

**Spring Branch Independent School District**  
**Pine Shadows Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Our mission is to provide a high quality education in a safe, respectful, and inclusive environment that builds a foundation for a diverse group of learners.

## Vision

Our Vision is to develop a community of learners where all children feel loved, respected and encouraged to achieve 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-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

**Pine Shadows Elementary School** serves students in grades K-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 28 students from the 2020–2021 school year to the 2022–2023 school year.

### Enrollment Trends:

2022-2023: Enrollment – 768

2021-2022: Enrollment – 752

2020-2021: Enrollment – 740

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Pine Shadows Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 52.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 66.0% At-Risk; 3.9% Immigrant; 1.7% Homeless; 13.3% of students were identified for special education services; and 5.0% were identified for gifted and talented services.

### Demographic Trends: Race/Ethnicity

2022-2023: African American – 32 (4.2%)

2021-2022: African American – 26 (3.5%)

2020-2021: African American – 33 (4.5%)

2022-2023: American Indian-Alaskan Native – \*

2021-2022: American Indian-Alaskan Native – \*

2020-2021: American Indian-Alaskan Native – \*

2022-2023: Asian – 9 (1.2%)

2021-2022: Asian – 6 (0.8%)

2020-2021: Asian – 8 (1.1%)

2022-2023: Hispanic – 625 (81.4%)

2021-2022: Hispanic – 626 (83.2%)

2020-2021: Hispanic – 599 (81.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 83 (10.8%)  
2021-2022: White – 75 (10.0%)  
2020-2021: White – 78 (10.5%)

2022-2023: Two-or-more – 18 (2.3%)  
2021-2022: Two-or-more – 18 (2.4%)  
2020-2021: Two-or-more – 19 (2.6%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 507 (66.0%)  
2021-2022: At-Risk – 521 (69.3%)  
2020-2021: At-Risk – 488 (66.0%)

2022-2023: Economically Disadvantaged – 556 (72.4%)  
2021-2022: Economically Disadvantaged – 582 (77.4%)  
2020-2021: Economically Disadvantaged – 569 (76.9%)

2022-2023: Emergent Bilingual/English Learner – 399 (52.0%)  
2021-2022: Emergent Bilingual/English Learner – 400 (53.2%)  
2020-2021: Emergent Bilingual/English Learner – 387 (52.3%)

2022-2023: Gifted and Talented – 38 (5.0%)  
2021-2022: Gifted and Talented – 30 (4.0%)  
2020-2021: Gifted and Talented – 24 (3.2%)

2022-2023: Homeless – 13 (1.7%)  
2021-2022: Homeless – 12 (1.6%)  
2020-2021: Homeless – \*

2022-2023: Immigrant – 30 (3.9%)  
2021-2022: Immigrant – 27 (3.6%)  
2020-2021: Immigrant – 31 (4.2%)

2022-2023: Migrant – 0 (0.0%)  
2021-2022: Migrant – 0 (0.0%)  
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 102 (13.3%)  
2021-2022: Special Education – 95 (12.6%)  
2020-2021: Special Education – 66 (8.9%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Attendance Rates:**

2020-2021: 95.1%

2019-2020: 98.0%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

**Chronic Absenteeism:**

2020-2021: 14.7%

2019-2020: 5.2%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

**Demographics Strengths**

Opportunity to serve diverse student populations.

All cultures are celebrated and recognized.

Dual language program aligns with the needs of our students.

GT student numbers are increasing.

Majority of staff members are bilingual which meet the needs of our Spanish speaking population.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The diversity on our campus is decreasing as indicated by ethnicity percentages and free and reduced lunch percentages. Concerns about maintaining additional TITLE funds to provide additional academic support for our staff and students. **Root Cause:** The root cause is that our TWDL program has expanded due to the popularity of the program. Our incoming Kinder numbers are the highest of all grade levels for the last 2 years. The majority of the TWDL students are not from poverty nor diversity.

**Problem Statement 2:** The special education population at PSE has increased significantly this year and hiring sped teachers for special units like APPLE and Life Skills has become extremely difficult. The severity of the students with physical aggressive behavior has increased dramatically causing injuries to students and staff members on a regular basis. The salary does not justify the requirements. **Root Cause:** The root cause is that these special units require more than teacher education training. Clinical training, behavioral training and support would provide a safer environment for everyone.

