

Spring Branch Independent School District

Pine Shadows Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pine Shadows Elementary School's Mission

is to provide high quality education in a safe, respectful and inclusive environment that
builds a foundation for life-long learning.

Vision

Vision Statement

Our Vision is a community of learners where all children feel loved,
respected and encouraged to develop to their fullest potential.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically minded-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

PSE enrollment is approximately 762 in K-5 grade. Our population continues to be a diverse combination of cultures from around the world predominately Hispanic.

In addition we have a Life Skills Unit and an APPLE Unit on campus this year.

PSE qualifies for 100% free and reduced lunch.

Attendance rate is 96%.

The majority of our neighborhood consists of multi-unit apartment complexes, a few new cluster homes at the end of the playground area, and an older residential area. Our community partnerships include MHS as our sister school, an after school YMCA program for students, an after school fine arts program provided by our CIS connection, a PSE summer camp, Boy Scouts and Girl Scouts programs, and many local restaurants and businesses who are part of our Good Neighbor Program.

PSE staff consists of predominately Spanish speakers from around the world, a smaller number of non-Spanish speakers from across the US and other countries.

Demographics Strengths

The 20-21 Panorama Survey continued to show strong positive results even in the midst of a pandemic.

School Belonging 97%

School Engagement 96%

School Rigorous Expectations 99%

School Safety 96%

School Teacher-Student Relationships 99%

Social Emotional Learning 96%

Social Awareness 95%

Self-Management 93%

Emotion Regulation 90%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the gap across all minority groups continues to be a challenge for our school. **Root Cause:** The majority of the students are reading 1-2 years below grade level when they enter K.

Problem Statement 2: Closing the gap across all minority groups continues to be a challenge for our school which is directly related to poverty and limited digital access. **Root Cause:** The majority of the students are reading 1-2 years below grade level when they enter K because of limited access in a digital environment.

Problem Statement 3: Achievement needs are for EL students to perform as well as other student groups is a constant issue of poverty which limits access to learning in a digital learning environment. **Root Cause:** EL students come to PSE into K with limited school experiences and limited or no access to digital devices.

Problem Statement 4: Equal access for virtual learning is not available. No access to internet, hot spots or devices. **Root Cause:** High poverty causes less electronic access for virtual learning for 77% (FRL rate) of PSE students.

Problem Statement 5: Shortage of certified bilingual teachers. In addition, we no longer have bilingual certified teachers on the English side of dual language programs. **Root Cause:** A shortage of Bilingual certified teachers in all grades.

Problem Statement 6: Second language learners struggle with the curriculum which does not always address their language challenges. **Root Cause:** Lack of Spanish materials for all content and all grade levels.

Problem Statement 7 (Prioritized): Accessibility to digital learning. **Root Cause:** High poverty causes limited resources such as internet, hot spots, and electronic devices for families to stay connected.

Problem Statement 8: Organizationally, virtual learning presented unprecedented challenges for a highly under-served population. **Root Cause:** COVID -19 pandemic

Problem Statement 9: One to one device deployment for K-5 is not available for students to have 24/7. **Root Cause:** No personal devices, no internet access and limited hot spots for families continues to widen the gap.

Student Learning

Student Learning Summary

PSE students have made significant growth over the past 3 years meeting standards.

All students in grades 2-5 have received intervention 30 minutes per day in reading and math which has been effective in student performance.

The addition of teacher assistants in the classrooms will provide support with small group instruction to reach more struggling students.

MAP data showed growth in all grade levels, K-5.

Panorama results showed growth in all categories exceeding the district and elementary campus levels.

Student Learning Strengths

PSE students continue to make progress academically.

Interventions for all students is provided in grades K-5.

Almost 200 students attended district virtual summer school and campus virtual tutorials.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Spanish speaking students struggle with acquisition of the English language. **Root Cause:** Non-English speaking parents/families at home.

School Processes & Programs

School Processes & Programs Summary

PSE will continue with community circles to began the day. We are adding an Explorer Greeting as teachers meet their students at the door with a handshake, fist or elbow bump, etc.,

Through this process our goal is to deepen student relationships by sharing experiences in our community circle time.

In addition, intervention time will be 30 minutes/day to provide a personalized learning experience for students in grades 3-5.

