

# Spring Branch Independent School District

## Pine Shadows Elementary School

2025-2026



# 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 90 students from the 2023-2024 school year to the 2024–2025 school year as a result of school closures.

#### Enrollment Trends:

2024-2025: Enrollment – 859

2023-2024: Enrollment – 769

2022-2023: Enrollment – 768

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Pine Shadows Elementary School has remained relatively consistent during the previous years with some changes in the 2024-2025 school year. 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 2024-2025 school year, 50.8% of the students were identified as Emergent Bilingual (EB); 64.0% At-Risk; 7.6% Immigrant; 2.4% Homeless; 22.1% of students were identified for special education services; and 8.2% were identified for gifted and talented services.

#### Demographic Trends: Race/Ethnicity

2024-2025: African American – 35 (4.1%)

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

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

2024-2025: American Indian-Alaskan Native – \*

2023-2024: American Indian-Alaskan Native – \*

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

2024-2025: Asian – 19 (2.2%)

2023-2024: Asian – 14 (1.8%)

2022-2023: Asian – 9 (1.2%)

2024-2025: Hispanic – 656 (76.4%)

2023-2024: Hispanic – 599 (77.9%)

2022-2023: Hispanic – 625 (81.4%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2024-2025: White – 120 (14.0%)  
2023-2024: White – 102 (13.3%)  
2022-2023: White – 83 (10.8%)

2024-2025: Two-or-more – 26 (3.0%)  
2023-2024: Two-or-more – 22 (2.9%)  
2022-2023: Two-or-more – 18 (2.3%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2024-2025: At-Risk – 550 (64.0%)  
2023-2024: At-Risk – 479 (62.3%)  
2022-2023: At-Risk – 507 (66.0%)

2024-2025: Economically Disadvantaged – 599 (69.7%)  
2023-2024: Economically Disadvantaged – 524 (68.1%)  
2022-2023: Economically Disadvantaged – 556 (72.4%)

2024-2025: Emergent Bilingual – 436 (50.8%)  
2023-2024: Emergent Bilingual – 379 (49.3%)  
2022-2023: Emergent Bilingual – 399 (52.0%)

2024-2025: Gifted and Talented – 70 (8.2%)  
2023-2024: Gifted and Talented – 53 (6.9%)  
2022-2023: Gifted and Talented – 38 (5.0%)

2024-2025: Homeless – 21 (2.4%)  
2023-2024: Homeless – 9 (1.2%)  
2022-2023: Homeless – 13 (1.7%)

2024-2025: Immigrant – 65 (7.6%)  
2023-2024: Immigrant – 41 (5.3%)  
2022-2023: Immigrant – 30 (3.9%)

2024-2025: Migrant – 0 (0.0%)  
2023-2024: Migrant – 0 (0.0%)  
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 190 (22.1%)  
2023-2024: Special Education – 148 (19.3%)  
2022-2023: Special Education – 102 (13.3%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Attendance Rates:**

2022-2023: 94.7%

2021-2022: 94.0%

2020-2021: 95.1%

*Source: Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2022-2023: 14.1%

2021-2022: 15.8%

2020-2021: 14.7%

*Source: Texas Academic Performance Report (TAPR)*

**Demographics Strengths**

- Campus student enrollment is growing.
- Campus At-Risk students are stable.
- Opportunity to serve diverse groups.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Even though our At-Risk students are stable, we are still concerned about the number of students marked as "At Risk of Not Graduating" at PSE.

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

**Problem Statement 2:** The difficulty in retaining Special Education teachers at the elementary level is increasing yearly.

**Root Cause:** The 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. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

