs, and interventionist will help students measure progress towards their goal by using the MAP data and other assessments. 2. Teacher collaboration on MAP implementation with Melissa Stadtfeld. 3. RTI beginning the second week of school. 4. PD training for K-5 teachers for reading, math, writing, science. 5. Increase community/parent involvement with PTA/Parent Liaison, WATCH Dogs, Principal's monthly coffees/PK transitions 6. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration Teachers Counselors MCLs Melissa Stadtfeld PD specialist District support specialists from ELA, Math, Science Redesign Core Team Cohort I	Increased student achievement Closing the gap			
	Funding Sources: 211 - Title I, Part A - $11,500.00					



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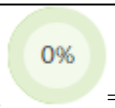

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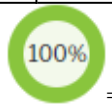
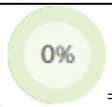
Goal 4: Connectedness:
At least 50% of PSE students will feel connected to PSE as measured by the Panorama Survey by June 2018

Performance Objective 1: Using the Panorama Survey data for grades 3-5 at least 75% of students will report that they believe they can succeed in achieving academic outcomes.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. Students will set goals for MAP growth and monitor their learning goals. 2. Teaching students strategies of what to do when they don't know in each classroom. 3. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning. 4. Establishing sessions with the Parent Liaison Coordinator to provide opportunities for parents to be involved in the school through volunteering, PTA, WATCH DOGS, tutorials, consultant brown bag lunches, ESL classes, and principal coffees. 5. Odyssey of the Mind 6. Spiral program 7. CIS programs 8. Scouting programs for girls and boys 9.Parent conference days two times per year 10. Project Class and No Place for Hate Campaign 11. ITS learning 12. Digital Citizen Course 13. ABL initiative 14. College T-shirt days, school spirit t-shirt days, non-uniform days, 15. School business partnerships 17. Outdoor library classroom 18. Student rock garden 19. Fifth grade students will engage in musical recorder programs and performances during their fine arts weekly block.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administration Teachers Counselor Librarian MCLs PD Specialist Librarian Parent Volunteer Liaison Specials team/Parent volunteers CIS worker Staff Music teachers	Increased student achievement. increased self-advocacy Creating a redesigned school to better meet the needs of students, staff and community. Increased parent involvement in the school. Students will showcase their musical talents by learning how to play the recorder which will give them access band opportunities in middle school.			
	Funding Sources: 211 - Title I, Part A - $831.60					
 = Accomplished  = No Progress = Discontinue						

Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 1: GT: PSE will conduct annual GT evaluations by following district procedures for the referral, testing, and identification of students. Emphasis will be placed on ensuring under-represented groups will be identified.

Evaluation Data Source(s) 1: All students will be provided access to testing for GT and resources.

Summative Evaluation 1:

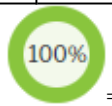
Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 2: The district/campus will provide opportunities for GT professional development and ensure that all teachers have the required GT hours for instruction of gifted students.

Evaluation Data Source(s) 2: Professional development hour requirement will provide documentation.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. District/campus PD provided to all staff 2. Monitor compliance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	SBISD GT coordinator PSE administrators and counselor	100% GT requirements met			



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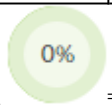

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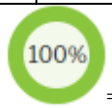
Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 3: The PSE CSHAC Committee will review our data, identify focus areas, plan required elements, plan events and activities supporting a healthy school environment for students and teachers, and conduct our survey.

Evaluation Data Source(s) 3: All components for CSHAC will be met.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. ABL implemented to provide opportunities for mind and body for K-5 students. 2. Nutritional lessons, nutritional servings at school events provided for community. 3. Healthy Choice Week focus for Red Ribbon Week	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Specials staff Teachers Administrators Community	Components met/increased number of staff and students participating in healthy events.			



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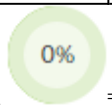

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Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 4: PSE Parent Involvement Policy will be presented and discussed with parents and feedback will be requested and discussed by the CIT.

Evaluation Data Source(s) 4: Minutes will reflect this performance.

Summative Evaluation 4:

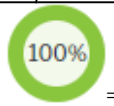
Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 5: PSE will conduct a Title I Annual meeting to share standards, goals, parent rights, our school report card, and opportunities to volunteer.

Evaluation Data Source(s) 5: Sign in sheets, agendas and calendar dates will reflect the evaluation data.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Back to School Night, grade level/classroom meetings	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	PSE staff	Evaluation data will be reflected in sign in sheets, attendance rosters, comments			



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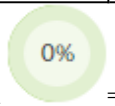

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Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 6: Parents of incoming PK students will be provided opportunities to visit the school at orientation sessions.

