

Spring Branch Independent School District

Pine Shadows Elementary School

2024-2025



Mission Statement

Pine Shadows Elementary is committed to empowering all our students with the skills and values necessary to make a positive impact on society.

Vision

At Pine Shadows Elementary, our mission is to foster a nurturing, safe, and equitable environment for all students to thrive academically, creatively, and emotionally by prioritizing personalized instruction, collaboration, and a commitment to excellence.

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 17 students from the 2021-2022 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 769

2022-2023: Enrollment – 768

2021-2022: Enrollment – 752

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 I school. During the 2023-2024 school year, 49.3% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 62.3% At-Risk; 5.3% Immigrant; 1.2% Homeless; 19.3% of students were identified for special education services; and 6.9% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 30 (3.9%)

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

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

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 14 (1.8%)

2022-2023: Asian – 9 (1.2%)

2021-2022: Asian – 6 (0.8%)

2023-2024: Hispanic – 599 (77.9%)

2022-2023: Hispanic – 625 (81.4%)

2021-2022: Hispanic – 626 (83.2%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 102 (13.3%)
2022-2023: White – 83 (10.8%)
2021-2022: White – 75 (10.0%)

2023-2024: Two-or-more – 22 (2.9%)
2022-2023: Two-or-more – 18 (2.3%)
2021-2022: Two-or-more – 18 (2.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 479 (62.3%)
2022-2023: At-Risk – 507 (66.0%)
2021-2022: At-Risk – 521 (69.3%)

2023-2024: Economically Disadvantaged – 524 (68.1%)
2022-2023: Economically Disadvantaged – 556 (72.4%)
2021-2022: Economically Disadvantaged – 582 (77.4%)

2023-2024: Emergent Bilingual/English Learner – 379 (49.3%)
2022-2023: Emergent Bilingual/English Learner – 399 (52.0%)
2021-2022: Emergent Bilingual/English Learner – 400 (53.2%)

2023-2024: Gifted and Talented – 53 (6.9%)
2022-2023: Gifted and Talented – 38 (5.0%)
2021-2022: Gifted and Talented – 30 (4.0%)

2023-2024: Homeless – 9 (1.2%)
2022-2023: Homeless – 13 (1.7%)
2021-2022: Homeless – 12 (1.6%)

2023-2024: Immigrant – 41 (5.3%)
2022-2023: Immigrant – 30 (3.9%)
2021-2022: Immigrant – 27 (3.6%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 148 (19.3%)

2022-2023: Special Education – 102 (13.3%)
2021-2022: Special Education – 95 (12.6%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 94.0%
2020-2021: 95.1%
2019-2020: 98.0%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 15.8%
2020-2021: 14.7%
2019-2020: 5.2%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Opportunity to serve diverse student populations.
- All cultures are celebrated and recognized.
- The Two Way 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.
- Identification of Special Education students.

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. The concern is that students and staff will not receive the additional support due to a possible decrease in funds in this area if our percentages continue to decrease. **Root Cause:** The Two Way Dual Language program on the campus has expanded and more parents are applying for the lottery which has changed the percentages.

Problem Statement 2: The number of students marked as "At Risk of Not Graduating," is a concern at PSE. **Root Cause:** Many students that attend our campus lack literacy foundational skills at the different grade levels.

Problem Statement 3: Retaining Special Education teachers at the elementary level is increasing yearly. **Root Cause:** Special Education certification assessment is not passed by the due date given to teachers.

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 Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 73% Approaches; 51% Meets; 25% Masters

4th Grade Reading - 72% Approaches; 40% Meets; 16% Masters

5th Grade Reading - 78% Approaches; 55% Meets; 30% Masters

SPED All Grades Reading - 44% Approaches; 24% Meets; 4% Masters

EB/EL All Grades Reading - 66% Approaches; 36% Meets; 15% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 69% Approaches; 46% Meets; 15% Masters

4th Grade Mathematics - 75% Approaches; 51% Meets; 17% Masters

5th Grade Mathematics - 78% Approaches; 53% Meets; 22% Masters

SPED All Grades Mathematics - 47% Approaches; 26% Meets; 4% Masters

EB/EL All Grades Mathematics - 69% Approaches; 36% Meets; 8% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Overall Improvement in approaches, meets and masters in STAAR.
- Number of GT students are increasing every school year.
- EB/EL performance is improving.

