

Splendora Independent School District
Piney Woods Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Our CNA committee viewed various data sources. The data indicated our students are performing below the state level in multiple content areas. It also indicated that we had a high number of discipline referrals coded as disruption of the educational process. This is evidence that our students were not engaged in their work while in class.

Student Learning & Progress Strengths

Our spring campus survey indicated that 75% of teachers feel that their job requirements are manageable, and over 60% feel that they have the resources they need to fulfill their job requirements.

Barriers Identifying Student Learning & Progress Needs

Barrier 1: New Teachers that lack pedagogy **Root Cause:** Late start to hiring teachers

Barrier 2 (Prioritized): Lack of support for new teachers **Root Cause:** Lack of a teacher mentorship program on campus

Barrier 3 (Prioritized): Planning and design need improvement. Need more structure and a focus **Root Cause:** Instructional coaches given duties outside of their lane

Barrier 4 (Prioritized): More sharing on what has been working, data digging during PLC **Root Cause:** Lack of structure in PLC

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

Attendance and participation in community wide events was low this past school year. There was lack of planning and organization in these events which led to a drop in parent attendance at each event throughout the school year. Events did not have a planned agenda which caused planning for the event to not be aligned with campus and district goals.

Community Engagement & Partnerships Strengths

67% of our teachers in the spring survey indicated that campus leadership is responsive to feedback from the staff. This shows that through the establishment of committees to assist in planning, events can be aligned with district/campus goals and there will be more organization at the events. This will likely lead to higher parent attendance and student engagement.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1 (Prioritized): Last minute planning **Root Cause:** Lack of meetings to discuss calendar events

Barrier 2 (Prioritized): Lack of planning from dual language **Root Cause:** Lack of direction for dual language team

Barrier 3 (Prioritized): Lack of incentive **Root Cause:** Lack of direction for community events from leadership

Safety & Well-Being

Safety & Well-Being Summary

Our CNA committee viewed various data sources. The data indicated that our staff does not feel connected with each other and with administration. It also indicated that there was lack of drive from the leadership team at the beginning of the year which trickled down to lack of drive for the staff. Our stakeholder feedback indicated that the change at semester in leadership is helping get staff chemistry back on track. The community member also recommended open door and transparent communication from administration.

Safety & Well-Being Strengths

In our spring survey data, 75% of teachers indicated that leadership affirmed and encouraged them. This is a good starting point to rebuild a positive school culture.

Barriers Identifying Safety & Well-Being Needs

Barrier 1 (Prioritized): No outside of work team building **Root Cause:** Lack of initiative from leadership

Barrier 2 (Prioritized): Lack of leadership and drive **Root Cause:** No staff empowerment

Barrier 3 (Prioritized): Trickle-down effect of low motivation **Root Cause:** Low motivation from administration

Barrier 4 (Prioritized): Lack of trust from between staff, and between staff to admin **Root Cause:** Lack of transparency from staff leadership

Priority Barriers

Barrier 1: Lack of support for new teachers

Root Cause 1: Lack of a teacher mentorship program on campus

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Planning and design need improvement. Need more structure and a focus

Root Cause 2: Instructional coaches given duties outside of their lane

Barrier 2 Areas: Student Learning & Progress

Barrier 3: More sharing on what has been working, data digging during PLC

Root Cause 3: Lack of structure in PLC

Barrier 3 Areas: Student Learning & Progress

Barrier 4: Lack of trust from between staff, and between staff to admin

Root Cause 4: Lack of transparency from staff leadership

Barrier 4 Areas: Safety & Well-Being

Barrier 5: Trickle-down effect of low motivation

Root Cause 5: Low motivation from administration

Barrier 5 Areas: Safety & Well-Being

Barrier 6: Lack of leadership and drive

Root Cause 6: No staff empowerment

Barrier 6 Areas: Safety & Well-Being

Barrier 7: No outside of work team building

Root Cause 7: Lack of initiative from leadership

Barrier 7 Areas: Safety & Well-Being

Barrier 8: Lack of incentive

Root Cause 8: Lack of direction for community events from leadership

Barrier 8 Areas: Community Engagement & Partnerships

Barrier 9: Lack of planning from dual language

Root Cause 9: Lack of direction for dual language team

Barrier 9 Areas: Community Engagement & Partnerships

Barrier 10: Last minute planning

Root Cause 10: Lack of meetings to discuss calendar events

Barrier 10 Areas: Community Engagement & Partnerships

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Establishing what PLC/Lesson design structure will look like to allow for TEKS aligned planning and agendas. PLC/Lesson design structure will be revisited at least once every two weeks.</p> <p>Evidence of Success: PLC/Lesson design agendas Agendas from house meetings showing mentorship time</p> <p>Staff Responsible: Deborah Black, Alice Henson, Harrison Gillaspay</p> <p>Barriers: Student Learning & Progress 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

