

Splendora Independent School District



Piney Woods Elementary School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

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.

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	Root Cause
<p data-bbox="152 275 196 426">1 ★</p> <p data-bbox="272 268 829 323">Planning and design and PLC need improvement. Need more structure and a focus</p>	<p data-bbox="902 268 1386 323">Instructional coaches and staff lack a deep understanding of effective PLC</p>

★ = Priority

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.

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.

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.


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	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="272 268 829 359">Limited opportunity for staff to affirm each other, and connect through team bonding/building activities</p>	<p data-bbox="902 268 1382 327">Time and scheduling to where all staff can participate</p>

★ = Priority



Priority Problem Statements

Barrier

Root Cause

1
★

Planning and design and PLC need improvement.
Need more structure and a focus

Instructional coaches and staff lack a deep understanding of effective PLC

2
★

Only a small portion of the student population was celebrated

Limited opportunities to recognize students

3
★

Limited opportunity for staff to affirm each other, and connect through team bonding/building activities

Time and scheduling to where all staff can participate

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- 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

From the beginning of the academic year, 100% of instructional staff will consistently use student data from Progress Learning reports, end-of-unit/module assessments, and previous year performance to drive instruction and empower students to take ownership of their learning through data tracking, goal setting, reflection and campus celebration.

Evidence of Success: Weekly PLC agendas and notes that reference data analysis and instructional planning.

Progress Learning reports showing student growth across key standards.

Classroom observations indicating use of student data trackers and goal-setting practices.

Documentation of goal-setting and follow-up meetings between teachers and students.

Evidence of intentional Rtl activities and structures tailored to student needs.

Communication with families about student progress

Staff Responsible: Deborah Black, Alice Henson, Harrison Gillaspy, Joshelyn Garcia Lopez

Barriers: Student Learning & Progress 1

Formative Reviews

On Track

October

January

March

June

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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 Gillaspy, Alice Henson, Deborah Black

TEA Priorities: Build a foundation of reading and math

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Parent/Teacher conferences at least twice per year

Intended Audience: Parents

Provider / Presenter / Person Responsible: Teachers and an interpreter

Date(s) / Timeframe: Twice per year

Collaborating Departments: Teachers and title staff

Delivery Method: In person, over the phone and email

Staff Responsible: Teachers, Joshelyn Garcia Lopez, Harrison Gillaspy, Shannon Shumate

Action Steps: Set up meetings with parents and a structure for teachers to follow

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

Key Question 1 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

Planning and design and PLC need improvement. Need more structure and a focus

Instructional coaches and staff lack a deep understanding of effective PLC

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

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?

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?

Initial Status: Minor Change

System Response (Goal) 1

Cultivate a campus culture that supports the development of engaged, well-rounded students by intentionally recognizing student character, promoting social-emotional wellness, and celebrating the diverse strengths and achievements of the whole child at least once every nine weeks. Teachers will support campus culture by providing students with structure in the classroom, utilizing CHAMPS. We will promote student engagement by increasing our ADA by 2% from the 2024-2025 school year to the 2025-2026 school year.

Evidence of Success: Weekly raffle from positive student referrals
Announcements to celebrate positive student acts
Weekly MASEL Lessons
Incorporate classes into the announcements
Attendance give aways and incentives

Staff Responsible: Harrison Gillaspy, Jessica Brent, Shannon Shumate

Barriers: Engaged, Well-Rounded Students 1

Formative Reviews

On Track

October

January

March

June

Strategy 1

Weekly MASEL Lessons

Intended Audience: Students

Provider / Presenter / Person Responsible: Jessica Brent

Date(s) / Timeframe: Each Monday morning during the school year

Collaborating Departments: Counseling office, instructional leadership team, administration

Delivery Method: Via google meets

Staff Responsible: Jessica Brent, Shannon Shumate

Action Steps: Record weekly MASEL episodes

TEA Priorities: Improve low-performing schools

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Attendance Incentives

Intended Audience: Students and staff

Provider / Presenter / Person Responsible: Harrison Gillaspy, Shannon Shumate, Alexis Williamson

Date(s) / Timeframe: Once per nine weeks

Collaborating Departments: Administration and front office

Delivery Method: Via school announcements every nine weeks

Staff Responsible: Harrison Gillaspy, Shannon Shumate, Alexis Williamson

Action Steps: Establish a plan for attendance incentives every nine weeks

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

Key Question 1 Barriers Identifying Engaged, Well-Rounded Students

Barrier

Root Cause

1

Only a small portion of the student population was celebrated

Limited opportunities to recognize 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

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?