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

2024: 3rd Grade Reading - 69% Approaches; 45% Meets; 19% Masters

2023: 3rd Grade Reading - 73% Approaches; 51% Meets; 25% Masters

2024: 4th Grade Reading - 78% Approaches; 49% Meets; 19% Masters

2023: 4th Grade Reading - 72% Approaches; 40% Meets; 16% Masters

2024: 5th Grade Reading - 81% Approaches; 49% Meets; 23% Masters

2023: 5th Grade Reading - 78% Approaches; 55% Meets; 30% Masters

2024: SPED All Grades Reading - 38% Approaches; 16% Meets; 1% Masters

2023: SPED All Grades Reading - 44% Approaches; 24% Meets; 4% Masters

2024: EB All Grades Reading - 70% Approaches; 39% Meets; 13% Masters

2023: EB All Grades Reading - 66% Approaches; 36% Meets; 15% Masters

*Source: 2023-2024 Texas Academic Performance Report (TAPR)*

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

2024: 3rd Grade Mathematics - 66% Approaches; 41% Meets; 12% Masters

2023: 3rd Grade Mathematics - 69% Approaches; 46% Meets; 15% Masters

2024: 4th Grade Mathematics - 76% Approaches; 54% Meets; 27% Masters

2023: 4th Grade Mathematics - 75% Approaches; 51% Meets; 17% Masters

2024: 5th Grade Mathematics - 81% Approaches; 52% Meets; 12% Masters

2023: 5th Grade Mathematics - 78% Approaches; 53% Meets; 22% Masters

2024: SPED All Grades Mathematics - 46% Approaches; 21% Meets; 2% Masters

2023: SPED All Grades Mathematics - 47% Approaches; 26% Meets; 4% Masters

2024: EB All Grades Mathematics - 72% Approaches; 42% Meets; 11% Masters  
2023: EB All Grades Mathematics - 69% Approaches; 36% Meets; 8% Masters  
*Source: 2023-2024 Texas Academic Performance Report (TAPR)*

### **Student Achievement Strengths**

- Overall improvement in Language Arts as measured by the state assessment STAAR.
- Fifth-grade performance improved as measured by the state assessment STAAR.
- Academic performance for students identified as Emergent Bilingual improved overall.

### **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 continues to increase, while the STAAR scores for our Special Education students are declining.

**Root Cause:** Many students lack the skills for their assigned grade level.

# 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:

2024-2025: Beginning – 6.0 FTE (10.1%)

2023-2024: Beginning – 2.0 FTE (3.9%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2024-2025: 1-5 Years – 19.0 FTE (31.8%)

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

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

2024-2025: 6-10 Years – 18.0 FTE (30.2%)

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

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

2024-2025: 11-20 Years – 8.7 FTE (14.6%)

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

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

2024-2025: Over 20 Years – 8.0 FTE (13.4%)

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

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

2024-2025: Total – 59.7 FTE (100%)

2023-2024: Total – 50.8 FTE (100%)

2022-2023: Total – 49.0 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

## Staff Recruitment and Retention Strengths

- Staff members at PSE generally remain on the campus for several years, creating stability for the campus and grade levels.
- New teachers are mentored by experienced teachers in their grade level.
- Collaboration among teams is a strength for our campus.

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

**Problem Statement 1:** Special Education students are increasing on our campus, and those positions can be difficult to staff.

**Root Cause:** Finding certified special education teachers with experience in the field is a difficult task.

**Problem Statement 2:** Hiring extra support staff such as specialists, tutors, interventionists, and para-professionals to conduct small group instruction is becoming increasingly more difficult.

**Root Cause:** Competitive salaries and perks are diminishing due to the demands on staff members for compliance, accountability, and time requirements for the job.

# 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. **Pine Shadows Elementary School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

### Family and Community Engagement Strengths

- A part-time family engagement coordinator works with families, volunteers, and paras to support staff and students.
- CIS committed to supporting our family engagement efforts.
- 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 sourced from our PTA, private donations, and other contributors, which are 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 2026, Pine Shadows Elementary School will increase student performance on STAAR 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.

2024-25: Reading: 74% (approaches), 51% (meets), 25% (masters); Math: 69% (approaches), 44% (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

**Evaluation Data Sources:** 2023 Texas Academic Performance Report, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

## Strategy 1 Details

**Strategy 1:** PSE will increase student achievement by providing teacher training in regards to small group instruction/intervention for students. Additionally, PSE will provide additional tutoring opportunities for our students. PSE will also 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:**

2.53, 2.534

**- 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-After School Tutoring - 211 - Title I, Part A - 211.11.6116.000.110.30.0.000.FBG26 - \$10,000, Misc Contracted Services (Teacher Professional Development) - 211 - Title I, Part A - 211.13.6299.000.110.30.0.000.FBG26 - \$15,000, Misc Contracted Services (AP and Principal Professional Development) - 211 - Title I, Part A - 211.23.6299.000.110.30.0.000.FBG26 - \$3,000, Region IV Teacher Professional Development - 211 - Title I, Part A - 211.13.6299.000.110.30.0.000.FBG26 - \$2,246, Misc. Operating Expenses (Tutorial Snacks) - 211 - Title I, Part A - 211.11.6499.000.110.30.0.000.FBG26 - \$5,000, - 199 PIC 11 - Instructional Services - \$14,552.50, - 199 PIC 99 - Undistributed - \$5,000, - 199 PIC 99 - Undistributed - \$9,000

**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 2026, Pine Shadows Elementary School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 5 percentage points or  $\geq 85\%$ .