**Problem Statement 3:** The number of students marked as "At Risk of Not Graduating," is a concern at PSE. **Root Cause:** This is related to the lack of literacy experiences at home, without PK experiences, and families who do not speak English and therefore have difficulty assisting their child/children at home.

**Problem Statement 4:** High Hispanic population, high poverty, high at risk students, present multiple challenges for disadvantaged students. **Root Cause:** Students impacted by COVID disruption are lacking and missing skills in literacy and numeracy which impacts their performance academically.

**Problem Statement 5:** Retaining teachers at the elementary level is becoming increasingly more difficult each year. Specialists are hard to hire, state and district demands are overwhelming, and mental fatigue and exhaustion have contributed to increase absenteeism. **Root Cause:** The perks in teaching are diminishing due to the excessive demands on teachers for compliance, accountability, and time requirements for the job. Increasing benefit packages are extremely high for staff.

# Student Achievement

## Student Achievement Summary

Pine Shadows Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 65% Approaches; 44% Meets; 22% Masters

2021: 3rd Grade Reading - 55% Approaches; 24% Meets; 13% Masters

2022: 4th Grade Reading - 80% Approaches; 56% Meets; 30% Masters

2021: 4th Grade Reading - 67% Approaches; 38% Meets; 13% Masters

2022: 5th Grade Reading - 86% Approaches; 57% Meets; 35% Masters

2021: 5th Grade Reading - 76% Approaches; 47% Meets; 19% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 43% Approaches; 25% Meets; 8% Masters

2021: SPED All Grades Reading - 31% Approaches; 20% Meets; 6% Masters

2022: EB/EL All Grades Reading - 71% Approaches; 42% Meets; 21% Masters

2021: EB/EL All Grades Reading - 59% Approaches; 28% Meets; 5% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 63% Approaches; 37% Meets; 18% Masters

2021: 3rd Grade Mathematics - 42% Approaches; 19% Meets; 7% Masters

2022: 4th Grade Mathematics - 63% Approaches; 41% Meets; 21% Masters

2021: 4th Grade Mathematics - 61% Approaches; 34% Meets; 21% Masters

2022: 5th Grade Mathematics - 78% Approaches; 49% Meets; 27% Masters

2021: 5th Grade Mathematics - 64% Approaches; 39% Meets; 20% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

2022: SPED All Grades Mathematics - 27% Approaches; 18% Meets; 6% Masters

2021: SPED All Grades Mathematics - 23% Approaches; 14% Meets; 3% Masters

2022: EB/EL All Grades Mathematics - 64% Approaches; 35% Meets; 14% Masters

2021: EB/EL All Grades Mathematics - 50% Approaches; 26% Meets; 13% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

**Student Achievement Strengths**

- Earned a B rating in 21-22.
- Improvement in approaches, meets and masters in STAAR.
- Number of GT students increased from 22-23.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The number of students marked as "At Risk of Not Graduating," is a concern at PSE. **Root Cause:** This is related to the lack of literacy experiences at home, without PK experiences, and families who do not speak English and therefore have difficulty assisting their child/children at home.

**Problem Statement 2:** High Hispanic population, high poverty, high at risk students, present multiple challenges for disadvantaged students. **Root Cause:** Students impacted by COVID disruption are lacking and missing skills in literacy and numeracy which impacts their performance academically.

**Problem Statement 3:** The diversity on our campus is decreasing as indicated by ethnicity percentages and free and reduced lunch percentages. Concerns about maintaining additional TITLE funds to provide additional academic support for our staff and students. **Root Cause:** The root cause is that our TWDL program has expanded due to the popularity of the program. Our incoming Kinder numbers are the highest of all grade levels for the last 2 years. The majority of the TWDL students are not from poverty nor diversity.

**Problem Statement 4:** The special education population at PSE has increased significantly this year and hiring sped teachers for special units like APPLE and Life Skills has become extremely difficult. The severity of the students with physical aggressive behavior has increased dramatically causing injuries to students and staff members on a regular basis. The salary does not justify the requirements. **Root Cause:** The root cause is that these special units require more than teacher education training. Clinical training, behavioral training and support would provide a safer environment for everyone.