Students will participate in SEL activities provided by the counselor and staff.

Through the OC-TX initiative we will provide 3 MCLs (multi-classroom leaders).

These additional staff members provide support to the teams, implement small groups for intervention in reading and math.

MCLs provide coaching and modeling for new staff members, assist with assessment and training.

Guiding coalition meetings are held weekly to analyze student data, to provide training for content areas, assessments and PD.

Mentors are assigned to mentees, student teachers are assigned to master level teachers and teachers are given opportunities to personalize their teaching and learning through conferences, consultants, and collaboration with other professionals from other SBISD campuses.

Family and community events such as meet the teacher, parent conferences, principal monthly coffees, cultural and local celebrations, carnival, movie nights, WATCH Dogs, are provided by the PTA, CIS staff, and PSE staff.

PTA and PSE will continue to purchase electronic devices for student use in the classroom and for assessment purposes.

School Processes & Programs Strengths

Processes and programs are established and implemented with fidelity and integrity to impact performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional planning time is needed to implement and monitor processes and programs. **Root Cause:** The number of minutes provided for planning and PD during the school day needs is not adequate.

Perceptions

Perceptions Summary

PSE has a positive culture, climate and value system of core beliefs. Family engagement is high for events like Meet the Teacher, Open House, Parent Conferences, PTA events and with daily volunteers. Families are also involved in after school activities provided by the school, by CIS, and by the PTA.

Panorama results showed a positive increase in all areas and all areas were above the district results.

Perceptions Strengths

Maintaining a positive and effective culture and climate is strong.

Panorama Survey showed significant positive increases in culture, climate, school connectedness and beliefs.

A strong support system for teachers and students to be successful is initiated by the PTA, sister schools, and individual family donations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication source is needed to connect with all families without access. **Root Cause:** Limited financial resources for families to provide internet services and electronic devices for their children.

Priority Problem Statements

Problem Statement 1: Accessibility to digital learning.

Root Cause 1: High poverty causes limited resources such as internet, hot spots, and electronic devices for families to stay connected.

Problem Statement 1 Areas: Demographics - Parent and Community Engagement - Technology - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Pine Shadows Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).

2020-21: Reading: 64% (approaches), 34% (meets), 15% (masters); Math: 53%(approaches), 39% (meets), 15% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 77% (approaches), 45% (meets), 21% (masters); Math: 72% (approaches), 39% (meets), 20% (masters)

2017-18: Reading: 72% (approaches), 35% (meets), 13% (masters); Math: 69% (approaches), 34% (meets), 13% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Campus initiatives providing personalized learning through: TCWRP All in Learning for student to tracking their performance. Community Circles daily implementation. Provide additional electronic resources for students. Purchase reading and math materials and supplies. Seidlitz Consultant Professional Development Dual Language Consultant/Mercuri Professional Development MCL's (multi-classroom leader's) for academic support Substitutes for teachers to attend PD Math Intervention specialist LEP assistants Family Engagement Coordinator CIS coordinator 3.5 Kinder paras District specialists/SIS//LIS/MIS HB4545 intervention plan TELPAS exit plan Strategy's Expected Result/Impact: Increased performance results in college readiness on the Panorama survey by weekly T-2-4 college T-Shirt Day, attend feeder HS events, cap and gown senior walk, mentors from Houston business mentors At least one year plus growth in Reading and Math on MAP results. Increased performance results of 1 year plus growth on Teacher's College Levels for K-5 students Develop TELPAS exit plan for grades 4 and 5 CIS after school tutorial programs		Formative		
		Oct	Jan	Apr

CIS lunch buddy program
CIS uniform and school supply drive
CIS collaborative food basket drives at Thanksgiving/Christmas