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:** Many students that attend our campus lack literacy foundational skills at the different grade levels.

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. **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: 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:

2023-2024: Beginning – 2.0 FTE (3.9%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2021-2022: Beginning – 3.0 FTE (6.0%)

2023-2024: 1-5 Years – 15.0 FTE (29.5%)

2022-2023: 1-5 Years – 16.0 FTE (32.7%)

2021-2022: 1-5 Years – 15.0 FTE (30.0%)

2023-2024: 6-10 Years – 17.8 FTE (35.0%)

2022-2023: 6-10 Years – 15.0 FTE (30.6%)

2021-2022: 6-10 Years – 13.0 FTE (26.0%)

2023-2024: 11-20 Years – 7.0 FTE (13.8%)

2022-2023: 11-20 Years – 9.0 FTE (18.4%)

2021-2022: 11-20 Years – 12.0 FTE (24.0%)

2023-2024: Over 20 Years – 8.9 FTE (17.5%)

2022-2023: Over 20 Years – 9.0 FTE (18.4%)

2021-2022: Over 20 Years – 7.0 FTE (14.0%)

2023-2024: Total – 50.8 FTE (100%)

2022-2023: Total – 49.0 FTE (100%)

2021-2022: Total – 50.0 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: 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.

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. **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.

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 12,000+ 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 and to the families of our At-Risk population. **Root Cause:** Resources are not always readily available in the many different languages.

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 2025, 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, 3 percentage points in meets, and 2 percentage points in masters.

*2023-24: Reading: 68% (approaches), 44% (meets), 20% (masters); Math: 64% (approaches), 40% (meets), 19% (masters)

2023-24: Reading: 76% (approaches), 48% (meets), 21% (masters); Math: 74% (approaches), 49% (meets), 17% (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 and 2024 Texas Education Agency Data Tables

*Combined: Spring 2024 results of current 4th and 5th graders enrolled in Pine Shadows from both Pine Shadows and Spring Shadows.

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. Additionally, PSE will provide additional tutoring opportunities for our students. PSE will provide several training opportunities for teachers and campus leaders to support student learning.

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:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Oth Payroll Payments - 211 - Title I, Part A - 211.11.6116.000.110.30.0.000.FBG25 - \$15,000, Travel-Employees - 211 - Title I, Part A - 211.13.6411.000.110.30.0.000.FBG25 - \$6,000, Misc Contract Services - 211 - Title I, Part A - 211.13.6299.000.110.30.0.000.FBG25 - \$15,000, Substitutes-Professional Staff - 211 - Title I, Part A - 211.11.6112.000.110.30.0.000.FBG25 - \$500, Travel-Employees - 211 - Title I, Part A - 211.23.6411.000.110.30.0.000.FBG25 - \$4,000, Instructional Services - 199 PIC 11 - Instructional Services - \$14,481.50, Professional Development for Teachers - 199 PIC 99 - Undistributed - \$6,000, - 199 PIC 99 - Undistributed - \$8,000

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 2025, Pine Shadows Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 5 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 62%/44% (Reading); 69%/41% (Math)

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

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: 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. Additionally, teachers and staff will be provided with supplies, materials and/or technology.

Strategy's Expected Result/Impact: Growth in all content areas and campus and district assessments.

Staff Responsible for Monitoring: Teachers, Campus ILT, Administrators

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supply/Material - 211 - Title I, Part A - 211.11.6399.000.110.30.0.000.FBG25 - \$33,622, Software - 211 - Title I, Part A -

211.11.6397.000.110.30.0.000.FBG25 - \$2,070, Overtime - 211 - Title I, Part A - 211.11.6121.000.110.30.0.000.FBG25 - \$1,000, Instructional Services - 199 PIC 11 -

Instructional Services - \$14,481.50

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 2025, 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.