**Problem Statement 5:** Retaining teachers at the elementary level is becoming increasingly more difficult each year. Specialists are hard to hire, state and district demands are overwhelming, and mental fatigue and exhaustion have contributed to increase absenteeism. **Root Cause:** The perks in teaching are diminishing due to the excessive demands on teachers for compliance, accountability, and time requirements for the job. Increasing benefit packages are extremely high for staff.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Pine Shadows Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 3 FTE (6.0%)

2020-2021: Beginning – 2 FTE (4.4%)

2022-2023: 1-5 Years – 16 FTE (32.7%)

2021-2022: 1-5 Years – 15 FTE (30.0%)

2020-2021: 1-5 Years – 20 FTE (44.1%)

2022-2023: 6-10 Years – 15 FTE (30.6%)

2021-2022: 6-10 Years – 13 FTE (26.0%)

2020-2021: 6-10 Years – 8.5 FTE (18.7%)

2022-2023: 11-20 Years – 9 FTE (18.4%)

2021-2022: 11-20 Years – 12 FTE (24.0%)

2020-2021: 11-20 Years – 11 FTE (24.2%)

2022-2023: Over 20 Years – 9 FTE (18.4%)

2021-2022: Over 20 Years – 7 FTE (14.0%)

2020-2021: Over 20 Years – 4 FTE (8.8%)

2022-2023: Total – 49 FTE (100%)

2021-2022: Total – 50 FTE (100%)

2020-2021: Total – 45.4 FTE (100%)

*Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report*

## Staff Recruitment and Retention Strengths

- Goal setting with appraiser to highlight strengths.
- Mentors for new teachers and teachers new to campus.

- Faculty meetings, team leader meetings, planning meetings and data talks are strengths for PSE Staff.

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Salaries for administrators on the elementary campus level are not commensurate with their responsibility and job skill sets. Teachers make more than AP's at the elementary level. **Root Cause:** Low salaries for assistant principals at the elementary level do not promote the incentive to make a career move because they can make more in the classroom as MCL's, specialists, etc.

**Problem Statement 2:** Retaining teachers at the elementary level is becoming increasingly more difficult each year. Specialists are hard to hire, state and district demands are overwhelming, and mental fatigue and exhaustion have contributed to increase absenteeism. **Root Cause:** The perks in teaching are diminishing due to the excessive demands on teachers for compliance, accountability, and time requirements for the job. Increasing benefit packages are extremely high for staff.

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**Problem Statement 6:** High Hispanic population, high poverty, high at risk students, present multiple challenges for disadvantaged students. **Root Cause:** Students impacted by COVID disruption are lacking and missing skills in literacy and numeracy which impacts their performance academically.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

Pine Shadows Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

Pine Shadows Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

- A part time family engagement coordinator works with families, volunteers and paras to support staff and students.
- Share a Smile Customer Service commitments are embedded into our mission and values statements.
- Empowering family meetings during and after school hours provide informational topics about nutrition, finances, academic support for their children, and volunteer opportunities for families.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Having family/community activities is a costly endeavor and most schools have limited resources for support. **Root Cause:** Funding for family activities is limited to PTA, donations, and contributors which is limited.

**Problem Statement 2:** Family and community involvement is a priority which needs more outreach options to non-English speaking families. **Root Cause:** Engaging non-English speaking families is not a priority for the district and campus due to a lack of consistent resources.

**Problem Statement 3:** The diversity on our campus is decreasing as indicated by ethnicity percentages and free and reduced lunch percentages. Concerns about maintaining additional TITLE funds to provide additional academic support for our staff and students. **Root Cause:** The root cause is that our TWDL program has expanded due to the popularity of the program. Our incoming Kinder numbers are the highest of all grade levels for the last 2 years. The majority of the TWDL students are not from poverty nor diversity.

**Problem Statement 4:** The special education population at PSE has increased significantly this year and hiring sped teachers for special units like APPLE and Life Skills has become extremely difficult. The severity of the students with physical aggressive behavior has increased dramatically causing injuries to students and staff members on a regular basis. The salary does not justify the requirements. **Root Cause:** The root cause is that these special units require more than teacher education training. Clinical training, behavioral training and support would provide a safer environment for everyone.

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without PK experiences, and families who do not speak English and therefore have difficulty assisting their child/children at home.

**Problem Statement 6:** High Hispanic population, high poverty, high at risk students, present multiple challenges for disadvantaged students. **Root Cause:** Students impacted by COVID disruption are lacking and missing skills in literacy and numeracy which impacts their performance academically.

