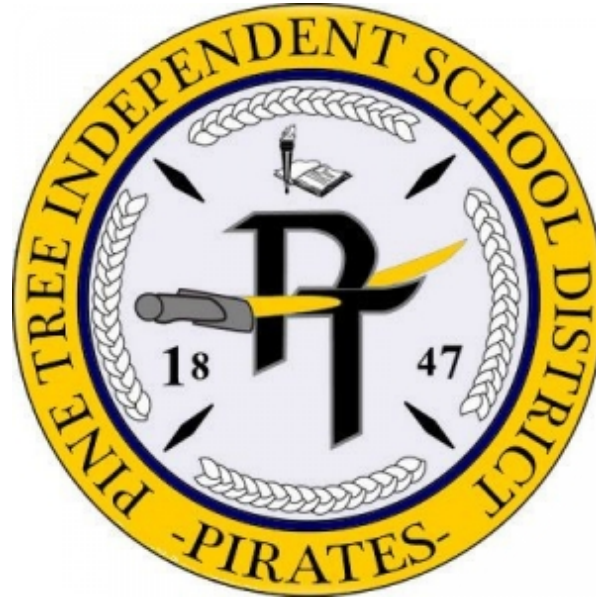


Pine Tree Independent School District

District Improvement Plan



Mission Statement

The Pine Tree family champions the relentless pursuit of excellence through a compassionate and safe learning environment empowering all students to develop their unique passions and to make a positive impact in a global society.

Vision

Tradition of Excellence

Core Beliefs

We believe in:

Lifelong Learning– We are a learning organization, where students are engaged and leaders grow.

Innovation Through Collaboration– We foster a culture of innovation: working together, adapting to change.

Trust and Safety– We provide a trusting and safe environment accountable to the highest standards and most effective tools.

Respect– We respect each other, embracing diversity and global awareness.

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2021

Demographics

Demographics Summary

The 2019-2020 TAPR report has been attached.

District level demographics based upon 2019-2020 TAPR report: 23% African American - 1,047 students, 36.3% Hispanic - 1,653 students, 34% White - 1,547, with 63.1% -2,871 economically disadvantaged students and a total enrollment of 4,553.

2020 Campus level demographics based upon October, 2020 PEIMS data are as follows: **Pine Tree High School** 38.3% White, 19.5% African American, 36.7% Hispanic total student enrollment of 1245 with 51.2% economically disadvantaged; **Pine Tree ExCEL** 48.7% White, 23.1 % African American, 25.6% Hispanic total enrollment of 36 students with 83.3% economically disadvantaged; **Pine Tree Junior High** 30.9% White, 24.5% African American, 39.3% Hispanic total student enrollment of 687 with 59.7% economically disadvantaged; **Pine Tree Middle School** 32.5% White, 23.2% African American, 35.3% Hispanic total student enrollment of 655 with 63.4% economically disadvantaged; **Pine Tree Primary** 34.6% White, 22.8% African American, 35.7% Hispanic total student enrollment of 575 with 77% economically disadvantaged; **Birch Elementary** 31.8% White, 22.9% African American, 37% Hispanic total student enrollment of 664 with 67.8% economically disadvantaged; **Parkway Elementary** 35.3% White 22.1% African American, 36.5% Hispanic total student enrollment 691 with 70.3% economically disadvantaged. **District PEIMS demographics** based upon February 25, 2021 PEIMS data are: 33.07% White, 23.46% African American, 36.1% Hispanic total student enrollment of 4502 with 53.47% economically disadvantaged.

