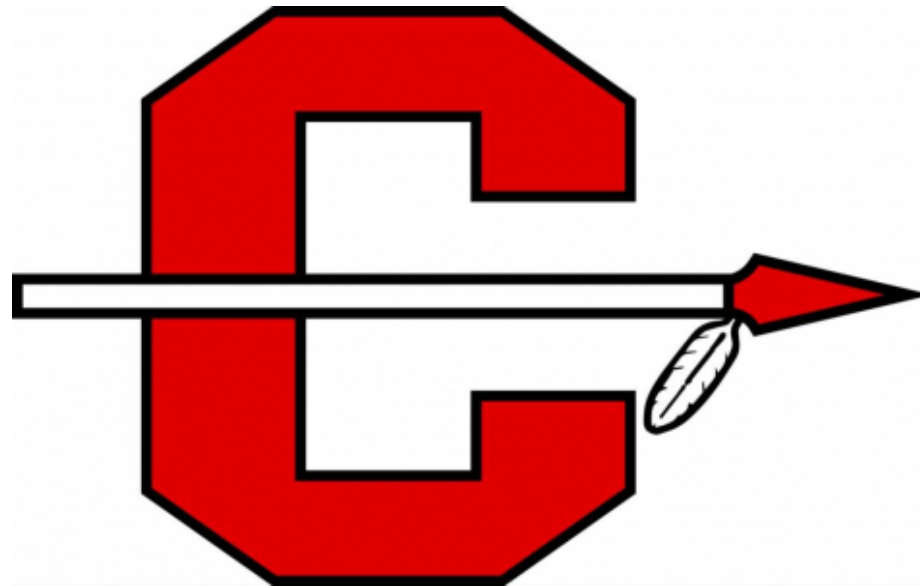


Cleveland Independent School District

Pine Burr Elementary

2021-2022 Campus Improvement Plan



Board Approval Date: October 18, 2021
Public Presentation Date: October 29, 2021

Mission Statement

Pine Burr Elelmentary will work towards a bright future through a successful foundation of high quality learning for ALL scholars.

Vision

Scholars today, leaders tomorrow.

What does that look like?

- Excited lifelong learners become exceptional service minded citizens
- Positive interactions across the community
- Achieving growth academically, socially and emotionally
- Collaborative conversations throughout the building and using academic vocabulary
- Student centered creative learning environment extends beyond the walls
- Holding accountable to transfer learning to independence

Collective Commitments

- We commit to work in collaborative teams and take collective responsibility for student learning.
- We commit to using data to guide instruction and to monitor student progress toward intended goals.
- We commit to collaborative planning to ensure teacher understanding of lessons.
- We commit to communicate clearly in a timely manner for expected deadlines.
- We commit to check and respond to emails daily.
- We commit to check google calendar daily in order to meet expected deadlines.

- We commit to attend and participate in professional development to increase teacher growth and student achievement.
- We Commit to maintaining a strong partnership with all stakeholders to foster a collaborative culture.
- We commit to be reflective practitioners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Pine Burr's comprehensive needs assessment was developed in the spring of 2021 and revised in September 2021. The Site Based Decision Making Team included staff members that were hired on, which consisted of the following: Claudia Thomas (Principal), Martin Cortes (Assistant Principal), Amy Shipp (Diagnostician, Teacher), Franklyn Kornn (Life Skills Teacher), Deborah Burkett (Literacy Coach, Teacher), Adela Jalomo (Bilingual Instructional Coach, Teacher), Tina Thomas (Testing Coordinator), Tracy Spears (RTI Reading Teacher), Jennifer Reed (RTI Behavior Teacher), Christine Gonzalez (1st Grade Teacher), Ashley Wilder (2nd Grade Teacher), Mayra Medrano (Registrar), Christopher Almaraz (Community Member), Christina Flores (Community Member), Maria Perez (Parent), and Erica Garcia (Parent). As new information was provided or presented, more data was added to the campus needs assessment. We reviewed 17 pieces of data, which are listed in the CNA Data Documentation section. There were two meetings that took place through zoom on Wednesday, April 7, 2021 and Wednesday, April 21, 2021 from 6:00-7:00pm. We then decided as a committee what days would be best to meet for the upcoming meetings to discuss the CIP. The committee met on May 4, 2021 from 6:00-7:00pm through zoom, as well as the last week of August, November, January, March and May in order to monitor and evaluate our CIP.

Out of the 17 pieces of data, these were our strengths: students zoned to Pine Burr live within a 3 mile radius from the school, students are showing growth in reading levels due to the Heggerty Phonics Resource implemented by the district, professional development was provided by the content specialists and instructional coaches this summer to prepare teachers for the Reading Academies and for all staff based on needs, and there is at least one district staff member that transferred to Pine Burr in each department or team, which will help with the transition and opening of the school.

The committee also identified some problems and root causes. Pine Burr will focus on the following problem statements:

1. Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%. The root cause is that there is inconsistency in monitoring and addressing students who have excessive absences.
2. Students continue to have learning gaps and perform below grade level. The root cause is that support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.
3. Teachers are not able to differentiate instruction in order to meet the needs of the diverse learners during tier 1 instruction. The root cause is that teachers need more trainings that will not only provide useful information or strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

These problem statements address the needs of **ALL** students, including children **AT RISK**, in order to have a **WELL-ROUNDED** education.