**Problem Statement 7:** Retaining teachers at the elementary level is becoming increasingly more difficult each year. Specialists are hard to hire, state and district demands are overwhelming, and mental fatigue and exhaustion have contributed to increase absenteeism. **Root Cause:** The perks in teaching are diminishing due to the excessive demands on teachers for compliance, accountability, and time requirements for the job. Increasing benefit packages are extremely high for staff.

# 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 2024, Pine Shadows Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 5 percentage points in masters.

2022-23: Reading: 74% (approaches), 49% (meets), 23% (masters); Math: 74% (approaches), 50% (meets), 18% (masters) Baseline Year

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR)

**Summative Evaluation:** Significant progress made toward meeting Objective

## Strategy 1 Details

**Strategy 1:** PSE will increase student achievement by providing additional support staff to train teachers and provide small group intervention for students.

**Strategy's Expected Result/Impact:** Increased achievement results on STAAR and TELPAS scores.

**Staff Responsible for Monitoring:** Teachers, MCL's, Interventionists, teacher assistants and administrators.

**Title I:**

2.4, 2.5, 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Instructional services - 199 PIC 11 - Instructional Services - 6399 - \$32,570, Teachers and paras for PSE Camp - 211 - Title I, Part A - 6100 - \$33,000

### Strategy 2 Details

**Strategy 2:** Provide students with real world experiences to increase their background knowledge in the content areas while providing them opportunities to read, write, listen and speak about relevant content experiences. These experiences include students observing the solar eclipse on April 8th, making observations, creating models/drawings, and using these models/drawings to read, write, listen and discuss relevant science content.

**Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact: Students will apply science practices such as TEKS 2(B) collect and record data by observing; 2(D) analyze data and interpret patterns to construct explanations; 3(B) represent the natural world using models; 4(A) collect, record and analyze information using tools to understand and be able to explain the Earth and Space science content TEKS related to the eclipse experiences.

**Staff Responsible for Monitoring:** teachers and administrators

**Title I:**

2.4, 2.5

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

**Performance Objective 2: STUDENT GROWTH:** By June 2024, Pine Shadows Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or  $\geq$  to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 65%/33% (Reading); 77%/41% (Math) Baseline Year

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023 TAPR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details
<p><b>Strategy 1:</b> Students in grades K-5 will participate in intervention groups for at least 30 minutes a day to close the gap in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> A year's plus growth in reading, writing and math on MAP, STAAR , and district PSA'S.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Special education instructional materials - 199 PIC 23 - Special Education - 6399 - \$820, ESL/Bilingual instructional materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$7,920, Instructional materials - 199 PIC 30 - At Risk School Wide SCE - 11822 - \$11,700</p>

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

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, Pine Shadows Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 6 component points.

2022-23: 24 of 32 Academic Achievement Points Met; 75% Component Points (Baseline Year)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023 Federal Identification of Schools

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** Students in grades K-5 will participate in intervention groups for at least 30 minutes a day to close gaps in reading and math.

**Strategy's Expected Result/Impact:** A year's plus growth in reading, writing and math on MAP, STAAR and district assessments.

**Staff Responsible for Monitoring:** Teachers  
Administrators

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Instructional materials - 199 PIC 99 - Undistributed - 6399 - \$23,650

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

**Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 59% (Baseline Year)

**High Priority**

**Evaluation Data Sources:** 2023 Federal Identification of Schools

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** Students in grades 2-5 will receive 30 minute's daily in ELA.

**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 listening skills.

**Staff Responsible for Monitoring:** Teachers, MCL's, Interventionists, LIS's  
Administrators

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Teachers - 211 - Title I, Part A - 6100

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

**Performance Objective 5: EARLY LITERACY:** By June 2024, Pine Shadows Elementary School will increase the percentage of K-2 students on track to read at grade level by 5% percentage points or  $\geq 80\%$ .

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling  
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details
<p><b>Strategy 1:</b> Students will receive small group intervention in K-1 daily to improve reading skills. An early literacy plan will be created for K-1 implementation. Students will attend small group intervention from August - May. Early literacy classroom materials will be used to practice decoding, fluency and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCL's, Interventionists, LIS'S Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teachers, interventionists and paras - 211 - Title I, Part A - 6100 - \$150,000, Instructional support personnel - 211 - Title I, Part A - 6129 - \$37,000</p>

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

**Performance Objective 6: EARLY NUMERACY:** By June 2024, Pine Shadows Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5% percentage points or  $\geq 80\%$ .