Strategy 1: Meet weekly with instructional staff to determine lesson design and PLC priorities

Intended Audience: Instructional staff

Provider / Presenter / Person Responsible: Principal, AP, and instructional coaches

Date(s) / Timeframe: Weekly

Collaborating Departments: Teachers and instructional coaches

Delivery Method: Weekly meetings

Staff Responsible: Harrison Gillaspay, Alice Henson, Deborah Black

TEA Priorities:

Build a foundation of reading and math

Key Question 1 Barriers:

Student Learning & Progress





Barrier 2: Lack of support for new teachers **Root Cause:** Lack of a teacher mentorship program on campus

Barrier 3: Planning and design need improvement. Need more structure and a focus **Root Cause:** Instructional coaches given duties outside of their lane

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Establishing what PLC/Lesson design structure will look like to allow for TEKS aligned planning and agendas. PLC/Lesson design structure will be revisited at least once every two weeks.</p> <p>Evidence of Success: Internalization sheets reflecting adjustments based on student data Student growth throughout the year on assessments</p> <p>Staff Responsible: Deborah Black, Alice Henson, Harrison Gillaspay</p> <p>Barriers: Student Learning & Progress 4</p>	Formative			Summative
	Oct	Jan	Mar	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>				

Strategy 1: Train teachers during August PD on lesson design and PLC expectations and procedures. Discuss these expectations each campus PD day.

Intended Audience: Teachers and instructional coaches

Provider / Presenter / Person Responsible: Deborah Black and Alice Henson

Date(s) / Timeframe: August PD and each campus PD day

Collaborating Departments: Instructional coaches, and teachers

Delivery Method: In person through a written agenda

Staff Responsible: Deborah Black and Alice Henson

Key Question 2 Barriers:

Student Learning & Progress
<p>Barrier 4: More sharing on what has been working, data digging during PLC Root Cause: Lack of structure in PLC</p>

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?

Pillar 3: Engaged, Well-Rounded Students

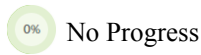
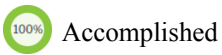
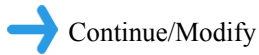

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Campus will intentionally meet two months prior to community engagement events, such as dual language showcase nights, to adequately plan engaging activities that are aligned to the agenda for these events.</p> <p>Evidence of Success: List of minimum requirements for committees Parent feedback surveys</p> <p>Staff Responsible: Committee leaders, Harrison Gillaspay, Laura Wildman</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Organize committees with minimum requirements for meetings throughout the year. Committees will meet at least once per nine weeks.

Intended Audience: Committee members (teachers and administration)

Provider / Presenter / Person Responsible: Admin team (Harrison Gillaspay and Laura Wildman) and committee leaders

Date(s) / Timeframe: All year

Collaborating Departments: Teachers and administration

Staff Responsible: All staff

Key Question 1 Barriers:

Community Engagement & Partnerships
Barrier 1: Last minute planning Root Cause: Lack of meetings to discuss calendar events

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?





Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: The campus will continue to improve the house system to increase positive staff chemistry and trust. House activities will occur at least once per month.</p> <p>Evidence of Success: House team building activities on meeting agendas Agendas from house pep rallies Committee agendas showing opportunity for teacher voice</p> <p>Staff Responsible: Mentors for new teachers, Jessica Brent, Laura Wildman</p> <p>Barriers: Safety & Well-Being 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	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>				

Strategy 1: Create house pep rallies and add them to the calendar. Create house events for the staff throughout the year and add them on the calendar. Establish team building exercises throughout the school year for the staff.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Harrison Gillaspay, Laura Wildman

Date(s) / Timeframe: All year

Collaborating Departments: Admin team

Delivery Method: Google calendar and faculty meetings

Staff Responsible: PWE admin team

Key Question 1 Barriers:

Safety & Well-Being
<p>Barrier 1: No outside of work team building Root Cause: Lack of initiative from leadership</p>
<p>Barrier 4: Lack of trust from between staff, and between staff to admin Root Cause: Lack of transparency from staff leadership</p>

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain but Consider a Change

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Major Change