

Spring Branch Independent School District

Pine Shadows Elementary School

2020-2021 Campus Improvement Plan



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 creative learning

Respect for diversity

Independent learners

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2020

Demographics

Demographics Summary

PSE enrollment is approximately 782 in K-5 grade. Our population continues to be a diverse combination of cultures from around the world predominately Hispanic.

In addition we have a Life Skills Unit and an APPLE Unit on campus this year.

PSE qualifies for 100% free and reduced lunch.

Attendance rate is 96%.

The majority of our neighborhood consists of multi-unit apartment complexes, a few new cluster homes at the end of the playground area, and an older residential area. Our community partnerships include MHS as our sister school, an after school YMCA program for students, an after school fine arts program provided by our CIS connection, a PSE summer camp, Boy Scouts and Girl Scouts programs, and many local restaurants and businesses who are part of our Good Neighbor Program.

PSE staff consists of predominately Spanish speakers from around the world, a smaller number of non-Spanish speakers from across the US and other countries.

Demographics Strengths

The Panorama Survey results from the previous yeae showed growth in all areas for our diverse population.

School Belonging 96% up 6%

School Climate 98% up 5%

School Rigorous Expectations 98% up 2%

School Safety 97% up 2%

School Teacher-Student Relationships 99% up 2%

Due to COVID -19 the 19-20 results were not available at the end of the year.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Closing the gap across all minority groups continues to be a challenge for our school which is directly related to poverty and limited digital access. **Root Cause:** The majority of the students are reading 1-2 years below grade level when they enter K because of limited access in a digital environment.

Problem Statement 3: Achievement needs are for EL students to perform as well as other student groups is a constant issue of poverty which limits access to learning in a digital learning environment. **Root Cause:** EL students come to PSE into K with limited school experiences and limited or not access to digital devices.

Problem Statement 4: Equal access for virtual learning is not available. No access to internet, hotspots or devices. **Root Cause:** High poverty causes less electronic access for virtual learning for 77% (FRL rate) of PSE students.

Problem Statement 5: Bilingual teachers are very difficult to find. In addition, we no longer have bilingual certified teachers on the English side of dual language programs. **Root Cause:** A shortage of Bilingual certified teachers in all grades.

Problem Statement 6: Second language learners struggle with the curriculum which does not always address their language challenges. **Root Cause:** Availability of Spanish materials for all content and all grade levels is not available.

Problem Statement 7 (Prioritized): Lack of accessibility to digital learning. **Root Cause:** High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.

Problem Statement 8: Organizationally, the immediate switch from face to face learning to virtual learning presented unprecedented challenges for a highly underserved population. **Root Cause:** COVID -19 pandemic

Problem Statement 9: Lack of 1-1 device deployment to every child at PSE and hot spots. **Root Cause:** Limited funding for additional iPads/Chromebooks for all students to have 1-1 access. No internet access and limited hotspots for families continues to widen the gap.

Student Learning

Student Learning Summary

PSE students have made significant growth over the past 3 years meeting standards.

All students in grades 2-5 have received intervention 30 minutes per day in reading and math which has been effective in student performance.

The addition of teacher assistants in the classrooms will provide support with small group instruction to reach more struggling students.

MAP data showed growth in all grade levels, K-5.

Panorama results showed growth in all categories exceeding the district and elementary campus levels.

Student Learning Strengths

PSE students continue to make progress academically.

Interventions for all students is provided in grades K-5.

Almost 200 students attended district virtual summer school and campus virtual tutorials.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Spanish speaking students struggle with acquisition of the English language. **Root Cause:** Non-English parents/families at home.

School Processes & Programs

School Processes & Programs Summary

PSE will continue STEM labs and community circles.

Through this process our goal is to deepen student relationships by sharing experiences in our community circle time.

In addition, the STEM labs will provide a personalized learning experience for students in grades 3-5.

Students will participate in SEL activities provided by the counselor and staff.

Through the OC-TX initiative we will provide 3 MCLs (multi-classroom leaders).

These additional staff members provide support to the teams, implement small groups for intervention in reading and math.

MCLs provide coaching and modeling for new staff members, assist with assessment and training.

Guiding coalition meetings are held weekly to analyze student data, to provide training for content areas, assessments and PD.

Mentors are assigned to mentees, student teachers are assigned to master level teachers and teachers are given opportunities to personalize their teaching and learning through conferences, consultants, and collaboration with other professionals from other SBISD campuses.