Demographics

Demographics Summary

Key Stakeholders: Students, Staff, School District, Parent, and Community:

Pine Burr Elementary is a new school that recently opened for the 2021-2022 school year. It is located in Grand San Jacinto Subdivision, one of the Colony Ridge subdivisions south of Plum Grove in far southwest Liberty County. Pine Burr is a neighborhood school serving students within a 2-3 mile radius in Prekindergarten through Fifth grade, including some students who currently attend two other elementary campuses in Cleveland ISD. The student enrollment in the district continues to increase each school year as it manages being one of the fastest growing districts in the state.

Demographic Summary as of September 27, 2021

The attendance zone for Pine Burr was finalized and approved by the school board.

Student Enrollment:

Pine Burr is experiencing hyper-growth, enrolling 5-12 students a day.

Enrollment: 856 students

PK: 100

Kindergarten: 111

1st Grade: 132

2nd Grade: 151

3rd Grade: 110

4th Grade: 115

5th Grade: 137

Student Distribution:

African American - 1.5%

Hispanic-Latino - 93%

White - 4.5%

Other - 1%

At Risk -85%

LEP - 75%

Economically Disadvantaged - 98%

At Risk -85%

Bilingual - 63%

English as a Second Language (ESL) - 12%

Special Education - 8%

Gifted and Talented - 8%

Dyslexia - 2%

Staff:

Pine Burr Elementary includes 126 positions, with 10 of those being vacancies.

Demographics Strengths

Students zoned to Pine Burr Elementary live within a 3 mile radius from the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%. **Root Cause:** Inconsistency in monitoring and addressing students who have excessive absences.

Student Learning

Student Learning Summary

Students at Pine Burr Elementary are currently being assessed for the beginning of the year (BOY). The following data represents the STAAR Achievement Summary from one of the campuses that includes students who will be transferring to Pine Burr Elementary for the 2021-2022 school year. This is the first year for the other campus, which means that there is no previous STAAR data for their campus.

3rd Grade Math

- The Approaches grade level category was 64%
- The Meets grade level category was 29%
- The Masters grade level category was 7%

4th Grade Math

- The Approaches grade level category was 75%
- The Meets grade level category was 36%
- The Masters grade level category was 19%

5th Grade Math

- The Approaches grade level category was 81%
- The Meets grade level category was 35%
- The Masters grade level category was 16%

3rd Grade Reading

- The Approaches grade level category was 63%
- The Meets grade level category was 32%
- The Masters grade level category was 16%

4th Grade Reading

- The Approaches grade level category was 65%
- The Meets grade level category was 26%
- The Masters grade level category was 10%

5th Grade Reading

- The Approaches grade level category was 68%
- The Meets grade level category was 29%
- The Masters grade level category was 9%

4th Grade Writing

- The Approaches grade level category was 48%
- The Meets grade level category was 18%
- The Masters grade level category was 2%

5th Grade Science

- The Approaches grade level category was 40%
- The Meets grade level category was 17%
- The Masters grade level category was 4%

Even though students are making progress, students are still not performing on grade level. The percentages below include the number of students who are performing on or above grade level according to district's expectation of where students should be. Data is based from the end of the 3rd 9 weeks of school until we are able to complete BOY testing for the 2021-2022 school year.

Kindergarten

Students reading on grade level in English - 6%

Students reading on grade level in Spanish - 12%

1st Grade

Students reading on grade level in English - 9%

Students reading on grade level in Spanish - 11%

2nd Grade

Students reading on grade level in English - 14%

Students reading on grade level in Spanish - 9%

3rd Grade

Students reading on grade level in English - 20%

Students reading on grade level in Spanish - 8%

4th Grade

Students reading on grade level in English - 32%

Students reading on grade level in Spanish - 19%

5th Grade

Students reading on grade level in English - 5%

Students reading on grade level in Spanish - No data at this time.

Student Learning Strengths

Even though the students that transferred from within the district are not all reading on or above grade level, students are showing growth in reading levels in Kindergarten and 1st Grade due to the Heggerty Phonics Resource implemented by the district. After analyzing the BOY data last school year, the district purchased and implemented Heggerty to help support teachers and students in building foundational skills.

Instructional coaches at the campuses are attending and supporting teachers in identifying the essential TEKS in each content area during collaborative team meetings. During the summer, the district offered a 4 day Foundational Skills Institute to Pre-Kindergarten through Second Grade teachers in order to prepare them for Reading Academies and the new foundational skills block included in the master schedule.

The RTI program has implemented new procedures on how to support teachers with Tier 1 instruction with the collaboration with instructional coaches. There is also a flowchart that identifies how students are moved throughout the multi-tiered systems of support (Tier 1, Tier 2 and Tier 3).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students continue to have learning gaps and perform below grade level. **Root Cause:** Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.

Problem Statement 2 (Prioritized): Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction. **Root Cause:** Teachers need more trainings that will not only provide useful information or strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

School Processes & Programs

School Processes & Programs Summary

Pine Burr Elementary continues to strive in recruiting a combination of highly qualified staff within the district, from surrounding school districts and first year teachers. A transfer job fair was held in March to recruit any staff that are currently working in the district. Ongoing interviews are taking place to recruit and hire quality staff. When recruiting staff, the following is reviewed to ensure that they are being assigned appropriately based on their experience, certifications, qualifications, grade level preference, focus areas and special programs/support previous experience.