Evaluation Data Source(s) 6: Smooth transitions and support for new K students.

Summative Evaluation 6:

Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

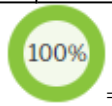
Performance Objective 7:

PSE will recruit and retain highly-qualified staff, defined by local, state, and federal requirements. One-to-three-year teachers will be supported and paired with an experienced mentor.

Evaluation Data Source(s) 7: Calendar and agendas will provide evidence.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. Hire qualified and certified staff by interviewing candidates at job fairs, district job fairs, securing student teachers, visits from ACP/university candidates, collaboration with district and university personnel. 2. Retain teachers through a rigorous mentor/mentee program, by providing PD support, by opportunities for growth and leadership, by including them in site based decisions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Leadership team Administrators Mentors	Data collection on: Number of new hires/Number of returning staff members will provide stability and sustainability			



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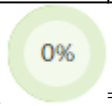

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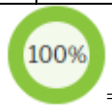
Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 8: At risk students will be identified and supported through intervention, small groups and conferences with parents.

Evaluation Data Source(s) 8: Intervention group lists, lesson plans, and parent conference summaries.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 1. At Risk students will be monitored through: Data talks/teachers Data talks/students Instructional meetings/weekly Status of the class meetings/ongoing RTI small group intervention after school groups 2. CIS mentors/business partnerships 3. Partnership with MHS to support students with school supplies, college t-shirts, new uniforms, back packs, snacks, and holiday snacks. 4. Project Class Project 5. No Place for Hate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Teachers CIS MHS coordinators Administration MCLs	Growth in student performance Closing the gap growth Post secondary readiness growth			



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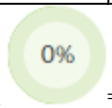

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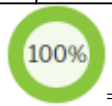
Goal 5: Compliance to Federal, State and Local Guidelines and Legislation/Requirements:
PSE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 9: PSE will be compliant with all financial and ethical practices as required by the district and state.

Evaluation Data Source(s) 9: Compliance will be indicated by financial records.

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Compliance with district and state financial requirements.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administration for SBISD and PSE campus	Compliance met/no irregularities			



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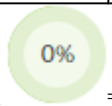

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System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1.PSE teachers will participate in PLCs for reading and math, intervention groups for reading and math, status of the class meetings and weekly instructional meetings. 2. MCLs will coach, train, model and teach lessons for teachers. In addition, small group interventions with students will be on going. 3. Dream Box will be implemented for grades K-5. 4. A-Z will be implemented for grades K-5. 5. Project Class will be implemented for grades K-5. 6. TCRWP will be implemented for grades K-2. 7. Redesign Core Team Cohort I will implement innovative strategies for learning for grades K-5. 8. Dual language program will expand to include all TWDL and OWDL students. 9. ELL language acquisition PD for staff K-5/Seidlitz 10. Odyssey of the Mind/5th grade implementation 11. Monthly Principal's Coffee/PTA/Parent Liaison Coordinator 12. CSHACK/KSHAC nutritional focus on healthy minds and bodies. 13. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning. 14. Purchasing additional Chrome books will be used for assessments and instructional stations in the classrooms. 15. Summer PD/extra duty pay
2	1	1	1. K-2 teachers are implementing the TCWRP. 2. K-5 teachers are implementing the dual language model to all bilingual students. 3. GT/Advanced learners are scheduled with the librarian for innovative projects. 4. Data Talks/Status of the Class meetings/ongoing 5. Small group intervention groups 2-5 6. PD for staff in reading, math, writing, and science. 7. At-Risk students small group daily interventions business mentors/tutors after school fine arts program and tutorials after school. 8. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning.
3	1	1	1. Teachers, MCLs, and interventionist will help students measure progress towards their goal by using the MAP data and other assessments. 2. Teacher collaboration on MAP implementation with Melissa Stadtfeld. 3. RTI beginning the second week of school. 4. PD training for K-5 teachers for reading, math, writing, science. 5. Increase community/parent involvement with PTA/Parent Liaison, WATCH Dogs, Principal's monthly coffees/PK transitions 6. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning.
4	1	1	1. Students will set goals for MAP growth and monitor their learning goals. 2. Teaching students strategies of what to do when they don't know in each classroom. 3. Participation in Cohort 1 of the School Redesign Collaborative to develop innovative ways to engage learners, and personalize their learning. 4. Establishing sessions with the Parent Liaison Coordinator to provide opportunities for parents to be involved in the school through volunteering, PTA, WATCH DOGS, tutorials, consultant brown bag lunches, ESL classes, and principal coffees. 5. Odyssey of the Mind 6. Spiral program 7. CIS programs 8. Scouting programs for girls and boys 9.Parent conference days two times per year 10. Project Class and No Place for Hate Campaign 11. ITS learning 12. Digital Citizen Course 13. ABL initiative 14. College T-shirt days, school spirit t-shirt days, non-uniform days, 15. School business partnerships 17. Outdoor library classroom 18. Student rock garden 19. Fifth grade students will engage in musical recorder programs and performances during their fine arts weekly block.
5	3	1	1. ABL implemented to provide opportunities for mind and body for K-5 students. 2. Nutritional lessons, nutritional servings at school events provided for community. 3. Healthy Choice Week focus for Red Ribbon Week