Staff Responsible for Monitoring: PSE Administrators

PSE MCL's

PSE Counselor

District instructional specialists for reading, math and science

Leadership Team

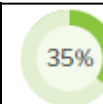
PSE teachers





PSE Librarian

CIS worker

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - 6399 - \$8,961, Special Education - 199 PIC 23 - Special Education - 6399 - \$2,535, At Risk School - 199 PIC 30 - At Risk School Wide SCE - 11822 - \$11,205, Professional Salaries - 211 - Title I, Part A - \$111,765, Family Engagement Coordinator - 211 - Title I, Part A - 6119 - \$16,489, Instructional Services - 199 PIC 11 - Instructional Services - 6399 - \$32,054, Undistributed - 199 PIC 99 - Undistributed - 6399 - \$0, Instructional Support Personnel - 211 - Title I, Part A - 6129 - \$38,249, Substitutes - 211 - Title I, Part A - 6116 - \$5,000



Strategy 2 Details	Formative Reviews		
Strategy 2: Reading EOY results for K-5 students will show growth of at least one level. Strategy's Expected Result/Impact: Reading performance for all students in K-5 will improve by a minimum of 1 year's growth. Staff Responsible for Monitoring: Classroom teachers Instructional Leadership Team Specialists Title I Schoolwide Elements: 2.4 - 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and materials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6399 - \$10,000, Other reading materials (teacher) - 282 ARP21 (ESSER III Campus Allocations) - 282-13-6329 - \$15,000, Other reading materials (parent) - 282 ARP21 (ESSER III Campus Allocations) - 282-61-6329 - \$2,500, Supplies and materials - 282 ARP21 (ESSER III Campus Allocations) - 282-61-6399 - \$855, Other reading materials (Principal) - 282 ARP21 (ESSER III Campus Allocations) - 282-23-6329 - \$1,500, Other reading materials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6325 - \$10,000, Software - 282 ARP21 (ESSER III Campus Allocations) - 282-11-6397 - \$10,000, Staff for tutorials - 282 ARP21 (ESSER III Campus Allocations) - 282-11-619 - \$28,345	Formative		
	Oct	Jan	Apr
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			


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

Performance Objective 2: EARLY LITERACY: By June 2022, Pine Shadows Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or \geq to 85%.

2020-21: Kindergarten 80% On Grade Level or Above Grade Level; 1st Grade: 80% On Grade Level or Above Grade Level; 2nd Grade: 80% On Grade Level or Above Grade Level

Targeted or ESF High Priority

Evaluation Data Sources: Running Records and EOY reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus initiatives providing personalized learning through: All in Learning for student to tracking their performance. Community Circles daily implementation. Provide additional electronic resources for students. Purchase reading and math materials and supplies. Seidlitz Consultant Professional Development Dual Language Consultant/Mercuri Professional Development MCL's (multi-classroom leader's) for academic support Substitutes for teachers to attend PD Math Intervention specialist LEP assistants Family Engagement Coordinator CIS coordinator 3.5 Kinder paras District specialists/SIS//LIS/MISAdd Strategies Strategy's Expected Result/Impact: At least one year plus growth in Reading and Math on MAP results. Increased performance results of 1 year plus growth on Teacher's College Levels for K-5 students. Increase academic student performance. Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor District instructional specialists for reading, math and science Leadership Team PSE teachers PSE Librarian LIS/MIS/SIS speciaists Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 211 - Title I, Part A - \$1,700	Formative		
	Oct	Jan	Apr
	 35%		



No Progress



Accomplished



Continue/Modify



Discontinue

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






Performance Objective 3: GAP-CLOSING: By June 2022, Pine Shadows Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap and improve performance above the target by at least 10 percentage points for English Learners.

2020-21: English Learners 27% non-English Learners 43%

2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC Instructional support and professional learning in the area of reading, writing and math. Strategy's Expected Result/Impact: Increase results in TELPAS, STAAR and MAP testing. Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team District Instructional Specialists/LIS/SIS/MIS PSE teachers PSE Librarian LIS/MIS/SIS specialist Math interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Instructional reading materials - 211 - Title I, Part A - 6329 - \$3,000, Professional Development - 211 - Title I, Part A - 6299 - \$27,000, Technology devices/Chromebooks/iPADS - 211 - Title I, Part A - 6398 - \$0	Formative		
	Oct	Jan	Apr
	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: STUDENT GROWTH: By June 2022, Pine Shadows Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 5 points, Math (K-5) increase by 5 points.