Family and community events such as meet the teacher, parent conferences, principal monthly coffees, cultural and local celebrations, carnival, movie nights, WATCH Dogs, are provided by the PTA, CIS staff, and PSE staff.

PTA and PSE will continue to purchase electronic devices for student use in the classroom and for assessment purposes.

School Processes & Programs Strengths

Processes and programs are established and implemented with fidelity and integrity to impact performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional planning time is needed to implement and monitor processes and programs. **Root Cause:** The number of minutes provided for the school day does not allow additional time within the school day for planning.

Perceptions

Perceptions Summary

PSE has a positive culture, climate and value system of core beliefs. Family engagement is high for events like Meet the Teacher, Open House, Parent Conferences, PTA events and with daily volunteers. Families are also involved in after school activities provided by the school, by CIS, and by the PTA.

Panorama results showed a positive increase in all areas and all areas were above the district results.

Perceptions Strengths

Maintaining a positive and effective culture and climate is strong.

Panorama Survey showed significant positive increases in culture, climate, school connectedness and beliefs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication source is needed to connect with all families. **Root Cause:** Limited financial resources for families to provide internet services and electronic devices for their children.

Priority Problem Statements

Problem Statement 1: Lack of accessibiity to digital learning.

Root Cause 1: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.

Problem Statement 1 Areas: Demographics - Parent and Community Engagement - Technology - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- 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
- T-PCESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

Goals

Revised/Approved: June 30, 2020

Goal 1: STUDENT ACHIEVEMENT. Every Pine Shadows Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Pine Shadows Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least [5] points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID






2018-19: Reading: [77]% (approaches), [45]% (meets), [21]% (masters); Math: [72]% (approaches), [39]% (meets), [20]% (masters)

2017-18: Reading: [72]% (approaches), [35]% (meets), [13]% (masters); Math: [69]% (approaches), [34]% (meets), [13]% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: Some progress made toward meeting Objective

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|---|--|-----|-----|------------------|
| <p>Strategy 1: 1. Campus initiatives providing personalized learning through:</p> <ol style="list-style-type: none"> a. STEM LAB/Project Lead the Way Grant for \$20,000.00 over 2 years for grades 3-5. 2. All in Learning for student to tracking their performance. 3. Community Circles daily implementation. 4. EDU-SMART for Science K-5 5. Provide additional electronic resources for students. 6. RAZ Kids, TTM, DreamBox, SeeSaw provided to students. 7. Purchase reading and math materials and supplies 8. Seidlitz Consultants Professional Development 9.. MCL's (multi-classroom leader's) for academic support 10. Substitutes for teachers to attend PD 11.. Intervention specialist 12. LEP assistants 13. Family Engagement Coordinator <p>Strategy's Expected Result/Impact: Increased performance results in college readiness on the Panorama survey. At least one year's growth in Reading and Math on MAP results. Increased performance results of 1 year minimum on Teacher's College Levels for K-5 students. Increase academic student performance.</p> <p>Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7</p> <p>Funding Sources: Software - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$2,310, Professional Salaries - 211 - Title I, Part A - \$138,550, Family Engagement Coordinator - 211 - Title I, Part A - 6119 - \$20,368, Supplies and materials - 211 - Title I, Part A (FBG20 Carryover) - 6399 - \$4,978, Instructional Support Personnel - 211 - Title I, Part A - 6129 - \$57,151, Miscellaneous Contract Services - 211 - Title I, Part A (FBG20 Carryover) - 6299 - \$12,000, Substitutes - 211 - Title I, Part A - 6116 - \$10,000</p> | Reviews | | | |
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 7: Lack of accessibiity to digital learning. **Root Cause:** High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.

Goal 1: STUDENT ACHIEVEMENT. Every Pine Shadows Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Pine Shadows Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least [5] percentage points for English Learners.

2019-20: Not Rated due to COVID

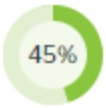




2018-19: English Learners 12%; non- English Learners 43%

2017-18: English Learners 16%; non- English Learners 36%

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: Some progress made toward meeting Objective

| <p>Strategy 1: PLC Instructional support and professional learning in the area of reading, writing and math. Strategy's Expected Result/Impact: Increase results in TELPAS, STAAR and MAP testing. Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7 Funding Sources: Instructional reading materials - 211 - Title I, Part A - 6329 - \$5,000, Professional Development - 211 - Title I, Part A - 6299 - \$12,000, Technology devices/Chromebooks/iPADS - 211 - Title I, Part A - 6398 - \$12,500</p> | Reviews | | | | | | |
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Performance Objective 2 Problem Statements:

| Demographics |
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| <p>Problem Statement 7: Lack of accessibiity to digital learning. Root Cause: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.</p> |

Goal 1: STUDENT ACHIEVEMENT. Every Pine Shadows Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Pine Shadows Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by [5] points, Math (K-5) increase by [5] points.