Goal	Objective	Strategy	Description
5	5	1	Back to School Night, grade level/classroom meetings
5	7	1	1. Hire qualified and certified staff by interviewing candidates at job fairs, district job fairs, securing student teachers, visits from ACP/university candidates, collaboration with district and university personnel. 2. Retain teachers through a rigorous mentor/mentee program, by providing PD support, by opportunities for growth and leadership, by including them in site based decisions.
5	8	1	1. At Risk students will be monitored through: Data talks/teachers Data talks/students Instructional meetings/weekly Status of the class meetings/ongoing RTI small group intervention after school groups 2. CIS mentors/business partnerships 3. Partnership with MHS to support students with school supplies, college t-shirts, new uniforms, back packs, snacks, and holiday snacks. 4. Project Class Project 5. No Place for Hate
5	9	1	Compliance with district and state financial requirements.

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 by the MCLs-Multi-classroom Teachers.

Interventions for all students in grades 2-5 will begin the 3rd week of school.

PSE is participating in the districts first Redesign Cohort I this year which will provide out of the box opportunities for students and staff to address learning with an innovative design.

PSE is participating in the Opportunity Culture of Texas collaborative which has provided 3 multi-classroom teachers in grades 2, 3, and 4 for the fall.

The district has provide a lead PD specialist to PSE for the fall to coordinate training, modeling, coaching, and on going PD initiatives for staff.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive needs assessments will address the multiple measures of data which are demographics, student academic achievement, school processes and programs and perceptions.

2: Schoolwide Reform Strategies

PSE has redesigned the dual language program to include the TWDL and the OWDL models to function under the two-way model which basically allows content areas to be taught in English and Spanish to all dual language classes.

The data for the OWDL students show less growth, less mastery of the standards each year on the STAAR tests in reading, writing and science. This additional duplication of content should give them a greater opportunity to comprehend what they are reading which should impact their performance.

Opportunity Culture of Texas initiative added 3 multi-classroom teachers in grades 2, 3, and 4.

Additional district funding provided a lead PD specialist for the school.

K-2 teachers are being trained to use the TCWRP/Lucy Calkins program to provide a stronger reading focus for students.

3: Instruction by highly qualified professional teachers

All PSE staff meet state certification requirements.

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

Professional development for the new dual language implementation will be coordinated by consultant, Dr. Sandra Mercuri through PD days during the year for all dual language teachers.

Seidlitz training by consultant, Nancy Motley will be coordinated through PD for all staff members to develop and implement ESL strategies for all students. Talk, Read, Talk, Write: A Practical Approach to Learning in the Classroom will be the focus of her training.

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. System of Care coaches are available to PSE students.

5: Strategies to attract highly qualified teachers

Highly qualified teachers are attracted to PSE because of the diversity of the campus, the innovative opportunities for teaching and learning, the professional growth leadership opportunities and the every child focus we expect.

Bilingual programs for dual language and ESL classes offer a variety of choice for teachers.

Teachers have choice and are encourage to try innovative practices for themselves and for their students.

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

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

PSE is involved in several district cohorts for innovation which allows teachers to grow professionally without leaving the classrooms.

6: Strategies to increase parental involvement

The PTA board established goals to build capacity, to include a more diverse membership on the board and to provide multiple activities to include the staff and community. The PTA consistently recruits and provides access to open meetings at the school, a FB page, transparency, and collaboration.

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.

Monthly meetings with the community will focus on resources, services, involvement, and opportunities to participate in their children's learning.