2023-24: 18 of 32 Academic Achievement Points Met; 56.3% Component Points

2022-23: 24 of 32 Academic Achievement Points Met; 75.0% Component Points (Baseline Year)

High Priority

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

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. They will also receive rigorous instruction in the classroom that focuses on student growth.

Strategy's Expected Result/Impact: Growth in all content areas and campus and district assessments.

Staff Responsible for Monitoring: Teachers, Campus ILT, Administrators

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Interventionist and Assistants Payroll - 211 - Title I, Part A - 211.11.6119.000.110.30.0.000.FBG25 - \$174,906, - 199 PIC 30 - At Risk School Wide SCE - \$10,380, - 199 PIC 23 - Special Education - \$1,600, Misc Contracted Services - 199 PIC 30 - At Risk School Wide SCE - \$500

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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 61%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Train and support teachers in best practices on language acquisition, utilizing PLDs, and the ELD block.

Strategy's Expected Result/Impact: Increase in students growing in proficiency level on TELPAS.

Staff Responsible for Monitoring: Campus ILT

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$2,700

Strategy 2 Details

Strategy 2: Review student/teacher schedules to ensure students are receiving instruction in accordance with the campus TWDL time and content allocation. Additionally, ensuring that students have opportunities to speak, write, read, and listen in English daily. Provide teachers with instructional materials that are in alignment for English Language Acquisition.

Strategy's Expected Result/Impact: Increase students growing in proficiency level in TELPAS.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Leadership

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$5,000

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 2025, 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 (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase reading performance</p> <p>Staff Responsible for Monitoring: Teachers, MCL's, Interventionists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2025, 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 (Baseline Year)

Strategy 1 Details
<p>Strategy 1: Students in K-5 will receive 30 minutes of math intervention to increase their performance on campus and district assessments.</p> <p>Strategy's Expected Result/Impact: Students math performance will increased by 5 percentage points.</p> <p>Staff Responsible for Monitoring: Teachers, MCL's, Interventionists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2025, Pine Shadows Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will show the 5% growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Teachers, MCL's, Interventionists, Administrators</p> <p>Title I: 2.4, 2.5, 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</p> <p>- 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</p>

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 2025, 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

Strategy 1: Classroom teachers will utilize Student Support Focus meetings to support and enhance Core Characteristics through targeted activities. Counselor will also work with students based on the needs and focus on our core characteristics.

Strategy's Expected Result/Impact: Increase in student connectedness and a decrease in discipline referrals.

Staff Responsible for Monitoring: Campus ILT

Title I:

2.5

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Counselor: Supplies/Materials - 199 PIC 99 - Undistributed - \$500

Strategy 2 Details

Strategy 2: Campus committees will deploy a variety of strategies to increase student engagement.

Strategy's Expected Result/Impact: Impact on assessments and positive school culture.

Staff Responsible for Monitoring: Campus ILT

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: 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: Misc Operating Expense - 211 - Title I, Part A - 211.61.6499.000.110.30.0.000.FBG25 - \$3,000, Supply/Material - 211 - Title I, Part A - 211.61.6399.000.110.30.0.000.FBG25 - \$53,000, Support Personnel - 211 - Title I, Part A - 211.61.6129.000.110.30.0.000.FBG25 - \$16,802, Misc Contracted Services - 211 - Title I, Part A - 211.61.6299.000.110.30.0.000.FBG25 - \$1,500

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

Performance Objective 2: INTERVENTIONS: By June 2025, Pine Shadows Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

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, 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

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

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Pine Shadows Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Campus Attendance committee will identify and develop strategies to increase attendance.</p> <p>Strategy's Expected Result/Impact: Improved Attendance rate</p> <p>Staff Responsible for Monitoring: All teachers, Administrators, and staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

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

Strategy 1 Details

Strategy 1: The leadership team will monitor academic, behavior and discipline systems.