2019 Campus level demographics based upon October, 2019 PEIMS data are as follows: **Pine Tree High School** 36.62% White, 22.44% African American, 35.10% Hispanic total student enrollment of 1248 with 51.2% economically disadvantaged; **Pine Tree ExCEL** 35.14% White, 35.14 % African American, 29.73% Hispanic total enrollment of 37 students with 81.08% economically disadvantaged; **Pine Tree Junior High** 30.96% White, 24.42% African American, 39.10% Hispanic total student enrollment of 688 with 59.59% economically disadvantaged; **Pine Tree Middle School** 32.88% White, 23.14% African American, 35.01% Hispanic total student enrollment of 657 with 50.68% economically disadvantaged; **Pine Tree Primary** 35.05% White, 22.85% African American, 35.57% Hispanic total student enrollment of 582 with 60.82% economically disadvantaged; **Birch Elementary** 31.78% White, 22.89% African American, 37.05% Hispanic total student enrollment of 664 with 54.07% economically disadvantaged; **Parkway Elementary** 35.35% White 22.22% African American, 36.36% Hispanic total student enrollment 693 with 53.25% economically disadvantaged. **District demographics** based upon April 28, 2020 PEIMS data are: 34.12% White, 23.02% African American, 36.18% Hispanic total student enrollment of 4569 with 54.59% economically disadvantaged.

2018 Campus level demographics based upon May 31, 2018 PEIMS data are as follows: **Pine Tree High School** 36.8% White, 23.29% African American, 34.49% Hispanic total student enrollment of 1215 with 56.87% economically disadvantaged; **Pine Tree ExCEL** 38.89% White, 27.78 % African American, 27.78% Hispanic total enrollment of 36 students with 58.33% economically disadvantaged; **Pine Tree Junior High** 37.13% White, 23.19% African American, 27.78% Hispanic total student enrollment of 703 with 63.30% economically disadvantaged; **Pine Tree Middle School** 32.60% White, 25.14% African American, 36.74% Hispanic total student enrollment of 724 with 71.27% economically disadvantaged; **Pine Tree Primary** 31.14% White, 23.75% African American, 36.43% Hispanic total student enrollment of 560 with 80.89% economically disadvantaged; **Birch Elementary** 33.78% White, 23.16% African American, 36.28% Hispanic total student enrollment of 678 with 70.35% economically disadvantaged; **Parkway Elementary** 32.89% White 22.47% African American, 37.15% Hispanic total student enrollment 681 with 71.51% economically disadvantaged. **District demographics** based upon May 31, 2018 PEIMS data are: 34.63% White, 23.52% African American, 35.76% Hispanic total student enrollment of 4597 with 67.22% economically disadvantaged.

Observations

Student enrollment numbers have fluctuated over the past five years. In 2015-2016 the enrollment was 4,671 and in 2016-2017 the enrollment was 4,654, in 2017-2018 the enrollment was 4,672 students; Pine Tree ISD had 4,569 students enrolled in 2018-2019, the student enrollment for 2019-2020 was 4,553.

The district's attendance rate has remained fairly consistent over the past four years: 95.7% (2015-2016), 95.7%(2016-2017), and 95.4% (2017-2018), 95.7% (2018-2019), 96.7% (2019-2020). The dropout rate for grades 9-12 has continually declined since 2015-2016. The rates are as follows: 1.6% (2015-16), 1.1% (2016-17), 0.4% (2017-2018), 0.1% (2018-2019).

With the COVID virtual learning, maintaining consistent levels for attendance has been difficult.

The largest gap for enrollment has been at Pre-K and Kindergarten the affects are due to the COVID situation and Pre-K and Kindergarten not being required grade levels. Other campuses have expericend decreased has been noticed at other campuses as well.

Areas of Concern

English Learner and Hispanic subgroup populations continue to increase.

The economically disadvantaged population of Pine Tree ISD continues to increase.

COVID has affected the slight decrease in enrollment.

Demographics Strengths

The cultural diversity within the distirict is getting stronger.

Our community involment has increased over the years and our partnerships with the community and school have become stronger.

Staff demographics are becoming more slightly more diverse.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PTISD staff demographics do not align with PTISD student demographics. **Root Cause:** The number of minority applicants do not match our demographics because we are not intentionally recruiting applicants from ethnically diverse institutions.

Student Achievement

Student Achievement Summary

Summer 2021 PEIMS submission will be attached after submission deadline.

Due to COVID-19, state assessment testing (TELPAS, STAAR/EOC) was cancelled for the 2019-2020 school year. We were also not able to complete end of year benchmarks, Fountas & Pinnell Benchmark assessment system, released STAAR, interim assessments, monthly Istation ISIP testing. We will be looking at ITBS for K-2 and CBA data at 1st through high school.