Key Question 2

To what degree are we inducting new employees into our learning organization?

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?

Key Question 2

To what degree do staff have access to resources necessary to fulfill the strategic plan?

Key Question 1

To what degree do our students and staff feel safe at school?

Initial Status: Minor Change

System Response (Goal) 1

Foster a positive and supportive campus culture by enhancing staff well-being, engagement, and professional growth through monthly opportunities for connection, recognition, and collaboration.

Evidence of Success: Offer monthly events

Family kickball, dinner,
Time to get to know other staff members
House system
Duty coverage
Snacks
Affirmations
Bulletin board
Certificates

Staff Responsible: Mentors for new teachers, Jessica Brent, Alice Henson, Harrison Gillaspay

Barriers: Safety & Well-Being 1

Formative Reviews

No Progress

October

January

March

June

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, Shannon Shumate

Date(s) / Timeframe: Every Nine Weeks

Collaborating Departments: Admin team

Delivery Method: Google calendar and faculty meetings, and house pep rallies

Staff Responsible: PWE admin team

Action Steps: Agendas for house pep rallies

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Establish Monthly professional development during faculty meeting time

Intended Audience: Staff

Provider / Presenter / Person Responsible: Harrison Gillaspy, Alice Henson, Deborah Black

Date(s) / Timeframe: Monthly faculty meetings

Collaborating Departments: Campus administration, Instructional team, teachers

Delivery Method: In person meeting

Staff Responsible: Alice Henson, Deborah Black, Harrison Gillaspy

Action Steps: Establish an agenda for each meeting based on current academic data.

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

Strategy 3

Promote staff celebrations through social media

Intended Audience: Staff and community

Provider / Presenter / Person Responsible: Macy Hernandez and Harrison Gillaspy

Date(s) / Timeframe: Each week on the faculty and parent preview

Collaborating Departments: Media specialist and campus administration

Delivery Method: Via parent square

Staff Responsible: Harrison Gillaspy and Macy Hernandez

Action Steps: Create a tracking document with staff spotlights and evidence as to why they received this recognition

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

Key Question 1 Barriers Identifying Safety & Well-Being

Barrier	Root Cause
1 Limited opportunity for staff to affirm each other, and connect through team bonding/building activities	Time and scheduling to where all staff can participate

Key Question 2

To what degree do we ensure social well-being for all students?

Initial Status: Maintain but Consider a Change

Key Question 3

To what degree do we ensure social well-being for all staff?

Initial Status: Major Change



Committees

Committees

Design Team

Members

First Name	Last Name	Position	Committee Role
Lacey	Wright	5th Teacher	Member
Daniela	Serrada	Kinder Teacher	Member
Brittany	Vick	Kinder Teacher	Member
Laura	Wildman	Assistant Principal	Member
Kacie	Black	Instructional Coach	Member
Chelsea	Alders	2nd Teacher	Member
Ana	Reyes	4th Teacher	Member
Alice	Henson	Instructional Coach	Member
Shannon	Shumate	6th Teacher	Member
Harrison	Gillaspy	Principal	Lead

CNA Committee

Members

First Name	Last Name	Position	Committee Role
Taylor	Brzowski	Parent	Member (Virtual Feedback)
Christina	Chapman	Parent	Member (Virtual Feedback)
Greg	Harvey	Community Member	Member (Virtual Feedback)
Calesta	House	District Admin	Member
Macy	Hernandez	Paraprofessional	Member
Rainey	O'Neill	1st Grade Teacher	Member
Jessica	Brent	Counselor	Member
Daniela	Serrada	Kinder Dual Teacher	Member
Shannon	Shumate	6th Grade Teacher	Member

Kasey	Black	Instructional Coach	Member
Monica	Gomez	SPED Teacher	Member
Harrison	Gillaspy	Principal	Lead