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

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.

PK students are invited to all PSE activities and orientation meetings for our dual language programs every spring.

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

PLC's or professional learning communities are on going instructional focused groups on each grade level, on leadership teams, for instructional and innovative teams, for growth and innovation at PSE. Norms are reviewed, expectations set forth and student growth and achievement are the goal for all staff.

Status of the class meetings with grade levels and individual teachers are scheduled on a regular on-going basis to review progress, interventions an decisions for supporting student success.

Instructional meetings are held every Tuesday with all grade levels/departments to review, plan and implement instruction and assessments during the year.

An RTI process coordinated by the counselor, allows teachers opportunities to track academic performance in order to improve the

achievement of each individual student and to address the overall instructional programs.

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.

An extensive intervention plan is in place from the second week of school in reading and math for students in grades 3-5.

GT students in K-5 have an additional 45 minute each week with the librarian to enhance and broaden their advance levels of learning.

The library is a hands on robotic, innovative, creative, media center for students to utilize freely and frequently where they are in charge of their own learning.

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.

Title I Personnel

Name	Position	Program	FTE
Luisa Rodrigues	Parent Liaison Coordinator	campus TITLE I	.50
Sharon Cates	Lead PD Campus Specialist	District TITLE I	1.0

2017-2018 Campus Site-Based Commitee

Committee Role	Name	Position
Classroom Teacher	Anna Andrade	2nd TWDL teacher
Administrator	Christina Winstead	Principal
Administrator	Karina Avila	Assistant Principal
Classroom Teacher	Hollie Carr	Music Teacher
Parent	Geoff Casavant	Parent
Non-classroom Professional	Sharon Cates	Non-classroom Professional
Business Representative	Pete Kaldis	Business Representative
District-level Professional	Penny Konicek-Guerrero	District-level Professional
Classroom Teacher	Kelly Leffingwell	K teacher
Classroom Teacher	Katie McCreary	Sped teacher
Parent	Patsy Mendiola	Parent
Parent	Monica Dominguez	Parent
Community Representative	Rose Toro	Community Representative
Classroom Teacher	Laura Ruiz	1st TWDL teacher
Administrator	Sarah Salas	Assistant principal
Parent	Stacy Brozek	Parent
Classroom Teacher	Pam Stone	3rd ESL teacher
Classroom Teacher	Natalie Webb	4th TWDL teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Services		$21,919.00
				Sub-Total	$21,919.00
				Budgeted Fund Source Amount	$21,919.00
				+/- Difference	$0

199 PIC 23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Special education		$215.00
				Sub-Total	$215.00
				Budgeted Fund Source Amount	$215.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ESL/Bilingual		$2,005.00
				Sub-Total	$2,005.00
				Budgeted Fund Source Amount	$2,005.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	At Risk School Wide SCE		$7,813.00
				Sub-Total	$7,813.00
				Budgeted Fund Source Amount	$7,813.00
				+/- Difference	$0

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**

1	1	1	Undistributed		$21,735.00
				Sub-Total	$21,735.00
				Budgeted Fund Source Amount	$21,735.00
				+/- Difference	$0
211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General reading materials	11-6329	$20,000.00
1	1	1	Teacher reading materials	13-6329	$20,000.00
1	1	1	Administrative reading materials	23-6329	$1,000.00
1	1	1	Supplies and materials for Parent Involvement	61-6399	$4,000.00
1	1	1	General supplies and materials	11-6399	$40,004.00
1	1	1	Software	11-6397	$15,000.00
1	1	1	Salary for Parent Volunteer Liaison	11-6129	$21,546.00
1	1	1	Substitutes	13-6112	$10,000.00
1	1	1	Extra duty pay/professional for PSE Summer Camp	11-6116	$48,000.00
1	1	1	Extra duty pay/para for PSE Summer Camp	11-6125	$1,500.00
1	1	1	Miscellaneous expenses for parent liaison	61-6499	$1,000.00
1	1	1			$0.00
1	1	1	11-6398	technology	$27,000.00
2	1	1	Staff travel for conferences	13-6411	$7,500.00
2	1	1	Administrative travel for conferences	23-6411	$5,000.00
2	1	1	Region 4	6239	$4,000.00
3	1	1		211	$11,500.00
4	1	1	music recorders and music books	6399	$831.60
				Sub-Total	$237,881.60
				Budgeted Fund Source Amount	$218,050.00
				+/- Difference	$-19,831.60

Grand Total	$291,568.60