In addition to creating a campus mission, vision and collective commitments, Pine Burr is supporting and following Cleveland ISD's mission and vision statement. Just as we want to recruit and hire high quality staff, we want to provide highly quality instruction in order to support the diverse community of learners and empower student success.

Teachers perform "Data Digs" that include student history, data and any other information that will assist in guiding instruction and meeting any academic, behavior, social or emotional needs, as well as identify the special programs they are currently in. The data digs will be utilized throughout the school year to review and monitor student progress during data meetings, EIT meetings, collaborative planning meetings and parent conference. Small group instruction and flexible grouping will be an expectation during instructional blocks in order to provide differentiated instruction.

School Processes & Programs Strengths

Cleveland ISD offers various stipends for some certifications. The district also provides professional development throughout the school year to all staff based on needs. Support staff, such as literacy coaches, instructional coaches and RTI teachers, on the campus are available to provide instructional support in all content areas. There is at least one in district staff member that is transferring to Pine Burr in each department or team. This will help with the transition and collaboration within each program.

Pine Burr has support from the Primary Literacy Coordinator and Content Specialists at the district level to assist in the implementation of district initiatives. They provide multiple professional development opportunities throughout the school year for not just the literacy coaches and instructional coaches, but also to all teachers. Trainings include hands on application on specific skills or strategies that will strengthen classroom instruction, which directly impacts student achievement. Assessments, including district assessments, are administered throughout the school year to provide ongoing student data that is used to guide instructional decisions.

The district also provides a universal screener for Pre-K through 5th in Reading and Math that is administered at the BOY, MOY and EOY to help identify students at-risk, compare with student data already collected and guide instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff from both campuses have communicated that communication needs to be consistent and improved . **Root Cause:** Schools do not have detailed campus handbooks that include written systems, expectations, procedures and important school information that staff are able to refer to throughout the school year

Perceptions

Perceptions Summary

Pine Burr Elementary will promote ongoing learning for teachers and staff by providing professional development and implement Professional Learning Communities. The staff will strive for high levels of achievement for all students.

Perceptions Strengths

Students and staff that transferred to Pine Burr will have an understanding of the district expectations. The teachers have been trained in Professional Learning Communities and will be a support throughout the school year for the new staff from out of the district, as well as first year teachers who are new to the PLC process.

The master schedule for Pine Burr includes a protected time for each grade level/department to meet collaboratively during PLC time, focusing on the essential skills for different content areas and using the 4 guiding PLC questions. The schedule also includes a built in time where each grade level has an intervention/enrichment time to provide more intensive support during small group instruction. This is also a time for support staff to intervene with students in special programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff at the newly opened school in the district expressed that they didn't have sufficient time to move in. **Root Cause:** Teachers need time during the staff work days prior to the school year to move in and get classrooms organized and prepared for the students.

Problem Statement 2: Changes in the master schedule and procedures throughout the school year changed periodically, causing interruptions of instructional time. **Root Cause:** Campus handbooks are not revised or adjusted when changes occur, including adjustments due to increased enrollment, the addition of teachers or staff during the school year, and changes in duty schedule.

Priority Problem Statements

Problem Statement 3: Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%.

Root Cause 3: Inconsistency in monitoring and addressing students who have excessive absences.

Problem Statement 3 Areas: Demographics

Problem Statement 1: Students continue to have learning gaps and perform below grade level.

Root Cause 1: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction.

Root Cause 2: Teachers need more trainings that will not only provide useful information or strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


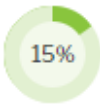
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data