2019 STAAR Data- all students by grade level, Meets % from TAPR report

	Reading/ ELAR	Math	Social Studies	Science	Writing
3rd Grade	All- 37% Wh- 47% Hisp- 32% AA- 26% ECO- 30%	All- 45% Wh- 53% Hisp- 50% AA-23% ECO- 38%			
4th Grade	All- 31% Wh- 40% Hisp- 27% AA-20% ECO- 25%	All- 46% Wh-57% Hisp- 43% AA-29% ECO-41%			All- 20% Wh- 27% H AA-10% ECO- 14%
5th Grade	All- 34% Wh-48% Hisp- 29% AA-19% ECO- 27%	All- 51% Wh-59% Hisp- 53% AA-30% ECO- 43%		All- 32% Wh-45% Hisp- 25% AA-14% ECO- 23%	
6th Grade	All- 28% Wh- 42% Hisp- 24% AA- 17% ECO-23%	All- 31% Wh-45% Hisp- 30% AA- 15% ECO-23%			
7th Grade	All- 39% Wh- 52% Hisp 34% AA- 25% ECO-34%	All- 28% Wh- 38% Hisp- 23% AA- 21% ECO-24%			All- 28% Wh- 34% H 23% ECO- 26%
8th Grade	All- 43% Wh-56% Hisp- 37% AA- 28% ECO-38%	All- 52% Wh- 61% Hisp- 47% AA- 45% ECO- 48%	All- 29% Wh- 41% Hisp- 24% AA- 20% ECO-24%	All- 48% Wh- 64% Hisp- 41% AA-28% ECO-41%	
	ENGLISH I	ENGLISH II	ALGEBRA	BIOLOGY	U.S. HISTORY
	All- 48% Wh- 62% Hisp- 48% AA- 28% ECO- 37%	All- 45% Wh- 54% Hisp- 40% AA-37% ECO- 39%	All- 52% Wh- 63% Hisp- 49% AA- 35% ECO-49%	All- 53% Wh-72% Hisp- 46% AA- 34% ECO- 43%	All- 72% Wh-84% Hi AA-60% ECO- 63%

Submitted in addendum 2021 STAAR Data.

3rd grade reading 74%, 42%, 19%; 4th grade reading 71%, 40%, 19%; 5th grade reading 68%, 39%, 23%; 6th grade reading 59%, 28%, 13%; 7th grade reading 69%, 41%, 23%; 8th grade reading 70%, 44%, 16%; 4th grade writing 57%, 25%, 4%; 7th grade writing 59%, 28%, 4%; 5th grade science 59%, 20%, 5%; 8th grade science 70%, 41%, 21%; 8th grade social studies 60%, 33%, 16%; 3rd grade math 73%, 35%, 14%; 4th grade math 71%, 45%, 26%; 5th grade math 77%, 47%, 20%; 6th grade math 62%, 27%, 9%; 7th grade math 52%, 19%, 0%; 8th grade math 77%, 45%, 10%; Algebra I 87%, 58%, 30%; English I 63%, 43%, 7%; English II 70%, 55%, 4%; Biology 80%, 50%, 13%; US History 86%, 61%, 34%.

2019 preliminary STAAR data: All students all test within content: ELAR 68% approaches 39% meets; Math 78% approaches 44% meets; Writing 57% approaches 24% meets; Science 76% approaches 45% meets; Social Studies 77% approaches 50% meets

2018 preliminary STAAR data: 3rd grade reading 64%, 3rd grade math 69%, 4th grade reading 65%, 4th grade math 79%, 4th grade writing 55%, 5th grade reading 65%, 5th

grade math 82%, 5th grade science 54%, 6th grade reading 52%, 6th grade math 64%, 7th grade reading 63%, 7th grade math 62%, 7th grade writing 55%, 8th grade reading 73%, 8th grade math 80%, 8th grade science 73%, 8th grade social studies 62%, 8th grade Algebra 100%, Eng I EOC 66%, Eng II EOC 65%, Algebra I 86%, Biology 87%, and US History 90%.