2019-20: Not Rated due to COVID

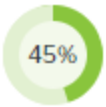
2018-19: Reading - 50% met CGI; Math - 55 % met CGI

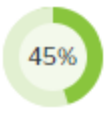
2017-18: Reading - 38% met CGI; Math - 46 % met CGI

Targeted or ESF High Priority

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: Some progress made toward meeting Objective

| <p>Strategy 1: Students in grades 1-5 will participate in intervention groups for at least 30 minutes a day to close gaps in math and reading.</p> <p>Strategy's Expected Result/Impact: Improved reading, writing and math performance on MAP, STAAR and district PSA's.</p> <p>Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7</p> <p>Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$8,000</p> | Reviews | | | |
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| <p>Strategy 2: Every language arts teacher will receive training on the components of balanced literacy.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: PSE Administrators LIS/Teacher's College PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$800</p> | Reviews | | | |
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  Accomplished
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Performance Objective 3 Problem Statements:

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| Demographics |
| Problem Statement 7: Lack of accessibiity to digital learning. Root Cause: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected. |

Goal 2: STUDENT SUPPORT. Every Pine Shadows Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the 100% of Pine Shadows Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2019-20: Not Rated due to COVID

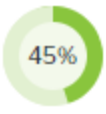




2018-19: 96% School Belonging ; 98% School Climate ; 98% School Rigorous Expectations ; 97% School Safety ; 99% School Teacher-Student Relationships

2017-18: 83% School Belonging; 84% School Climate; 90% School Rigorous Expectations ; 84% School Safety ; 92% School Teacher-Student Relationships

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: Some progress made toward meeting Objective

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|---|---|------------|------------|------------------|
| <p>Strategy 1: 1. Community Circles, "Explorer Circles" will be implemented each morning after the announcements. 2. Protocols for the lessons and topics will be provided for the teachers. 3. Topics may be provided by teachers or students centering around PSE Explorer traits, project class expectations, relationship building, positive conflict resolutions, and student voice and agency to develop a stronger PSE community. 4. Project Class Social Skills Management Program will be implemented. All PSE staff attended 1 day of PC training at the HAP. 5. Monthly grade level principal coffee information sessions will be implemented. 6. PTA meetings, monthly parent education and school events. 7. Family Engagement Coordinator will host monthly academic sessions for families.</p> <p>Strategy's Expected Result/Impact: Panorama Survey will show an increased results on the Student Teacher Relationships measure. Students needing additional social skills strategies will be assisted through Project Class. Teachers trained with PC skills and strategies will impact relationship connectivity at PSE. Parents and families will be able to support their students in academic and social emotional development. Improved communication and academic support.</p> <p>Staff Responsible for Monitoring: PSE Administrators PSE Counselor PSE Teachers PSE Instructional Leadership Team PSE MCL's Project Class on site training Project Class staff PSE staff CIS Family Engagement Coordinator PSE staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7</p> <p>Funding Sources: Training on social, emotional learning - 211 - Title I, Part A - 6299 - \$7,500, Supplies and materials - 211 - Title I, Part A - 6499 - \$2,771</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

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|--|
| Demographics |
| Problem Statement 7: Lack of accessibility to digital learning. Root Cause: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected. |






Goal 2: STUDENT SUPPORT. Every Pine Shadows Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: Training materials and attendance rosters.

Summative Evaluation: Significant progress made toward meeting Objective

| <p>Strategy 1: All students will begin the day with Explorer Circle Time. All staff will be trained in Project Class Social Skills. Project Class will be implemented in grades K-5.</p> <p>Strategy's Expected Result/Impact: A positive culture of safety and security among the students and staff to enhance teaching and learning.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7</p> <p>Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$2,500</p> | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| |  | Nov | Jan | Mar |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 7: Lack of accessibility to digital learning. Root Cause: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.</p> |







Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: Significant progress made toward meeting Objective

| <p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Demographics 7 - Parent and Community Engagement 1 - Technology 7</p> | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|  | | | | |
| <p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|  | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:







| Demographics |
|--|
| <p>Problem Statement 7: Lack of accessibiity to digital learning. Root Cause: High poverty causes limited resources such as internet, hotspots, and electronic devices for families to stay connected.</p> |