Goals









Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 1: By the end of 2021-2022 school year, 3rd, 4th and 5th grade students will achieve at least 75% Approaches, 50% Meets, and 25% Masters on STAAR reading.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Administer universal screener assessments at the BOY, MOY and EOY in order to identify students who are AT RISK and progress monitor throughout the school year. Strategy's Expected Result/Impact: The data from the universal screeners will be used to identify students who are at risk or performing below grade level. This will also support teachers in grouping students and providing interventions/enrichment in the classroom thereby closing the achievement gap between student groups Staff Responsible for Monitoring: Teachers, Instructional Coaches, RTI Teachers, Campus Testing Coordinator, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide TEKS aligned instruction that follows the district curriculum, which includes the essential learning skills identified through collaborative meetings in order to provide a WELL ROUNDED education. Strategy's Expected Result/Impact: Teachers will have a better understanding of content knowledge and what students are expected to master when teaching specific standards. This will also support the teachers in developing appropriate lessons that are aligned to the TEKS. With a tightly aligned curriculum, student achievement will increase. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Analyze data in a uniform way after common formative assessments and benchmarks to drive the lesson planning and differentiation of instruction for ALL students. Strategy's Expected Result/Impact: Teachers will progress monitor student performance according to the goals that each team establishes allowing for timely identification of students in need of intervention; decreasing the gaps in learning Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Problem Statements: Student Learning 1 Funding Sources: Eduphoria- Data Management System - Title I Part A-Improving Basic Programs - \$3,466	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing opportunities for professional development for all teachers that includes differentiation to address students AT RISK, English learners, Special Education, 504, dyslexic students, and Gifted and Talented. Strategy's Expected Result/Impact: Teachers will learn the different strategies specific to the needs of ALL students. Teachers will learn how to read and understand Individual Education Plans for students that includes accommodations students can utilize to help support them in the classroom. Students will meet their goals. Staff Responsible for Monitoring: Teachers, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Professional Development - Title I Part A-Improving Basic Programs - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide campus wide professional development that address foundational reading skills using HMH, MyON, and other resources, materials and textbook adoptions in order to have a WELL-ROUNDED Education. Strategy's Expected Result/Impact: Improve primary foundational reading skills; increase the number of students reading on grade level Staff Responsible for Monitoring: Teachers, Instructional Support, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Classroom Libraries, Manipulatives, Resources specific to reading foundational skills - Local Funds - \$70,000, Fees and travel associated with professional development - State: Compensatory Education - \$6,000, Supplies and Materials to implement strategies learned in PD, Materials for make and take workshops, resource books for professional development - Local Funds - \$50,000	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplies, materials, digital resources such as but not limited to Discover Ed, Eduphoria, Brain Pop, Lead4ward, Canvas, and research-based resources such as leveled readers and instructional supplies to support teachers in following and delivering the primary literacy district framework in order to provide a WELL ROUNDED education for ALL students, including emergent bilingual students served in our dual language program. Strategy's Expected Result/Impact: Teachers will utilize the different resources to help support the diverse learners and meet their academic needs by following the curriculum and instruction framework. Instructional materials and supplies will be used for students to master concepts that are being delivered. Decrease the learning gap between student groups. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Resources and Supplies for Bilingual Emergent Students - State: Bilingual/ESL Funds - \$14,000, Classroom libraries and bookshelves for Dual Language Classes - State: Bilingual/ESL Funds - \$30,000, Materials and Supplies for students served in Special Education to help improve reading - State: Special Education Funds - \$5,300, Items that will encourage students to read - Local Funds - \$30,000, Digital Resources - Title I Part A-Improving Basic Programs - \$18,315	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Hire music teacher to support student achievement through fine arts to provide a well-rounded education for all students. Strategy's Expected Result/Impact: Increased academic vocabulary; integrated curriculum through fine arts Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Salary - Title I Part A-Improving Basic Programs - \$71,553	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Problem Statements:



Student Learning
Problem Statement 1: Students continue to have learning gaps and perform below grade level. Root Cause: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.
Problem Statement 2: Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction. Root Cause: Teachers need more trainings that will not only provide useful information or strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 2: By the end of 2021-2022 school year, 3rd, 4th and 5th grade students will achieve at least 75% Approaches, 50% Meets, and 25% Masters on STAAR math.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Administer universal screener assessments at the BOY, MOY and EOY in order to identify students who are AT RISK and progress monitor throughout the school year. Strategy's Expected Result/Impact: The data from the universal screeners will be used to identify students who are at risk or performing below grade level. This will also support teachers in grouping students and providing interventions/enrichment in the classroom. Increase the number of students at or above grade level. Staff Responsible for Monitoring: Teachers, Instructional Coaches, RTI Teachers, Campus Testing Coordinator, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide TEKS aligned instruction that follows the district curriculum, which includes the essential learning skills identified through collaborative meetings in order to provide a WELL ROUNDED education. Strategy's Expected Result/Impact: Teachers will have a better understanding of content knowledge and what students are expected to master when teaching specific standards. This will also support the teachers in developing appropriate lessons that are aligned to the TEKS thereby increasing student achievement Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Math Instructional Materials and Supplies - Local Funds - \$20,000	Formative			Summative
	Nov	Jan	Mar	May
				

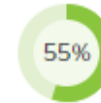
Strategy 3 Details	Reviews			
Strategy 3: Analyze data in a uniform way after common formative assessments and benchmarks to drive the lesson planning and differentiation of instruction for ALL students. Strategy's Expected Result/Impact: Teachers will progress monitor student performance according to the goals that each team establishes and provide timely intervention to increase the number of students performing at mastery level Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Funding Sources: STAAR Test Preparation Materials - State: Compensatory Education - \$20,000, Data Tracking Materials and Student Incentives - State: Compensatory Education - \$20,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing opportunities for professional development for all teachers that includes differentiation to address students AT RISK, Emergent Bilinguals, Special Education, 504, dyslexic students, and Gifted and Talented. Strategy's Expected Result/Impact: Teachers will learn the different strategies specific to the needs to each student and apply them with students in the classroom. Teachers will learn how to read and understand Individual Education Plans for students that includes accommodations students can utilize to help support them in the classroom. Increase the number of students meeting their goals. Staff Responsible for Monitoring: Teachers, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Enrichment/Extension Materials for students served in Gifted and Talented - State: Gifted and Talented Funds - \$1,060, Supplies, materials, resources for students who are emergent bilingual - State: Bilingual/ESL Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Purchase supplies, materials, research-based resources such as but not limited to differentiated math stations, number sense and problem solving resources in order to support teachers in following the math district framework and providing a WELL-ROUNDED education for ALL students.	Formative			Summative
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: Teachers will utilize the supplies, materials and resources to reach and support all learners. Increase the number of students demonstrating mastery on essential TEKS.

Staff Responsible for Monitoring: Teachers, Instructional Support, Support Staff, Principal and Assistant Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Funding Sources: Materials and Resources for Math Stations/Intervention Materials - Title I Part A-Improving Basic Programs - \$11,037



No Progress



Accomplished



Continue/Modify








Discontinue






Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 3: By the end of 2021-2022 school year, 75% of students in Pre-Kindergarten through 2nd grade will perform on grade level during the EOY Reading Universal Screener.

