

Spring Branch Independent School District
Pine Shadows Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Pine Shadows Elementary School's Mission
is to provide high quality education in a safe, respectful and inclusive environment that
builds a foundation for life-long learning.

Vision

Vision Statement

Our Vision is a community of learners where all children feel loved,
respected and encouraged to develop to their fullest potential.

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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically minded-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others'

emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PSE enrollment is approximately 762 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

PSE was designated a B school obtaining 5 of the 6 available distinctions.

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 no access to digital devices.

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

Problem Statement 5: Shortage of certified bilingual teachers. 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:** Lack of Spanish materials for all content and all grade levels.

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

Problem Statement 8: Organizationally, for two years, virtual learning presented unprecedented challenges for a highly under-served population which continues to impact student achievement. **Root Cause:** COVID -19 pandemic

Problem Statement 9: One to one device deployment for K-5 is not available for students to have 24/7. **Root Cause:** No personal devices, no internet access and limited hot spots 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.

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 summer school and campus summer camp.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

PSE will continue with community circles to began the day. We are adding an Explorer Greeting as teachers meet their students at the door with a handshake, fist or elbow bump, etc.,

PSE Staff in K-3, specialists and administrators will complete Reading Academy during the 22-23 school year.

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

In addition, intervention time will be 30 minutes/day to 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 2 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.

A math interventionist will continue for the 22-23 school year.

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 planning and PD during the school day needs is not adequate.

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.

PTA membership continues to increase each year.

Perceptions Strengths

Maintaining a positive and effective culture and climate is strong.

A strong support system for teachers and students to be successful is initiated by the PTA, sister schools, and individual family donations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication source is needed to connect with all families without access. **Root Cause:** Limited financial resources for families to provide internet services and electronic devices for their children.

Priority Problem Statements

Problem Statement 1: Accessibility to digital learning.

Root Cause 1: High poverty causes limited resources such as internet, hot spots, 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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

Performance Objective 1: ACHIEVEMENT: By June 2023, 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).


2021-22: Reading: 76% (approaches), 52% (meets), 28% (masters); Math: 67%(approaches), 42% (meets), 22% (masters)

2020-21: Reading: 65% (approaches), 35% (meets), 15% (masters) Math: 55% (approaches), 30% (meets), 15% (masters)

High Priority

HB3 Goal

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus initiatives providing personalized learning through: Project Class Social Skills Program K-5/SEL TCWRP Community Circles daily implementation. Provide additional electronic resources for students. Purchase reading and math materials and supplies. Seidlitz Consultant Professional Development Dual Language Consultant/Mercuri Professional Development MCL's (multi-classroom leader's) for academic support Substitutes for teachers to attend PD Math Intervention specialist LEP assistants Family Engagement Coordinator CIS coordinator 3.5 Kinder paras District specialists/SIS//LIS/MIS HB4545 intervention TELPAS exit plan PSE Camp-Enrichment PSE Camp professional salaries</p> <p>Strategy's Expected Result/Impact: Project Class will provide social and emotional skills for At-Risk students to be successful academically, improve behavior and handle trauma in their lives. Increased performance results in college readiness T-2-4 college T-Shirt Day, attend feeder HS events, cap and</p>	Formative			Summative
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gown senior walk, mentors from Houston business mentors
 At least one year plus growth in Reading and Math on MAP results.
 Increased performance results of 1 year plus growth on Teacher's College Levels for K-5 students
 Develop TELPAS exit plan for grades 4 and 5
 CIS after school tutorial programs
 CIS lunch buddy program
 CIS uniform and school supply drive
 CIS collaborative food basket drives at Thanksgiving/Christmas
 PSE Camp for enrichment
 PSE Camp professional salaries
Staff Responsible for Monitoring: PSE Administrators
 PSE MCL's
 PSE Counselor
 District instructional specialists for reading, math and science
 Leadership Team
 PSE teachers
 PSE Librarian
 CIS worker
 PSE staff for PSE summer camp

Title I:

2.4, 2.6

- 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

Funding Sources: Family Engagement Coordinator - 211 - Title I, Part A - 6119 - \$22,425, Substitutes - 211 - Title I, Part A - 6116 - \$2,000, Professional Salaries - 211 - Title I, Part A - 6100 - \$151,369, Instructional Support Personnel - 211 - Title I, Part A - 6129 - \$38,249, Instructional Services - 199 PIC 11 - Instructional Services - 6399 - \$34,580, Special Education - 199 PIC 23 - Special Education - 6399 - \$570, ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - 6399 - \$8,100, At Risk School - 199 PIC 30 - At Risk School Wide SCE - 11822 - \$12,080, PSE Camp instructional materials - 199 PIC 99 - Undistributed - 6399 - \$19,945, Professional salaries for PSE Camp - 211 - Title I, Part A - 6100 - \$31,000