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** K-2 Math Progress Monitoring

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details
<p><b>Strategy 1:</b> Students in K-5 will receive 30 minutes of math intervention to increase their performance on campus and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students math performance will increased by 5 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCL's, Interventionists, MIS Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and materials - 211 - Title I, Part A - 6399 - \$19,000, other reading materials - 211 - Title I, Part A - 6325, 6329 - \$13,000</p>

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

**Performance Objective 7: ADVANCED COURSES:** By June 2024, Pine Shadows Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

**High Priority**

**Evaluation Data Sources:** Multiple measures

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** Fifth grade students will increase the number of reading and math advanced coursework classes in reading and math by 5% by the end of the year.

**Strategy's Expected Result/Impact:** Students will show the 5% growth by the end of the year.

**Staff Responsible for Monitoring:** Teachers, MCL's, Interventionists, LIS's  
Administrators

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** substitutes - 211 - Title I, Part A - 6116 - \$2,000, Contracted services - 211 - Title I, Part A - 6299 - \$38,000, Supplies and materials PFE - 211 - Title I, Part A - 61,6399 - \$500, Misc Operations and Expenses PFE - 211 - Title I, Part A - 6499 - \$3,000

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

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2024, Pine Shadows Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Discipline data, progress reports and report cards.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** By June 2024, Pine Shadows Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child. The three strategies will be:

1. Academic preparation through small group interventions, after school tutorials and data talks.
2. Ethical and Service-minded through daily morning community circle meetings for grades K-5, individual and small group sessions with the counselor, through service minded campus events like the morning announcements by fifth graders, through student council membership for grades 3-5 and for student patrols by fifth graders.
3. Communicator and Collaborator strategies include K-5 Community Circle participate which shares ideas, knowledge and information about individuals on a diverse campus. Collaborator strategies are working as a classroom, in a small group, as a member of Student Council, Safety Patrols, and Morning Announcement crews.

**Strategy's Expected Result/Impact:** Academic data, discipline data monitoring and social skills implementation will provide the knowledge, skills and competencies for students to succeed in life.

Progress report and report cards will show satisfactory or above academic/behavioral marks.

Community Circle documentation logs of topics each day.

Membership lists for student organizations will increase.

**Staff Responsible for Monitoring:** Teachers, interventionists, counselors, MCL's and administrators.

**Title I:**

2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** Parents and families will engage in activities to learn how to support their child/children in the classroom areas of math, reading, social skills and community. These activities could include literacy, math or science nights, classes or information meetings for families during the day, after school hours or evening events. In addition, Summer Instructional Backpacks will be sent home with K-5 students to bridge reading over the summer.

**Strategy's Expected Result/Impact:** Increase the number of family participants in family engagement sessions on nutrition, finances, volunteering, and how to academically help your child at home.

**Staff Responsible for Monitoring:** Family Engagement Coordinator  
CIS  
Administrators

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Family Engagement Coordinator - 211 - Title I, Part A - 6119 - \$22,000, Summer Instructional Backpacks - 211 - Title I, Part A - 6329 - \$25,000

### Strategy 3 Details

**Strategy 3:** Review SBISD Core Characteristics with every child, with the entire staff, and PTA.

**Strategy's Expected Result/Impact:** Increase the awareness of the core characteristics by sharing the on the PA system each morning for students and staff.

Review core characteristics with ILT, Leadership team, PTA and faculty each month.

**Staff Responsible for Monitoring:** All staff,  
Leadership team

**Title I:**

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, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

**Performance Objective 2: INTERVENTIONS:** By June 2024, Pine Shadows Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

**High Priority**

**Evaluation Data Sources:** Multiple measures

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** Teachers will implement an intervention time within the school day in order to intervene with students struggling in the areas of reading and math.

**Strategy's Expected Result/Impact:** Increase student performance on PSA, increase /math/reading performance, and STAAR scores.

**Staff Responsible for Monitoring:** Teachers, MCL's, LIS, MIS, Interventionists  
Administrators

**Title I:**

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Results Driven Accountability**

**Strategy 2 Details**

**Strategy 2:** The interventionist, the MCL's and administrators will select students for small groups.

The counselor will implement SSC's for each student in need of assistance.