2020-21: Reading - 43% met CGI; Math - 48% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 50% met CGI; Math - 55 % met CGI


2017-18: Reading - 38% met CGI; Math - 46 % met CGI






Targeted or ESF High Priority

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Campus Report Card

District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades 1-5 will participate in intervention groups for at least 30 minutes a day to close gaps in math and reading. Strategy's Expected Result/Impact: A year's plus growth in reading, writing and math on MAP, STAAR and district PSA's. Staff Responsible for Monitoring: PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team District Specialists/LIS/MIS/SIS PSE teachers PSE Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$9,366	Formative		
	Oct	Jan	Apr
	 35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Every teacher will receive training on the components of balanced literacy. Strategy's Expected Result/Impact: Increased reading levels and performance. Staff Responsible for Monitoring: PSE Administrators LIS/Teacher's College PSE MCL's PSE Counselor PSE Instructional Leadership Team District Specialists/MIS/SIS/LIS PSE teachers PSE Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$1,031	Formative		
	Oct	Jan	Apr
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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


Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.





2020-21: TELPAS Progress Rate 69%

2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development, with Nancy Motley, 7 Steps to a Language Rich Interactive Classroom, for K-5 teachers on instructional strategies that will meet the needs of all learners, increase second language acquisition, and accelerate reading and writing levels for all students. Strategy's Expected Result/Impact: Teachers will be able to plan lessons to implement strategies to facilitate a language rich environment for reading, writing and thinking. Student growth will be measured by reading levels, trackers, assessments and report card progress. Staff Responsible for Monitoring: Instructional Leadership Team MCL's PSE District Specialists/SIS/LIS/MIS Grade level teachers Consultant, Nancy Motley, Seidlitz Corporation Consultant, Dr. Sandra Mercuri, Dual Language Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Apr
	 30%		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2:

STUDENT SUPPORT. Every Pine Shadows Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Pine Shadows Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 97% School Belonging ; 98% School Climate ; 99% School Rigorous Expectations ; 96% School Safety ; 99% School Teacher-Student Relationships






2019-20: Not Rated due to COVID

2018-19: 96% School Belonging ; 98% School Climate ; 98% School Rigorous Expectations ; 97% School Safety ; 99% School Teacher-Student Relationships

2017-18: 83% School Belonging; 84% School Climate; 90% School Rigorous Expectations ; 84% School Safety ; 92% School Teacher-Student Relationships

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Community Circles, "Explorer Circles" will be implemented each morning after the announcements. Explorer Greeting choice to enter the classroom.</p> <p>2. Protocols for the lessons and topics will be provided for the teachers.</p> <p>3. Topics may be provided by teachers or students centering around PSE Explorer traits, project class expectations, relationship building, positive conflict resolutions, and student voice and agency to develop a stronger PSE community.</p> <p>4. Project Class Social Skills Management Program will be implemented. All PSE staff attended 1 day of PC training at the HAP.</p> <p>5. Monthly grade level principal coffee information sessions will be implemented.</p> <p>6. PTA meetings, monthly parent education and school events.</p> <p>7. Family Engagement Coordinator will host monthly academic sessions for families.</p> <p>8. Daily Explorer greeting as each child enters the room in the am.</p> <p>Strategy's Expected Result/Impact: Panorama Survey will show an increased results on the Student Teacher Relationships measure.</p> <p>Students needing additional social skills strategies will be assisted through Project Class.</p> <p>Teachers trained with PC skills and strategies will impact relationship connectivity at PSE.</p> <p>Parents and families will be able to support their students in academic and social emotional development.</p> <p>Improved communication and academic support.</p> <p>Project Class will impact student performance and behavior.</p> <p>Staff Responsible for Monitoring: PSE Administrators</p> <p>PSE Counselor</p> <p>PSE Teachers</p> <p>PSE Instructional Leadership Team</p> <p>PSE MCL's</p> <p>Project Class on site training</p> <p>Project Class staff</p> <p>PSE staff</p> <p>CIS</p> <p>Family Engagement Coordinator</p> <p>PSE staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Training on social, emotional learning - 211 - Title I, Part A - 6299 - \$6,000, Supplies and materials - 211 - Title I, Part A - 6499 - \$1,700</p>	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 2:

STUDENT SUPPORT. Every Pine Shadows Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: Training materials and attendance rosters.