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading EOY results for K-5 students will show growth of at least one level.</p> <p>Strategy's Expected Result/Impact: Reading performance for all students in K-5 will improve by a minimum of 1 year's growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers Instructional Leadership Team Specialists</p> <p>Title I: 2.4, 2.6</p> <p>- 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</p> <p>- 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</p> <p>Funding Sources: Staff for tutorials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6116 - \$48,141, Other reading materials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6325 - \$10,000, Software - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6397 - \$10,000, Supplies and materials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6399 - \$10,000, Other reading materials (teacher) - 282 ARP21 (ESSER III Campus Allocations) - 282-13-6329 - \$15,000, Other reading materials (Principal) - 282 ARP21 (ESSER III Campus Allocations) - 282-23-6329 - \$1,500, Other reading materials (parent) - 282 ARP21 (ESSER III Campus Allocations) - 282-61-6329 - \$2,500, Supplies and materials - 282 ARP21 (ESSER III Campus Allocations) - 282-61-6399 - \$855, Certified Tutor - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6119 - \$30,000</p>	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

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


Performance Objective 2: EARLY LITERACY: By June 2023, Pine Shadows Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 5 percentage points to $\geq 85\%$.


2021-22: Kindergarten 56% On/Above Grade Level; 1st Grade: 56% On/Above Grade Level; 2nd Grade: 61% On/Above Grade Level

2020-21: Kindergarten 48% On/Above Grade Level; 1st Grade: 64% On/Above Grade Level; 2nd Grade: 78% On/Above Grade Level

High Priority

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus initiatives providing personalized learning through:</p> <p>Community Circles daily implementation. Provide additional electronic resources for students. Purchase reading and math materials and supplies. Seidlitz Consultant Professional Development Dual Language Consultant/Mercuri Professional Development MCL's (multi-classroom leader's) for academic support Substitutes for teachers to attend PD Math Intervention specialist LEP assistants Family Engagement Coordinator CIS coordinator 3.5 Kinder paras District specialists/SIS//LIS/MIS Strategies</p> <p>Strategy's Expected Result/Impact: At least one year plus growth in Reading and Math on MAP results. Increased performance results of 1 year plus growth 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 District instructional specialists for reading, math and science Leadership Team PSE teachers PSE Librarian LIS/MIS/SIS specialists</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Misc contracted services - 211 - Title I, Part A - 6299 - \$38,127</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2 An early literacy plan will be created for K-1 implementation. Students will attend small group intervention from August - May. Early literacy materials in the classroom will be used to practice decoding, fluency and comprehension. Running records, status of the class and data talk updates will be implemented</p> <p>Strategy's Expected Result/Impact: Increased literacy levels for K-1 students.</p> <p>Staff Responsible for Monitoring: MCL Interventionists Teacher K paras</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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


Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Pine Shadows Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or \geq to 85%.


2021-22: Reading 49% met CGI; Math 60% met CGI (Baseline Year)

High Priority


HB3 Goal


Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
<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: A year's plus growth in reading, writing and math on MAP, STAAR and district PSA's.</p> <p>Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team District Specialists/LIS/MIS/SIS PSE teachers PSE Librarian</p> <p>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</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$47,330</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Every teacher will receive training on the components of balanced literacy.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and performance.</p> <p>Staff Responsible for Monitoring: PSE Administrators LIS/Teacher's College PSE MCL's PSE Counselor PSE Instructional Leadership Team District Specialists/MIS/SIS/LIS PSE teachers PSE Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Supplies and materials-PFE - 211 - Title I, Part A - 61.6399 - \$500, Misc Operating Expenses - 211 - Title I, Part A - 61.6499 - \$4,000, Other reading materials, magazines - 211 - Title I, Part A - 6325 , 6329 - \$13,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

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 Discontinue

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

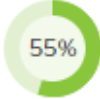




Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Pine Shadows Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 51% met CGI; Math - 54% met CGI; 84% of STAAR Progress (Baseline Year)

High Priority

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 2-5 will receive 30 minutes daily of small group intervention in reading/math. Strategy's Expected Result/Impact: Students will show one year's plus growth in reading and math. Staff Responsible for Monitoring: Staff Teachers Interventionists Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: STUDENT ACHIEVEMENT. Pine Shadows Elementary School students will master rigorous academic standards to ensure college and career readiness.


Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or \geq to 80%.


2021-22: TELPAS Progress Rate 56% (Based on completed TELPAS administrations in both 2021 and 2022.)