2018 STAAR Reading data reveals that an academic achievement gap exists between special education (SPED 38%), current English Language Learner (ELL 46%), and African American students (AA 52%). The Economically Disadvantaged (ECD) population is at 60%. The District's overall passing percentage across all grade levels 66% of students scored "Approaches Grade Level" or better.

2017 STAAR Reading data reveals that an academic achievement gap exists between special education (SPED; 25%), English Language Learners (ELL; 49%), and African American students (48%). The Economically Disadvantage (ECD) population is at 57%. The District's overall passing percentage on Reading is 63%.

2016 STAAR Reading data reveals that an academic achievement gap exists between special education (34%), ELL (46%), and African American students (53%). The District's overall passing percentage on Reading is 68%.

2018 STAAR Math data reveals that an academic achievement gap exists between special education (47%) and African American students (AA 64%). The Economically Disadvantaged (ECD) population is at 72% and current English Language Learner population is at 74%. The District's overall passing percentage across all grade levels is 76% of students scored "Approaches Grade Level" or better.

2017 STAAR Math data reveals that an academic achievement gap exists between the SPED population (39%). However, ELL (previously 55% increased to 64%) and African American (previously 58% increased to 62%) have shown improvement in their results. The overall passing percentage for math is 72%.

2016 STAAR Math data reveals that an academic achievement gap exists between SPED (35%), ELL (55%), African American (58%), and other student sub-populations.

2018 STAAR Writing data reveals that an academic achievement gap exists between the SPED (30%), African American (AA 42%), and Economically Disadvantaged (ECD 48%). The District has an overall rate across all tested grade levels 56% of students scored "Approaches Grade Level" or better.

2017 STAAR Writing data reveals that special education students are the lowest performing student sub-population with only 24% passing, showing a decrease of 13% points from the 2016 results. This sub-population is followed by African American students (37%), ELL (47%), Economically Disadvantaged students (48%), Hispanic students (53%), and students with two or more races (58%). The district overall writing results were at 55% pass rate.

2016 STAAR Writing data reveals that special education students are the lowest performing student sub-population with only 37% passing; an increase of 6% points from the 2015 results. This sub-population is followed by ELL (42%), African American students (53%), and Hispanic students (57%).

2018 STAAR Science data reveals that an academic achievement gap exists between African American (AA 58%) and Economically Disadvantaged (ECD 32%). The District's overall passing percentage across tested grade levels 73% of students scored "Approaches Grade Level" or better.

2017 STAAR Science data reveals that SPED (36% passing) and ELL (54% passing) sub-populations are the lowest performing groups along with the African American population (54% passing). The District's overall passing percentage in science is 69%.

2016 STAAR Science data reveals that SPED and ELL sub-populations are the lowest performing groups with 38% passing. The District's overall passing percentage in Writing is 62%.

2015 STAAR Science data reveals that SPED is the lowest performing student sub-population with 33% of students passing compared to 85% of White, 76% of Hispanic, and 57% of African American.

2018 STAAR Social Studies data reveals that an academic achievement gap exists between African American (AA 32%) and Economically Disadvantaged (ECD 65%). The District's overall passing rate across tested grade levels 77% of students scored "Approaches Grade Level" or better.

2017 STAAR Social Studies data reveals SPED is the lowest performing student sub-population with 30% of students passing followed by ELL (49% passing) and African American (56%). The district overall passing rate for social studies is 73%.

2016 STAAR Social Studies data reveals ELL is the lowest performing student sub-population with 35% of students passing followed by SPED (48%) and African American (63%).

All campuses are continuing to increase the percentage of students who are served in an inclusion model with the support of a professional or para-professional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities.

In an effort to focus on continuous school improvement we use the Professional Learning Community model, teachers will also deconstruct formative, summative and state assessments and associated data in collaborative teams in order to better align instruction with student needs. An instructional plan is developed with specific, targeted recommendations. The district also employs Academic specialists and instructional coaches on designated campuses.

To provide additional support to the District's identified gifted and talented students, the district employed a GT Coordinator. The coordinator works with homogeneously grouped GT students during a pull-out/ push-out program for 1st - 4th grade. PTISD's goal for the GT students is for 100% of the students to score Masters in the student's gifted area.