Evaluation Data Sources: CLI-Engage Circle and Tx-KEA Assessment data; TPRI/Tejas Lee data

Strategy 1 Details	Reviews			
Strategy 1: Administer universal screener assessments at the BOY, MOY and EOY to ALL students in order to identify students who are AT-RISK and progress monitor throughout the school year. Strategy's Expected Result/Impact: The data from the universal screeners will be used to identify students who are at- risk or performing below grade level. This will also support teachers in grouping students and providing timely interventions/enrichment in the classroom . Increase the number of students performing at or above grade level. Staff Responsible for Monitoring: Teachers, Instructional Coaches, RTI Teachers, Campus Testing Coordinator, Principal and Assistant Principals. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: All Kindergarten and 1st grade teachers, along with literacy coaches, will attend a Foundational Skills Boot camp that will prepare primary teachers for the Reading Academies that are required by TEA. Strategy's Expected Result/Impact: Teachers will gain background knowledge and understand the expectations for the Reading Academies that will be taken throughout the school year. Increase the number of students reading on or above grade level. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal and Assistant Principals Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				



Strategy 3 Details	Reviews			
Strategy 3: Provide TEKS aligned instruction that follows the district curriculum, which includes the essential learning skills identified through collaborative meetings. Strategy's Expected Result/Impact: Teachers will have a better understanding of content knowledge and what students are expected to master when teaching specific standards. This will also support the teachers in developing appropriate lessons that are aligned to the TEKS thereby increasing student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development on how to conduct and use running records and evaluate ALL students reading ability in order to effectively track and monitor progress with reading levels, such as phonemic and phonological awareness skills. Strategy's Expected Result/Impact: Teachers, along with instructional coaches, will create a data wall to track and monitor student progress, which will support in grouping students for small group instruction during guided reading or intervention/enrichment time. Increasing the number of students mastering grade level essential TEKS. Staff Responsible for Monitoring: Teachers, ICs, Principal, and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Create alignment and consistency between special programs, such as Special Education, 504, Bilingual/ESL, Dyslexia, RtI, and G/T through professional development and guidance on how to refer, evaluate, monitor and identify AT RISK students who are not successfully responding to the intervention, enrichment or instruction that is being provided. Strategy's Expected Result/Impact: Teachers will gain knowledge on each program, identify the students who are currently in the program and understand how to address their needs according to their IEP or plan. Increase the number of students meeting their individual goals. Staff Responsible for Monitoring: Teachers, Support Staff (Dyslexia, Sped., RtI, GT/504 Coordinator), Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Intervention Materials - State: Compensatory Education - \$20,000, Supplies, materials and resources for students who are emergent bilingual - State: Bilingual/ESL Funds - \$10,044, Fees associated to Professional Development - State: Special Education Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 6 Details	Reviews			
Strategy 6: Purchase supplies, materials, resources such as but not limited to Fountas and Pinnell guided reading books to improve foundational reading skills to ALL students. Strategy's Expected Result/Impact: Increase in student performance on the universal screener Staff Responsible for Monitoring: Teachers, Support Staff, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Materials for students to practice recording listening and speaking skills - State: Compensatory Education - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 4: By the end of the 2021-2022 school year, 75% of students identified as Emergent Bilinguals will improve by at least one proficiency level as measured on the TELPAS state assessment.

Evaluation Data Sources: TELPAS







Strategy 1 Details	Reviews			
Strategy 1: All teachers will be provided professional development using the ELPS and how to incorporate SIOP strategies in order to support Emergent Bilingual students in each of the four domains: listening, speaking, reading and writing. Strategy's Expected Result/Impact: Teachers will use the ELPS to develop content and language objectives that includes strategies from one of the four domains. Increase the rate of English acquisition. Staff Responsible for Monitoring: Teachers, LPAC Liaison, ICs, Principals and Assistant Principals. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, materials, resources for students who are emergent bilingual - State: Bilingual/ESL Funds - \$4,000, Fees, materials, travel associated with professional development - State: Compensatory Education - \$40,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase supplies, materials, digital resources such as but not limited to Big Books by George and instructional supplies to increase language development skills for emergent bilinguals. Strategy's Expected Result/Impact: Increase literacy and language development skills for dual language students during read alouds, small groups and whole group instruction Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy/Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Big Books by George - State: Bilingual/ESL Funds - \$26,656	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize programs such as but not limited to TELPAS Pro and Flip Grid to increase TELPAS Speaking proficiency levels. Strategy's Expected Result/Impact: Student's TELPASS Speaking domain will be progress monitored.	Formative			Summative
	Nov	Jan	Mar	May

<p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 5: By the end of 2021-2022 school year, ALL 5th grade students will perform at a meets score or above that is equal to or above the state average on STAAR Science.








Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: STEM coach will provide professional development to teachers on how to integrate technology into their science instructional block and have more project based learning in order to provide a WELL-ROUNDED education. Strategy's Expected Result/Impact: Teachers will have a better understanding of integrating the different components of STEM with the math and science curriculum. Increase in the number of students performing at the mastery level. Staff Responsible for Monitoring: Teachers, STEM Coach, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Fees, materials, travel associated with professional development - State: Compensatory Education - \$7,568	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: ALL Pre-K through 5th grade students will have hands-on lab experiences in the STEM Lab and in the classroom during the science instructional block using the different vocabulary for a WELL ROUNDED Education. Strategy's Expected Result/Impact: Students will make connections to science vocabulary and master science concepts. Staff Responsible for Monitoring: Teachers, STEM Coach, Principal and Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, Materials, and Resources for STEM Lab - State: Compensatory Education - \$30,000, Science Consumable and Non-Consumable Items - Title I Part A-Improving Basic Programs - \$2,000	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Pine Burr Elementary will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 6: By the end of the 2021-2022 school year, Pine Burr will hold at least 2 events that will promote College, Career and Military Awareness.



Evaluation Data Sources: School Calendar and Flyers

Strategy 1 Details	Reviews			
Strategy 1: Schedule a day each week for all students and staff to wear a college or military shirt. Strategy's Expected Result/Impact: Staff and student will have awareness and have conversations regarding the different colleges or branches of military that are available after graduating from high school. Staff Responsible for Monitoring: Counselors, Teachers, Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies needed to publicize events - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Hold a Career Day event that includes community members or other volunteers that can provide awareness to ALL students on the variety of opportunities for career, college and military. Strategy's Expected Result/Impact: Students will learn different options that are available to them after they graduation high school. Staff Responsible for Monitoring: Counselors and Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college Funding Sources: Materials for Career Day - Local Funds - \$10,000, Resources for School Community Events - State: Compensatory Education - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct meetings with parents of students transitioning from pre-kindergarten to kindergarten and from fifth grade to middle school. Strategy's Expected Result/Impact: Increase student readiness levels to engage with new content; improve levels of maturation to support learning; seamless transition for students to a grade that has different expectations for the daily schedule. Staff Responsible for Monitoring: Principal, Counselors Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Collaborative professional development opportunities will be offered to all staff, including classroom teachers, support staff, paraprofessionals/aides, clerical and administrative staff.

Evaluation Data Sources: Professional Development Schedule








Strategy 1 Details	Reviews			
Strategy 1: The leadership team will plan and create a professional development calendar for the campus during the summer for the 2021-2022 school year. Strategy's Expected Result/Impact: Clear communication and expectations for campus professional development, including the audiences. 100% of teachers with a minimum of 40 hours of professional development. Staff Responsible for Monitoring: Principal, Assistant Principals, Literacy and Instructional Coaches Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: A staff survey will be conducted at the end of the nine weeks to receive feedback on the professional development that is needed to support the staff. Strategy's Expected Result/Impact: Building teacher capacity, thorough understanding of essential TEKS and an increase in the number of students mastering essential TEKS Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches. Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: Fees, materials, travel associated with professional development - Local Funds - \$6,580	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Administrators and staff will attend off campus professional development opportunities such as nearby Region Centers, Conferences and other trainings in order to seek out resources that will improve professional practices and responsibilities to meet the individual needs of ALL students, including students in special programs.	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy's Expected Result/Impact: Improve campus professional learning community, understanding and self-reflecting on roles and responsibilities, and sharing</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<div><div></div><div>30%</div></div>			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: Professional Learning Community will be developed to support various campus roles who impact student learning that include, but not limited to classroom teachers, administrative staff, support staff, and all special programs that address the needs of ALL students.








Evaluation Data Sources: Weekly Sign-In Sheets; Agenda/Notes; Common Benchmark Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Create a collaborative team time (CTT) schedule to address the four critical questions of a PLC. Strategy's Expected Result/Impact: Support staff will in CTT when teachers are answering critical questions one and three of the PLC process. Teachers will know what it is students are expected to learn and how to respond if they don't learn it. Increased number of students performing mastery on essential TEKS. Staff Responsible for Monitoring: Principal, Assistant Principals, Coaches, Teachers, Support Staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the Professional Learning Community model to increase the percentage of students attaining Meets or Masters levels on STAAR testing in grades 3-5 Strategy's Expected Result/Impact: Disaggregation of data informs design and delivery of instruction; Design intervention lessons to personalize instruction for students; Increase level of rigor in initial design and delivery of content; Close achievement gaps more efficiently and with a sense of urgency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide Multi-tiered System of Supports, formerly Response to Intervention, professional learning to classroom teachers, instructional coaches, and campus administration that focuses on the disaggregation of data and personalization of instruction Strategy's Expected Result/Impact: Students closing achievement gaps over a shorter time period; Students will be known by their strengths and needs; Ability to identify specific academic gaps and design personalized instruction to close them Staff Responsible for Monitoring: Principal, Assistant Principals Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 3: Pine Burr will retain 90% of the teachers by the end of the 2021-2022 school year.








Evaluation Data Sources: Human Resources Staffing Report

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly communications through newsletters that include important dates or events, meetings and trainings, in addition to the campus Google calendar. Strategy's Expected Result/Impact: Teachers will have clear understanding of upcoming events or meetings in order to plan accordingly. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: New Teacher Mentor Program will be created for all 1st and 2nd year teachers and their mentors to support and provide guidance throughout the school year. This will also be available to any other teachers who would like to participate. Strategy's Expected Result/Impact: New teachers will be assigned a mentor that meets specific criteria. In the beginning, the meetings will be weekly and gradually become once a month by the end of the school year. Retain first year teachers. Staff Responsible for Monitoring: Coaches, Principal and Assistant Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct climate survey at the MOY and EOY. Strategy's Expected Result/Impact: Administrators will be provided with useful information that will help improve the climate of the campus, as well as identify the different supports that are needed. An increase in the number of staff members that are satisfied. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 4: Student and staff attendance will maintain or exceed at least 97% by the end of the 2021-2022 school year.