**Strategy's Expected Result/Impact:** Early intervention to increase student achievement.

**Staff Responsible for Monitoring:** Interventionists, MCL's and administrators.

**Title I:**

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Results Driven Accountability**

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

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2024, student attendance at Pine Shadows Elementary School will increase or will be  $\geq$  98%.

**High Priority**

**Evaluation Data Sources:** Skyward data, TAPR%

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1:** Provide opportunities to identify and respond to grade level and student sub population patterns.

**Strategy's Expected Result/Impact:** Improved attendance rate

**Staff Responsible for Monitoring:** All teachers  
Administrators

**Title I:**

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 3: Positive School Culture, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Establish an attendance committee to address campus attendance and tardies. Awards/prizes will be given for perfect attendance by each 9 weeks grading period.

**Strategy's Expected Result/Impact:** Increase attendance and reduce tardies.

**Staff Responsible for Monitoring:** CIS  
Counselor  
Nurse  
Administrators

**Title I:**

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, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Goal 3: SAFE SCHOOLS.** Pine Shadows Elementary School will ensure a safe and secure learning 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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details
<p><b>Strategy 1:</b> The leadership team will monitor academic, behavior and discipline systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of systems will provide a safer campus culture and maximize student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> 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>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

**Goal 3: SAFE SCHOOLS.** Pine Shadows Elementary School will ensure a safe and secure learning 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 roster and calendar

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1: CAMPUS SAFETY COMMITTEE:** Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.

**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.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 4.1

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Strategy 2 Details**

**Strategy 2:** Participate in campus safety audit.

**Strategy's Expected Result/Impact:** Campus will develop action plans to address any deficiencies as a result of safety audits.

**Staff Responsible for Monitoring:** Administrators  
Safety Committee

**Title I:**

2.4, 4.1

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

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

**High Priority**

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1 Details**

**Strategy 1: EMERGENCY OPERATIONS PROCEDURES:** Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

**Strategy's Expected Result/Impact:** Campus EOP is turned in and filed by September 1st.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

**Strategy 2 Details**

**Strategy 2: EMERGENCY OPERATIONS PROCEDURES:** Update campus EOP annually and train staff at the start of each school year.

**Strategy's Expected Result/Impact:** Campus procedures maintained in campus EOPs.

Staff training documents maintained.

EOP submitted by September 1st.

**Staff Responsible for Monitoring:** Administrators

Safety Committee

**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.

**High Priority**

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional services	6399	\$32,570.00
<b>Sub-Total</b>					\$32,570.00
<b>Budgeted Fund Source Amount</b>					\$32,570.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special education instructional materials	6399	\$820.00
<b>Sub-Total</b>					\$820.00
<b>Budgeted Fund Source Amount</b>					\$820.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESL/Bilingual instructional materials	6399	\$7,920.00
<b>Sub-Total</b>					\$7,920.00
<b>Budgeted Fund Source Amount</b>					\$7,920.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional materials	11822	\$11,700.00
<b>Sub-Total</b>					\$11,700.00
<b>Budgeted Fund Source Amount</b>					\$11,700.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional materials	6399	\$23,650.00
<b>Sub-Total</b>					\$23,650.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$23,650.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers and paras for PSE Camp	6100	\$33,000.00
1	4	1	Teachers	6100	\$0.00
1	5	1	Teachers, interventionists and paras	6100	\$150,000.00
1	5	1	Instructional support personnel	6129	\$37,000.00
1	6	1	other reading materials	6325, 6329	\$13,000.00
1	6	1	Supplies and materials	6399	\$19,000.00
1	7	1	Supplies and materials PFE	61,6399	\$500.00
1	7	1	Contracted services	6299	\$38,000.00
1	7	1	substitutes	6116	\$2,000.00
1	7	1	Misc Operations and Expenses PFE	6499	\$3,000.00
2	1	2	Summer Instructional Backpacks	6329	\$25,000.00
2	1	2	Family Engagement Coordinator	6119	\$22,000.00
<b>Sub-Total</b>					\$342,500.00
<b>Budgeted Fund Source Amount</b>					\$342,500.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$419,160.00
<b>Grand Total Spent</b>					\$419,160.00
<b>+/- Difference</b>					\$0.00