Student Achievement Strengths

2020 data: met or exceeded state average in multiple testing categories/subjects.

2019 TEA Closing the Gap report has been uploaded to the addendums. The following strengths were gleaned from the report:

- growth was met in reading for AA, Hisp, and ECO
- growth was met in math for Hisp and sp.ed.
- met target for the number of students meeting CCMR requirements for sub-populations (sp.ed, eco, AA, Hisp)

We are closing the gaps across content areas.

2019 STAAR data reveals that High School, Junior High, Middle School, Parkway, Birch, and Primary were designated as Met Standard.

2018 STAAR data reveals that High School, Junior High, Middle School, Parkway Elementary, Birch Elementary, and Primary were designated as Met Standard.

The district has employed an Academic specialist at elementary campuses, and Middle School campuses to work directly with Tier II and Tier III students. The specialists work with students utilizing targeted prescriptive interventions to meet the needs of students. The district has employed a math specialist at the Middle School to work with Tier II and Tier III students. The district also has instructional coaches in both reading and math for Pk - 6th grade to provide coaching support to instructional staff to design and deliver engaging student lessons.

The Junior High and High school campuses utilize a content mastery model to provide all students with additional support needed. During the 21-22 school year, all RLA is extended instructional time for 5th and 7th grades. Birch, Parkway, Middle School, and Junior High utilize an intervention/enrichment period for all students to provide 30 minutes of targeted intervention in math and ELAR. Middle School incorporated writing instruction in the social studies classroom.

PTISD offers and administers the PSAT exam to sophomores as well as the PSAT 89 assessment to 8th grade students.

PTISD continues improving the RTI system across all campuses in an effort to analyze all student data and prescribe the most essential intervention to support deficits in student learning. PTISD continues to conduct Campus RTI meetings to disaggregate data consistently. PTISD aligns interventions to help determine needs. Pine Tree ISD will continue to improve the use of targeted specific interventions on all campuses.

Intervention time is built into the regular school day. In PK - 2nd and 5th grade, intervention in the classroom is targeted through guided reading ensuring the needs and deficits of all students are addressed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Classroom instruction is not consistently differentiated for students. **Root Cause:** Teachers lack an in depth understanding of how to provide differentiated instruction for all students

Problem Statement 2: A need for continuous growth in writing is exhibited through student achievement data. **Root Cause:** We are not connecting reading and writing during classroom instruction. Lack of focus on reading and writing alignment to the TEKS and on cross curricular writing.

Problem Statement 3: In 5th and 8th grade a need for continuous growth in science is exhibited through student achievement data. **Root Cause:** Lack of science instruction at K-4 and inconsistency within staffing for science.

District Culture and Climate

District Culture and Climate Summary

Mr. Steve Clugston, Superintendent for Pine Tree ISD, meets with staff members during the fall and spring to gain feedback and input on the needs and concerns, to share his vision for the 2021-2022 school year "Pride and Potential", and to collect culture and climate data from each campus.

Discipline:

18-19

19-20

20-21

Disproportionate number of AA students placed in DAEP for discretionary placement

18-19

19-20

20-21

District Culture and Climate Strengths

The district is continuing with a focus on building positive relationships between staff and students in an effort to increase student participation and learning in the classroom to ensure learning takes place.

PTISD staff interview questions have been modified to interview applicants for individual beliefs correlated to the district beliefs instead of primarily focusing on individual experiences and expertise.

The discipline alternative (PACE) campus added a transition system to build relationships among the campus staff and the alternative campus staff in addition to holding transition meetings for students returning to their general education campus to bridge gaps during the students' transition back to the classroom.

Pine Tree ISD has experienced a positive shift in staff, student, and community morale due in part to our mantra which started in 2018-2019 with "Bringing PT Back" and continues for 2019-2020 with "Building Something Special." and continues with 2021-2022 with "Pride and Potential." Key district staff focus on building relationships with staff, parents, students, and community. This slogan will permeate all that we say and do.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Although relationships between teachers and students have improved, there are still areas in need of continued relationship building. **Root**

Cause: Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.