High Priority


Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development, with Nancy Motley, 7 Steps to a Language Rich Interactive Classroom, for K-5 teachers on instructional strategies that will meet the needs of all learners, increase second language acquisition, and accelerate reading and writing levels for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan lessons to implement strategies to facilitate a language rich environment for reading, writing and thinking. Student growth will be measured by reading levels, trackers, assessments and report card progress.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team MCL's PSE District Specialists/SIS/LIS/MIS Grade level teachers Consultant, Nancy Motley, Seidlitz Corporation Consultant, Dr. Sandra Mercuri, Dual Language</p> <p>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</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Goal 2: STUDENT SUPPORT. Pine Shadows Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Pine Shadows Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

High Priority






Evaluation Data Sources: PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive small group intervention in K-1 daily to improve reading skills.</p> <p>Strategy's Expected Result/Impact: Students will show 1 year plus growth on running records by the end of the year.</p> <p>Staff Responsible for Monitoring: Administrators Leadership team Teachers Specialists</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: STUDENT SUPPORT. Pine Shadows Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Pine Shadows Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters






Strategy 1 Details	Reviews			
<p>Strategy 1: All students will receive additional science support from the science lab rotation for specials.</p> <p>Strategy's Expected Result/Impact: Students will be academically prepared, persistent and adaptable and become resourceful problem-solvers.</p> <p>Staff Responsible for Monitoring: Staff Teacher Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: SAFE SCHOOLS. Pine Shadows Elementary School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

High Priority

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans





Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen school safety environment by addressing the state, local and district protocols to provide a safe place to learn.</p> <p>Strategy's Expected Result/Impact: A safe environment for teaching and learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Staff</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 3: SAFE SCHOOLS. Pine Shadows Elementary School will ensure a safe and orderly environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

High Priority

Evaluation Data Sources: Campus Safety Committee







Strategy 1 Details	Reviews			
<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>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</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<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> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Safety procedures, drills, and monitoring of documentation will be implemented by the safety officer.</p> <p>Strategy's Expected Result/Impact: Compliance with HCDE campus safety audit..</p> <p>Staff Responsible for Monitoring: Safety officer Leadership team Staff</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: SAFE SCHOOLS. Pine Shadows Elementary School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.






Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Reviews			
<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 (safety reunification training).</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>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<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>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: FISCAL RESPONSIBILITY. Pine Shadows Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Improvement Team

Committee Role	Name	Position
Administrator	Chris Winstead	Principal
Administrator	Natasha Patel	Assistant Principal
Administrator	Barbara Dunn	Assistant Principal
Non-classroom Professional	Melissa Elrod	Non-classroom Professional
Classroom Teacher	Amanda Firenza	Resource Teacher
Classroom Teacher	Courtney Tank	Science teacher
Classroom Teacher	Pam Stone	Art Teacher
Business Representative	Roy Melnar	Business Representative
Non-classroom Professional	Lucy Rainey	CIS
Parent	Geraldin Garcia	parent
Parent	Martha De La Garza	parent
Community Representative	Linda Gant	Community Representative
Parent	Stephanie Davis	parent
District-level Professional	Pamela Thomas	District Level Professional

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	Melissa Elrod	Non-classroom Professional
Non-classroom Professional	Maria De Los Santos	Non-classroom Professional
Non-classroom Professional	Tiffany Klier	Math Interventionist

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services	6399	\$34,580.00
Sub-Total					\$34,580.00
Budgeted Fund Source Amount					\$34,580.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education	6399	\$570.00
Sub-Total					\$570.00
Budgeted Fund Source Amount					\$570.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL/Bilingual	6399	\$8,100.00
Sub-Total					\$8,100.00
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At Risk School	11822	\$12,080.00
Sub-Total					\$12,080.00
Budgeted Fund Source Amount					\$12,080.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PSE Camp instructional materials	6399	\$19,945.00
Sub-Total					\$19,945.00
Budgeted Fund Source Amount					\$19,945.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Salaries	6100	\$151,369.00
1	1	1	Family Engagement Coordinator	6119	\$22,425.00
1	1	1	Professional salaries for PSE Camp	6100	\$31,000.00
1	1	1	Instructional Support Personnel	6129	\$38,249.00
1	1	1	Substitutes	6116	\$2,000.00
1	2	1	Misc contracted services	6299	\$38,127.00
1	3	1	Supplies and materials	6399	\$47,330.00
1	3	2	Other reading materials, magazines	6325 , 6329	\$13,000.00
1	3	2	Supplies and materials-PFE	61.6399	\$500.00
1	3	2	Misc Operating Expenses	61.6499	\$4,000.00
Sub-Total					\$348,000.00
Budgeted Fund Source Amount					\$348,000.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and materials	282-11-6399	\$10,000.00
1	1	2	Other reading materials (teacher)	282-13-6329	\$15,000.00
1	1	2	Other reading materials (parent)	282-61-6329	\$2,500.00
1	1	2	Certified Tutor	282-11-6119	\$30,000.00
1	1	2	Supplies and materials	282-61-6399	\$855.00
1	1	2	Other reading materials (Principal)	282-23-6329	\$1,500.00
1	1	2	Other reading materials	282-11-6325	\$10,000.00
1	1	2	Software	282-11-6397	\$10,000.00
1	1	2	Staff for tutorials	282-11-6116	\$48,141.00
Sub-Total					\$127,996.00
Budgeted Fund Source Amount					\$127,996.00
+/- Difference					\$0.00

282 ARP21 (ESSER III Campus Allocations)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$551,271.00
Grand Total Spent					\$551,271.00
+/- Difference					\$0.00