Strategy's Expected Result/Impact: Alignment of systems will provide a safer campus culture and maximize student learning.

Staff Responsible for Monitoring: Leadership Team

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

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.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details

Strategy 1: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. This includes safety officer, nurse, CIS, and campus administrators.

Strategy's Expected Result/Impact: Campus Safety team will refine safety practices as documented in meeting minutes.

Staff Responsible for Monitoring: Assistant Principal and Principal

Funding Sources: Clinic Supplies - 199 PIC 99 - Undistributed - \$1,000, Overtime-Maintenance and Operations - 199 PIC 99 - Undistributed - \$700, Campus Safety and Security - 199 PIC 99 - Undistributed - \$1,500, Campus Safety and Security - 199 PIC 99 - Undistributed - \$500

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: Principal, Assistant Principal, and Campus Safety committee

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.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

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 district deadline. Staff Responsible for Monitoring: Principal and Assistant Principal
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. Staff Responsible for Monitoring: Principal and Assistant Principal

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)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage all budgets. Ensure budget lines and codes support campus priorities.</p> <p>Strategy's Expected Result/Impact: Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$14,481.50
1	2	1	Instructional Services		\$14,481.50
Sub-Total					\$28,963.00
Budgeted Fund Source Amount					\$28,963.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$1,600.00
Sub-Total					\$1,600.00
Budgeted Fund Source Amount					\$1,600.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$2,700.00
1	4	2			\$5,000.00
Sub-Total					\$7,700.00
Budgeted Fund Source Amount					\$7,700.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$10,380.00
1	3	1	Misc Contracted Services		\$500.00
Sub-Total					\$10,880.00
Budgeted Fund Source Amount					\$10,880.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,000.00
1	1	1	Professional Development for Teachers		\$6,000.00
2	1	1	Counselor: Supplies/Materials		\$500.00
3	2	1	Overtime-Maintenance and Operations		\$700.00
3	2	1	Campus Safety and Security		\$500.00
3	2	1	Clinic Supplies		\$1,000.00
3	2	1	Campus Safety and Security		\$1,500.00
Sub-Total					\$18,200.00
Budgeted Fund Source Amount					\$17,700.00
+/- Difference					-\$500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Oth Payroll Payments	211.11.6116.000.110.30.0.000.FBG25	\$15,000.00
1	1	1	Misc Contract Services	211.13.6299.000.110.30.0.000.FBG25	\$15,000.00
1	1	1	Substitutes-Professional Staff	211.11.6112.000.110.30.0.000.FBG25	\$500.00
1	1	1	Travel-Employees	211.23.6411.000.110.30.0.000.FBG25	\$4,000.00
1	1	1	Travel-Employees	211.13.6411.000.110.30.0.000.FBG25	\$6,000.00
1	2	1	Supply/Material	211.11.6399.000.110.30.0.000.FBG25	\$33,622.00
1	2	1	Overtime	211.11.6121.000.110.30.0.000.FBG25	\$1,000.00
1	2	1	Software	211.11.6397.000.110.30.0.000.FBG25	\$2,070.00
1	3	1	Interventionist and Assistants Payroll	211.11.6119.000.110.30.0.000.FBG25	\$174,906.00
2	1	3	Support Personnel	211.61.6129.000.110.30.0.000.FBG25	\$16,802.00
2	1	3	Misc Operating Expense	211.61.6499.000.110.30.0.000.FBG25	\$3,000.00
2	1	3	Misc Contracted Services	211.61.6299.000.110.30.0.000.FBG25	\$1,500.00
2	1	3	Supply/Material	211.61.6399.000.110.30.0.000.FBG25	\$53,000.00
Sub-Total					\$326,400.00
Budgeted Fund Source Amount					\$326,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$393,243.00
Grand Total Spent					\$393,743.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					-\$500.00