Problem Statement 2 (Prioritized): Although student participation in Fine Arts programs has improved, barriers prevent many students from participating. **Root Cause:** Students do not have opportunities outside of school to pursue Fine Arts activities due to lack of funds, lack of parental involvement, and lack of transportation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leadership 3 is a program implemented to build capacity among the teachers and staff of Pine Tree ISD who wish to pursue leadership roles on their campus. This is the third year of a multi-tiered approach to retain qualified leaders within the district. PTISD has a mentor program for zero-based teachers and teachers in need of assistance called Anchor Academy. Leadership 3 and additional staff serve as mentors for members of Anchor Academy throughout the school year.

Staff interaction opportunities have increased intentionally to provide opportunities for socialization and relationship building between staff members. This includes but is not limited to, faculty events, community outreach, and campus based celebrations. Suggestions have been made to involve district personnel in campus celebrations to facilitate the building of relationships.

There is an intentional focus to recruit and maintain staff through these actions. District and campus leaders have also begun recruitment activities earlier in the year by attending job fairs and holding their own Job Fair. Further, there is a focus to recruit ESL certified teachers.

Campuses are encouraged to highlight celebrations and successes for teachers and students consistently in their daily practice. This includes both personal and professional achievement that highlight the great things happening at Pine Tree ISD. We are also encouraging staff to promote their achievements through various forms of media including a Pine Tree newspaper called Pirate's Treasure and the promotion of the district to local real estate agents.

All PTISD employees participate in an exit interview process noting specific reasons why they are leaving the district. This information is used to modify existing practices, when appropriate, in an attempt to retain personnel. Exit interview information indicates that morale, discipline, and level of expectation on each campus as factors leading to teacher departure.

Staff Quality, Recruitment, and Retention Strengths

PTISD has Anchor Academy, a mentoring program, for campus teachers.

PTISD continues to host a job fair in early spring in an effort to recruit personnel and we have added additional job fair attendance earlier in the school year to begin the recruitment process earlier. This includes a close relationship with local universities for graduate recruitment. Also, PTISD will attend multiple job fairs to broaden the scope of highly qualified recruits.

The Strategic Plan is focused on recruiting, development, support and retention of the highest quality staff. One of the actions to ensure PTISD retains quality staff is to incorporate employee movie nights, and participation in local events. The district increased salaries for teachers, nurses, counselors, and instructional coaches. The district partnered with higher education institutions to provide advanced opportunities for staff.

The district has focused its recruitment efforts on ESL certified teachers in order to support our ESL population. The district provides an ESL and bilingual certification reimbursement stipend to offset the cost of taking those exams.

In order to promote a culture of collaboration and strengthen staff relationships, celebrations will be held throughout the school year. Also, staff will be encouraged to participate in community events. Additionally, campuses will be encouraged to hold campus celebrations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: PTISD is out of compliance with Texas Education Guidelines in terms of ESL and Bilingual certified teachers in place on campuses with ESL content based programs and the Transitional Bilingual Early Exit program. We do not have all teachers of ELs ESL/Bilingual certified. **Root Cause:** Staff members have been reluctant to embrace this new requirement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PTISD utilizes the TEKS Resource System as the curriculum management portal.

The focus for 2021-2022 school year is to begin initiating Reading Academy training in Kinder and First grade. Additional grades will be added in consecutive years. Reading Academy utilizes the balanced literacy framework including the execution of guided reading to improve students' reading levels.

Each summer every grade level and content area meet to review scope and sequence and alignment of TEKS to instructional strategies. In addition a district-wide verticle alignment day is planned prior to the start of school for teachers to collaborate.

The district has a thorough assessment calendar implementing a combination of curriculum-based assessments (CBAs) and benchmark assessments to monitor student achievement. Local assessments are administered every nine weeks. In addition, common assessments are administered every 3-4 weeks. In all core content areas, common formative assessments and curriculum based assessments will be designed prior to a unit of study to ensure teachers design lessons aligned with the content, context, and cognition of the TEKS being taught.

Teachers across the district collaborated on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement and examining student work to ensure alignment in content, context, and cognition type of the student expectations in the TEKS.