2024-25: 70 School Progress-Annual Growth RLA and Math Score

2023-24: 68 School Progress-Annual Growth RLA and Math Score

2022-23: 74 School Progress-Annual Growth RLA and Math Score (Baseline Year)

**Evaluation Data Sources:** State Accountability Report Domain 2 A (Annual Growth RLA and Math)

### 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. K-1 will be included during small group instruction. Grades 2-5 will be included during SMART Time. Additionally, teachers and staff will be provided with supplies, materials and/or technology.

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

**Staff Responsible for Monitoring:** Teachers, Campus ILT, Administrators

**Title I:**

2.53, 2.533

**- TEA Priorities:**

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

**Funding Sources:** Software - 211 - Title I, Part A - 211.11.6397.000.110.30.0.000.FBG26 - \$2,500, Technology - 211 - Title I, Part A - 211.11.6398.000.110.30.0.000.FBG26 - \$2,000, Supplies and Materials for Students - 211 - Title I, Part A - 211.11.6399.000.110.30.0.000.FBG26 - \$30,000, - 199 PIC 11 - Instructional Services - \$14,552.50, - 199 PIC 23 - Special Education - \$690, - 199 PIC 30 - At Risk School Wide SCE - \$5,711

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

**Performance Objective 3: RELATIVE PERFORMANCE:** By June 2026, Pine Shadows Elementary School will increase its relative performance scale score.

2024-25: 77 Scale Score

2023-24: 77 Scale Score

2022-23: 80 Scale Score

**Evaluation Data Sources:** Accountability Report Domain 2 B

**Strategy 1 Details**

**Strategy 1:** PSE K-5 students will participate in intervention. K-1 in the classroom and Grades 2-5 through Smart Time. Additionally, students will be invited to participate in PSE after school tutorials.

**Strategy's Expected Result/Impact:** PSE will increase it's relative performance.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.51, 2.52

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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

**Performance Objective 4: CLOSING THE GAPS:** By June 2026, Pine Shadows Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 2 component points.

2024-25: 15 of 32 Academic Achievement Points Met; 46.9% 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)

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

**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. PSE will provide teacher coaching and intervention through MCLS and intervention staff. Additionally, PSE will focus on data assessment and goals with the support of our campus CAIS.

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

**Staff Responsible for Monitoring:** Teachers, Campus ILT, Administrators

**Title I:**

2.53

**- TEA Priorities:**

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

**Funding Sources:** CAIS, Interventionists and Teacher Assistants Payroll - 211 - Title I, Part A - 6119 and 6129 - \$183,356, - 199 PIC 23 - Special Education - \$1,000, - 199 PIC 30 - At Risk School Wide SCE - \$7,000, - 199 PIC 99 - Undistributed - \$3,000

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

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 55%

2023-24: TELPAS Progress Rate 61%

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

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Train and support teachers in best practices on language acquisition and growth</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students growing in proficiency on the TELPAS assessment</p> <p><b>Staff Responsible for Monitoring:</b> Campus ILT</p> <p><b>Title I:</b><br/>2.52, 2.534</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 25 - ESL/Bilingual - \$5,000</p> |

## 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 in language growth in both English and Spanish as the campus follows a Two Way Dual Language model

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

**Title I:**

2.52

**- 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 - \$3,840

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

**Performance Objective 6: EARLY LITERACY:** By June 2026, Pine Shadows Elementary School will increase the percentage of K-2 students on track to read at grade level from BOY to EOY.

**Evaluation Data Sources:** Kindergarten: Circle Kindergarten Progress Monitoring (KPM) BOY to EOY (Baseline Year)  
Grades 1 and 2: Amira Reading Mastery (ARM) BOY to EOY (Baseline Year)

**Strategy 1 Details**

**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.

**Strategy's Expected Result/Impact:** Increase in academic performance

**Staff Responsible for Monitoring:** Teachers, MCLs, Interventionists, Administrators

**Title I:**

2.52

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

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

**Performance Objective 7: EARLY NUMERACY:** By June 2026, 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  $\geq 80\%$ .

**Evaluation Data Sources:** End of Year (EOY) K-2 Math Progress Monitoring

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Students will receive 30 minutes of intervention to increase their performance on campus and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students math performance will increase by 5 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Interventionists, Administrators</p> <p><b>Title I:</b><br/>2.52</p> <ul style="list-style-type: none"><li>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</li><li>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li></ul> |

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

**Performance Objective 8: ADVANCED COURSES:** By June 2026, Pine Shadows Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

**Evaluation Data Sources:** Texas Education Agency Data Tables

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> More students enrolled in advanced courses.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Interventionists, Administrators</p> <p><b>Title I:</b><br/>2.52</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>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 2026, 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. Additionally, the campus implementation of MTSS for behavior.