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: Significant progress made toward meeting Objective






| | | | | |
|---|--|-----|-----|------------------|
| <p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: FISCAL RESPONSIBILITY. Pine Shadows Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually) and monitoring reports

Summative Evaluation: Significant progress made toward meeting Objective

| | | | | |
|---|---|---|---|------------------|
| <p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|--------------------|----------------------------|
| Administrator | Christina Winstead | Principal |
| Administrator | Natasha Patel | Assistant Principal |
| Administrator | Barbara Dunn | Assistant Principal |
| Community Representative | Becky Funderburk | Community Representative |
| Classroom Teacher | Christian Centeno | Classroom Teacher |
| Classroom Teacher | Maribel Cruz | Classroom Teacher |
| Classroom Teacher | Sarah Hassaballah | Classroom Teacher |
| Non-classroom Professional | Sharon Cates | Non-classroom Professional |
| Non-classroom Professional | Melissa Elrod | Non-classroom Professional |
| Parent | Ed Kaczinski | Parent |
| Parent | Minga Fernandez | Parent |
| Paraprofessional | Sandra Henderson | Paraprofessional |
| Paraprofessional | Iffat Naqvi | Paraprofessional |
| Business Representative | Rose Toro | Business Representative |
| Business Representative | Pete Kaldis | Business Representative |
| Community Representative | Stacy Brozek | Community Representative |

Campus Instructional Leadership Team

| Committee Role | Name | Position |
|----------------------------|---------------------|----------------------------|
| Administrator | Christina Winstead | Principal |
| Administrator | Natasha Patel | Assistant Principal |
| Administrator | Barbara Dunn | Assistant Principal |
| Non-classroom Professional | Judy Birdsong | Counselor |
| Non-classroom Professional | Sharon Cates | Non-classroom Professional |
| Non-classroom Professional | Melissa Elrod | Non-classroom Professional |
| Non-classroom Professional | Maria De Los Santos | Non-classroom Professional |

Campus Funding Summary

| 199 PIC 11 - Instructional Services | | | | | |
|--------------------------------------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$29,957.00 |
| +/- Difference | | | | | \$29,957.00 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$4,891.00 |
| +/- Difference | | | | | \$4,891.00 |
| 199 PIC 25 - ESL/Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$8,575.00 |
| +/- Difference | | | | | \$8,575.00 |
| 199 PIC 30 - At Risk School Wide SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$11,822.00 |
| +/- Difference | | | | | \$11,822.00 |
| 199 PIC 99 - Undistributed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |

| 199 PIC 99 - Undistributed | | | | | |
|---|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$20,505.00 |
| +/- Difference | | | | | \$20,505.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Profesional Salaries | | \$138,550.00 |
| 1 | 1 | 1 | Family Engagement Coordinator | 6119 | \$20,368.00 |
| 1 | 1 | 1 | Instructional Support Personnel | 6129 | \$57,151.00 |
| 1 | 1 | 1 | Substitutes | 6116 | \$10,000.00 |
| 1 | 2 | 1 | Instructional reading materials | 6329 | \$5,000.00 |
| 1 | 2 | 1 | Professional Development | 6299 | \$12,000.00 |
| 1 | 2 | 1 | Technology devices/Chromebooks/iPADS | 6398 | \$12,500.00 |
| 1 | 3 | 1 | Supplies and materials | 6399 | \$8,000.00 |
| 1 | 3 | 2 | Supplies and materials | 6399 | \$800.00 |
| 2 | 1 | 1 | Training on social, emotional learning | 6299 | \$7,500.00 |
| 2 | 1 | 1 | Supplies and materials | 6499 | \$2,771.00 |
| 2 | 2 | 1 | Supplies and materials | 6399 | \$2,500.00 |
| Sub-Total | | | | | \$277,140.00 |
| Budgeted Fund Source Amount | | | | | \$277,140.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I, Part A (FBG20 Carryover) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Software | 6397 | \$2,310.00 |
| 1 | 1 | 1 | Supplies and materials | 6399 | \$4,978.00 |
| 1 | 1 | 1 | Miscellaneous Contract Services | 6299 | \$12,000.00 |
| Sub-Total | | | | | \$19,288.00 |
| Budgeted Fund Source Amount | | | | | \$19,288.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$296,428.00 |

Addendums