Evaluation Data Sources: Attendance Reports









Strategy 1 Details	Reviews			
Strategy 1: Track student attendance and provide regular incentives every month for those who have at least 97% or above of a given cycle, including students who are AT-RISK. Strategy's Expected Result/Impact: Students will see the tracking system in one of the main areas of the school and be able to monitor their own attendance. Increase in student attendance as the year progresses. Staff Responsible for Monitoring: Teachers, Attendance Clerks, Assistant Principals Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Track staff attendance every month and provide incentives to those who have at least 97% or above. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Pine Burr Elementary will provide clear and concise attendance expectations and information within the campus handbook, including how to request a day or leave time off, campus phone chain and necessary materials to be prepared prior to an emergency or planned absence. Strategy's Expected Result/Impact: Comprehensive electronic campus handbook; increase in staff attendance; increase in satisfaction rating regarding communication Staff Responsible for Monitoring: Principal and Assistant Principals Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Pine Burr Elementary parents, community, and business partners will strengthen their involvement in our student's education.

Performance Objective 1: Pine Burr Elementary will hold monthly opportunities for parents, community and business to participate in school-wide events, trainings and/or meetings that involve programs that are offered and ways to get involved at the campus.

Evaluation Data Sources: Parent Flyers, Sign-In Sheets, Agendas, School Programs

Strategy 1 Details	Reviews			
Strategy 1: Maintain regular positive parent campus/teacher communication via REMIND, Classroom Dojo, School Website or other platform regarding all school wide events, trainings, and/or meetings. Strategy's Expected Result/Impact: Parents will be communicated through different modes of communication. This will increase parent participation in their child's education. Increase in parent overall satisfaction of the school. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide informative meetings and trainings to help parents understand the curriculum that is taught and how they can better support their child at home. Strategy's Expected Result/Impact: Parents will be provided strategies in different content areas to help their child become successful. Increase in students mastering essential TEKS. Staff Responsible for Monitoring: Teachers, Coaches, Principal and Assistant Principals Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Materials and Supplies for Parent Trainings - State: Compensatory Education - \$10,000, Supplies and Materials for Parent Workshops - State: Special Education Funds - \$2,000, Supplies and Materials for Parent Workshops - State: Gifted and Talented Funds - \$2,000, Resources for School Community Events - Title I Part A-Improving Basic Programs - \$1,000	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Pine Burr Elementary will maintain a literacy focus and have scheduled opportunities for parents, guardians and community stakeholders to support the campus initiatives and learning process for ALL students to ensure a WELL-ROUNDED education. Strategy's Expected Result/Impact: Well attended Family/Parent Meetings and Events; increase in at home reading minutes; increase in the number of students reading at or above grade level Staff Responsible for Monitoring: Teachers, Coaches, Principal and Assistant Principals Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Hospitality - Local Funds - \$5,000, Resources for School Community Events - State: Compensatory Education - \$15,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Create and publish monthly calendar of events and distribute or post using campus website, social media, school messenger, marquee, and written communication. Strategy's Expected Result/Impact: Increased attendance in Parent/Family and school partner involvement and awareness in school events. Staff Responsible for Monitoring: Principal, Assistant Principals, Webmaster Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide special events such as but not limited to Meet the Teacher Night, Open House, multicultural programs, Title I parent meetings, workshop for parents with students served through special programs (GT, EB, SpEd, 504, Dyslexia, RtI). Strategy's Expected Result/Impact: Increased attendance in Parent/Family Involvement in school events. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Support Staff Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Create a Parents Involved in Education (PIE) committee to increase parent involvement. Strategy's Expected Result/Impact: Increase parent involvement and participation Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Pine Burr's comprehensive needs assessment was developed in the Spring of 2021 and revised in September 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan for Pine Burr was developed with a team that was initially hired on earlier in the semester. More staff were added once the school year started.

It included the following stakeholders:

Claudia Thomas, Principal

Martin Cortes, Assistant Principal

Amy Shipp, Diagnostician/Teacher

Franklyn Kornn, Life Skills Teacher

Deborah Burkett, Literacy Coach/Teacher

Adela Jalomo, Bilingual Instructional Coach/Teacher

Tina Thomas, Testing Coordinator

Tracy Spears, RTI Reading Teacher

Jennifer Reed, RTI Behavior Teacher

Christine Gonzalez, 1st Grade Teacher

Ashley Wilder, 2nd Grade Dual Teacher

Mayra Medrano, Registrar

Christina Flores, Community Member/Stakeholder

Christopher Almaraz, Community Member/Stakeholder

2.2: Regular monitoring and revision

As new information was given, more information and data was added to the campus needs assessment. School Based Decision Making Team met on Wednesday, April 7, 2021 and Wednesday, April 21, 2021. Since then, the team is meeting quarterly throughout the school year to revise if needed, as well as monitor the goals, objective and strategies.

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

The Campus Improvement Plan is available to the parents and community at this time on the school website.