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

**Staff Responsible for Monitoring:** Campus ILT

**Title I:**

2.531, 2.533

**- ESF Levers:**

Lever 3: Positive School Culture

**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 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:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math

**- 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:** Support Personnel - 211 - Title I, Part A - 6129 - \$14,648, Other Reading Materials (Family Engagement) - 211 - Title I, Part A - 211.61.6329.000.110.30.0.000.FBG 26 - \$40,000, Misc Operating Expenses (Family Engagement - 211 - Title I, Part A - 211.61.6499.000.110.30.0.000.FBG26 - \$3,000

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

**Performance Objective 2: INTERVENTIONS:** By June 2026, 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. Additionally, students that need extra support will be provided with after school tutoring opportunities.

**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, CIS, Administrators

**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

**Funding Sources:** - 199 PIC 99 - Undistributed - \$500

**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, MCLs and administrators

**Title I:**

2.52, 2.531, 2.533

**- TEA Priorities:**

Build a foundation of reading and math

**- 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 2026, 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><b>Strategy 1:</b> Campus will identify and develop strategies to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Administrators, and staff</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>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  |
|---|
| <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>TEA Priorities:</b><br/>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><br/>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 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

| <b>Strategy 1 Details</b>  |
|--|
| <b>Strategy 1:</b> Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety<br><b>Strategy's Expected Result/Impact:</b> Refined safety practices<br><b>Staff Responsible for Monitoring:</b> Campus Safety Officer |
| <b>Strategy 2 Details</b>  |
| <b>Strategy 2:</b> Participate in campus safety audit<br><b>Strategy's Expected Result/Impact:</b> Refined safety practices<br><b>Staff Responsible for Monitoring:</b> Campus Safety Officer  |

**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

| <b>Strategy 1 Details</b>   |
|---|
| <p><b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Submitted campus EOP in September</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p>   |
| <b>Strategy 2 Details</b>   |
| <p><b>Strategy 2:</b> Update campus EOPs annually and train staff at the start of each school year<br/>Additionally, update any clinic needs for safety</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP<br/>Staff training documents maintained</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p> <p><b>Funding Sources:</b> - 199 PIC 99 - Undistributed - \$1,000</p> |

**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**

**Strategy 1:** Conduct frequent budget meetings with Administrative Assistant to review and manage budgets

Budget meetings include any additional items such as technology, copier maintenance, overtime for custodial and cafeteria staff members, and more

**Strategy's Expected Result/Impact:** Error free records

Documentation of purchases and orders

**Staff Responsible for Monitoring:** Principal

Administrative Assistant

**Funding Sources:** - 199 PIC 99 - Undistributed - \$2,000, - 199 PIC 99 - Undistributed - \$1,500, - 199 PIC 99 - Undistributed - \$600, - 199 PIC 99 - Undistributed - \$1,979

# Campus Funding Summary

| 199 PIC 11 - Instructional Services  |           |          |                  |              |             |
|--------------------------------------|-----------|----------|------------------|--------------|-------------|
| Goal                                 | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 1                                    | 1         | 1        |                  |              | \$14,552.50 |
| 1                                    | 2         | 1        |                  |              | \$14,552.50 |
| <b>Sub-Total</b>                     |           |          |                  |              | \$29,105.00 |
| <b>Budgeted Fund Source Amount</b>   |           |          |                  |              | \$29,105.00 |
| <b>+/- Difference</b>                |           |          |                  |              | \$0.00      |
| 199 PIC 23 - Special Education       |           |          |                  |              |             |
| Goal                                 | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 1                                    | 2         | 1        |                  |              | \$690.00    |
| 1                                    | 4         | 1        |                  |              | \$1,000.00  |
| <b>Sub-Total</b>                     |           |          |                  |              | \$1,690.00  |
| <b>Budgeted Fund Source Amount</b>   |           |          |                  |              | \$1,690.00  |
| <b>+/- Difference</b>                |           |          |                  |              | \$0.00      |
| 199 PIC 25 - ESL/Bilingual           |           |          |                  |              |             |
| Goal                                 | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 1                                    | 5         | 1        |                  |              | \$5,000.00  |
| 1                                    | 5         | 2        |                  |              | \$3,840.00  |
| <b>Sub-Total</b>                     |           |          |                  |              | \$8,840.00  |
| <b>Budgeted Fund Source Amount</b>   |           |          |                  |              | \$8,840.00  |
| <b>+/- Difference</b>                |           |          |                  |              | \$0.00      |
| 199 PIC 30 - At Risk School Wide SCE |           |          |                  |              |             |
| Goal                                 | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 1                                    | 2         | 1        |                  |              | \$5,711.00  |
| 1                                    | 4         | 1        |                  |              | \$7,000.00  |
| <b>Sub-Total</b>                     |           |          |                  |              | \$12,711.00 |
| <b>Budgeted Fund Source Amount</b>   |           |          |                  |              | \$12,711.00 |
| <b>+/- Difference</b>                |           |          |                  |              | \$0.00      |