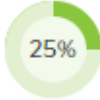




Strategy 1 Details	Formative Reviews		
Strategy 1: All students will begin the day with Explorer Circle Time. All students will greet their teacher with a choice selected from the Explorer Greeting. All staff will be trained in Project Class Social Skills. Project Class will be implemented in grades K-5. Strategy's Expected Result/Impact: A positive culture of safety and security among the students and staff to enhance teaching and learning. Staff Responsible for Monitoring: Counselor Administrators Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Supplies and materials - 211 - Title I, Part A - 6399 - \$800	Formative		
	Oct	Jan	Apr
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Targeted or ESF High Priority







Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop 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	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Pine Shadows Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Christina Winstead	Principal
Administrator	Natasha Patel	Assistant Principal
Administrator	Barbara Dunn	Assistant Principal
Non-classroom Professional	Judy Birdsong	Counselor
Non-classroom Professional	Laura Ramos	Non-classroom Professional
Non-classroom Professional	Melissa Elrod	Non-classroom Professional
Non-classroom Professional	Maria De Los Santos	Non-classroom Professional

Campus Improvement Team

Committee Role	Name	Position
Administrator	Chris Winstead	Principal
Administrator	Natasha Patel	Assistant Principal
Administrator	Barbara Dunn	Assistant Principal
Community Representative	Becky Funderburk	Community Representative
Classroom Teacher	Christian Centeno	Classroom Teacher
Classroom Teacher	Maribel Cruz	Classroom Teacher
Non-classroom Professional	Laura Ramos	Non-classroom Professional
Non-classroom Professional	Melissa Elrod	Non-classroom Professional
Parent	Ed Kaczinski	Parent
Parent	Minga Fernandez	Parent
Paraprofessional	Sandra Henderson	Paraprofessional
Paraprofessional	Iffat Naqvi	Paraprofessional
Business Representative	Rose Toro	Business Representative
Business Representative	Pete Kaldis	Business Representative
Community Representative	Stacy Brozek	Community Representative
District-level Professional	Pamela Thompson	Health Fitness Department

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services	6399	\$32,054.00
Sub-Total					\$32,054.00
Budgeted Fund Source Amount					\$32,054.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education	6399	\$2,535.00
Sub-Total					\$2,535.00
Budgeted Fund Source Amount					\$2,535.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL/Bilingual	6399	\$8,961.00
Sub-Total					\$8,961.00
Budgeted Fund Source Amount					\$8,961.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At Risk School	11822	\$11,205.00
Sub-Total					\$11,205.00
Budgeted Fund Source Amount					\$11,205.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Undistributed	6399	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,025.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Salaries		\$111,765.00
1	1	1	Family Engagement Coordinator	6119	\$16,489.00
1	1	1	Instructional Support Personnel	6129	\$38,249.00
1	1	1	Substitutes	6116	\$5,000.00
1	2	1			\$1,700.00
1	3	1	Instructional reading materials	6329	\$3,000.00
1	3	1	Professional Development	6299	\$27,000.00
1	3	1	Technology devices/Chromebooks/iPADS	6398	\$0.00
1	4	1	Supplies and materials	6399	\$9,366.00
1	4	2	Supplies and materials	6399	\$1,031.00
2	1	1	Training on social, emotional learning	6299	\$6,000.00
2	1	1	Supplies and materials	6499	\$1,700.00
2	2	1	Supplies and materials	6399	\$800.00
					Sub-Total
					\$222,100.00
					Budgeted Fund Source Amount
					\$283,050.00
					+/- Difference
					\$60,950.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and materials	282-11-6399	\$10,000.00
1	1	2	Other reading materials (teacher)	282-13-6329	\$15,000.00
1	1	2	Other reading materials (parent)	282-61-6329	\$2,500.00
1	1	2	Supplies and materials	282-61-6399	\$855.00
1	1	2	Other reading materials (Principal)	282-23-6329	\$1,500.00
1	1	2	Other reading materials	282-11-6325	\$10,000.00
1	1	2	Software	282-11-6397	\$10,000.00
1	1	2	Staff for tutorrials	282-11-619	\$28,345.00
					Sub-Total
					\$78,200.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$78,200.00
+/- Difference					\$0.00
Grand Total					\$355,055.00

Addendums