2.4: Opportunities for all children to meet State standards

Strategies to help students master Reading STAAR Assessments in Third to Fifth Grade.

1. Use TEKS Resource System and Implementation of Guided Reading across campus.
2. Send home weekly reading log to increase reading fluency for all students.
3. Use research based programs and strategies such as 7 Steps to a Language Rich Classroom, Blooms questioning for all students, Guided Reading, DRA kits to address all students.
4. Utilize Literacy and Instructional Reading Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to help students master Math STAAR Assessments in Third to Fifth Grade.

1. Implement a Number Talks program to increase foundational skills for all students.
2. Implement problem solving strategies for all students.
3. Use problem solving binders and CUBEES Strategy in 1st - 5th grades for all students.
4. Utilize Instructional Math Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to support on our students who are emergent bilinguals in increasing at least one level on TELPAS Assessment.

1. Use TEKS Resource System, Guided Reading, Read Alouds, and TELPAS Pro to enhance language acquisition.
2. Use 7 Steps to Language Rich Environment strategies and Sheltered Instruction Observation Protocol (SIOP) strategies to address the needs of emergent bilingual students.
3. Utilize Bilingual Instructional Coach and Bilingual Literacy Coach to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement for students who are emergent bilinguals.

2.5: Increased learning time and well-rounded education

Pine Burr has a master schedule that promotes learning from arrival to dismissal in all content areas and for all types of learners.

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

Strategies to support students that are at risk.

1. Implement a research based intervention plan for identified students in at-risk situations through our RtI program.
2. Provide additional learning opportunities before and after school and on Saturdays for students who are at-risk.
3. Provide opportunities for parent and family engagement including family literacy nights.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be created and easily accessible for parents and community.

3.2: Offer flexible number of parent involvement meetings

All parents will be invited to attend the monthly parent meetings or events. These will be held both during the day and in the evenings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Nunez	Music	Fine Arts	1

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Eduphoria- Data Management System		\$3,466.00
1	1	4	Professional Development		\$5,000.00
1	1	6	Digital Resources		\$18,315.00
1	1	7	Salary		\$71,553.00
1	2	5	Materials and Resources for Math Stations/Intervention Materials		\$11,037.00
1	5	2	Science Consumable and Non-Consumable Items		\$2,000.00
3	1	2	Resources for School Community Events		\$1,000.00
Sub-Total					\$112,371.00
Budgeted Fund Source Amount					\$112,371.00
+/- Difference					\$0.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Fees and travel associated with professional development		\$6,000.00
1	2	3	STAAR Test Preparation Materials		\$20,000.00
1	2	3	Data Tracking Materials and Student Incentives		\$20,000.00
1	3	5	Intervention Materials		\$20,000.00
1	3	6	Materials for students to practice recording listening and speaking skills		\$10,000.00
1	4	1	Fees, materials, travel associated with professional development		\$40,000.00
1	5	1	Fees, materials, travel associated with professional development		\$7,568.00
1	5	2	Supplies, Materials, and Resources for STEM Lab		\$30,000.00
1	6	2	Resources for School Community Events		\$10,000.00
3	1	2	Materials and Supplies for Parent Trainings		\$10,000.00
3	1	3	Resources for School Community Events		\$15,000.00
Sub-Total					\$188,568.00
Budgeted Fund Source Amount					\$188,568.00
+/- Difference					\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Classroom Libraries, Manipulatives, Resources specific to reading foundational skills		\$70,000.00
1	1	5	Supplies and Materials to implement strategies learned in PD, Materials for make and take workshops, resource books for professional development		\$50,000.00
1	1	6	Items that will encourage students to read		\$30,000.00
1	2	2	Math Instructional Materials and Supplies		\$20,000.00
1	6	1	Supplies needed to publicize events		\$5,000.00
1	6	2	Materials for Career Day		\$10,000.00
2	1	2	Fees, materials, travel associated with professional development		\$6,580.00
3	1	3	Hospitality		\$5,000.00
Sub-Total					\$196,580.00
Budgeted Fund Source Amount					\$196,580.00
+/- Difference					\$0.00
State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Resources and Supplies for Bilingual Emergent Students		\$14,000.00
1	1	6	Classroom libraries and bookshelves for Dual Language Classes		\$30,000.00
1	2	4	Supplies, materials, resources for students who are emergent bilingual		\$5,000.00
1	3	5	Supplies, materials and resources for students who are emergent bilingual		\$10,044.00
1	4	1	Supplies, materials, resources for students who are emergent bilingual		\$4,000.00
1	4	2	Big Books by George		\$26,656.00
Sub-Total					\$89,700.00
Budgeted Fund Source Amount					\$89,700.00
+/- Difference					\$0.00
State: Gifted and Talented Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Enrichment/Extension Materials for students served in Gifted and Talented		\$1,060.00
3	1	2	Supplies and Materials for Parent Workshops		\$2,000.00
Sub-Total					\$3,060.00
Budgeted Fund Source Amount					\$3,060.00

State: Gifted and Talented Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State: Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Materials and Supplies for students served in Special Education to help improve reading		\$5,300.00
1	3	5	Fees associated to Professional Development		\$5,000.00
3	1	2	Supplies and Materials for Parent Workshops		\$2,000.00
Sub-Total					\$12,300.00
Budgeted Fund Source Amount					\$12,300.00
+/- Difference					\$0.00
Grand Total					\$602,579.00

Addendums