| 199 PIC 99 - Undistributed         |           |          |  |                                     |              |
|------------------------------------|-----------|----------|--|-------------------------------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed   | Account Code                        | Amount       |
| 1                                  | 1         | 1        |  |                                     | \$9,000.00   |
| 1                                  | 1         | 1        |  |                                     | \$5,000.00   |
| 1                                  | 4         | 1        |  |                                     | \$3,000.00   |
| 2                                  | 2         | 1        |  |                                     | \$500.00     |
| 3                                  | 3         | 2        |  |                                     | \$1,000.00   |
| 4                                  | 1         | 1        |  |                                     | \$1,979.00   |
| 4                                  | 1         | 1        |  |                                     | \$1,500.00   |
| 4                                  | 1         | 1        |  |                                     | \$600.00     |
| 4                                  | 1         | 1        |  |                                     | \$2,000.00   |
| <b>Sub-Total</b>                   |           |          |  |                                     | \$24,579.00  |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                     | \$24,579.00  |
| <b>+/- Difference</b>              |           |          |  |                                     | \$0.00       |
| 211 - Title I, Part A              |           |          |  |                                     |              |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code                        | Amount       |
| 1                                  | 1         | 1        | Misc Contracted Services (Teacher Professional Development)          | 211.13.6299.000.110.30.0.000.FBG26  | \$15,000.00  |
| 1                                  | 1         | 1        | Region IV Teacher Professional Development                           | 211.13.6299.000.110.30.0.000.FBG26  | \$2,246.00   |
| 1                                  | 1         | 1        | Oth Payroll Payments-After School Tutoring                           | 211.11.6116.000.110.30.0.000.FBG26  | \$10,000.00  |
| 1                                  | 1         | 1        | Misc Contracted Services (AP and Principal Professional Development) | 211.23.6299.000.110.30.0.000.FBG26  | \$3,000.00   |
| 1                                  | 1         | 1        | Misc. Operating Expenses (Tutorial Snacks)                           | 211.11.6499.000.110.30.0.000.FBG26  | \$5,000.00   |
| 1                                  | 2         | 1        | Supplies and Materials for Students                                  | 211.11.6399.000.110.30.0.000.FBG26  | \$30,000.00  |
| 1                                  | 2         | 1        | Technology   | 211.11.6398.000.110.30.0.000.FBG26  | \$2,000.00   |
| 1                                  | 2         | 1        | Software   | 211.11.6397.000.110.30.0.000.FBG26  | \$2,500.00   |
| 1                                  | 4         | 1        | CAIS, Interventionists and Teacher Assistants Payroll                | 6119 and 6129                       | \$183,356.00 |
| 2                                  | 1         | 3        | Other Reading Materials (Family Engagement)                          | 211.61.6329.000.110.30.0.000.FBG 26 | \$40,000.00  |
| 2                                  | 1         | 3        | Support Personnel  | 6129                                | \$14,648.00  |
| 2                                  | 1         | 3        | Misc Operating Expenses (Family Engagement)                          | 211.61.6499.000.110.30.0.000.FBG26  | \$3,000.00   |
| <b>Sub-Total</b>                   |           |          |  |                                     | \$310,750.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                     | \$310,750.00 |
| <b>+/- Difference</b>              |           |          |  |                                     | \$0.00       |
| <b>Grand Total Budgeted</b>        |           |          |  |                                     | \$387,675.00 |

211 - Title I, Part A

| Goal                     | Objective | Strategy | Resources Needed | Account Code | Amount       |
|--------------------------|-----------|----------|------------------|--------------|--------------|
| <b>Grand Total Spent</b> |           |          |                  |              | \$387,675.00 |
| <b>+/- Difference</b>    |           |          |                  |              | \$0.00       |