The district will continue implementation and refinement of an effective Pyramid of Interventions to support students by identifying the skill and appropriate support to remediate that skill.

Curriculum, Instruction, and Assessment Strengths

PTISD will begin year 4 of its 5 year plan to Bring Pine Tree Back. This plan includes elements that stretch across all campuses and programs and includes a variety of stakeholders.

Timely and meaningful professional development is developed and delivered based upon staff feedback, data, and principal input.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The African American, EL, and Special Education population are academically under performing in comparison to other sub-populations.

Root Cause: Lack of differentiation in the classrooms for discipline and academic interventions and lack of belief that all students can learn at high levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Campus planned and executed multiple Parent and Family Engagement activities to meet the needs of the parents, students and community for whom they serve. Some events were virtual or drive-thru events due to COVID-19 restrictions.

An annual dyslexia parent meeting was held to discuss dyslexia characteristics, the dyslexia identification process, and tips to help their identified dyslexia students.

The adopted school calendar has a day in the fall and spring to hold parent conferences throughout the afternoon and into the evening to accommodate as many parents as possible.

The district has utilized the Parent Liaisons to support open lines of communications with parents bridging the gap between school and community.

Parent and Community Engagement Strengths

PTISD utilizes School Messenger, Google Classroom, virtual meetings, teacher websites, variety of social media platforms and district and campus newsletters to communicate district/campus/classroom activities. In addition, the district uses Remind, Smore, SeeSaw, Ready Rosie and Twitter to communicate.

PTISD offers parent and student information in more than one language for all programs in the district.

The district welcomes community volunteers at all campus functions. The elementary campuses have volunteers to work with individual students on reading skills (Literacy Army).

Superintendent Mr. Steve Clugston will continue to meet with business and community members to positively promote Pine Tree ISD.

PTISD has implemented using Anonymous Alerts that allows any stakeholder to report bullying anonymously.

Three Parent Liaisons and a Career Readiness Specialist are utilized to better meet our parent, family and community engagement needs. A bilingual parent liaison is housed at the elementary campus as well as one at the High School. A College and Career Readiness Specialist is housed at the high school and another parent liaison is housed at Pine Tree Primary.

Parent, family, and community services include:

- A ten week session for parents as part of Latino Family Literacy Project during the Spring and Fall semesters. Childcare will be provided to increase parent participation and attendance.
- Weekly Adult English classes with childcare provided.
- Ready Rosie program for PK-K grade families
- Ready Rosie family workshops
- See Saw electronic learning journal for PK-4th grade parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to strengthen the parental/family involvement in student's day to day education. **Root Cause:** Insufficient familial support

systems and resources.

Problem Statement 2 (Prioritized): Some teachers still struggle to build relationships with parents and families. **Root Cause:** There is a lack of understanding regarding groups of different socio-economic and cultural backgrounds.

District Context and Organization

District Context and Organization Summary

Each campus has a designated leadership team consisting of grade level and lead teachers that meet regularly with the campus principal. This allows for two-way feedback regarding campus happenings and decision making. Most campuses meet weekly with their staff during faculty meetings. Other campuses have once a month faculty meetings. Each campus has a campus improvement committee that meet periodically to review student academic achievement, the progression of the campus plan, and provide feedback regarding subsequent year's improvement planning.

All campuses have a Response to Intervention (RtI) team which meet regularly and evaluates the effectiveness of the interventions for individual students. The team plans and implements interventions for individual students in the RtI program based on student data.

The District Improvement and Campus Improvement Committee meet on a scheduled basis to update the improvement plans for the district and campuses.

Safety discussed at all district level meetings.

Safety evaluations of each classroom in the district.

Jack Irvin implemented effective use of Globally harmonized systems.

Systems in place for emergency operations such as: door locks, safety protocols with icons, radio systems, and weather update emails.

District Context and Organization Strengths

Weekly admin council meetings comprised of campus principals and key district staff are held to problem solve, communicate needs, and create plans of action.

The district supports campus efforts to improve the RtI system to ensure all students in need of academic intervention are reviewed at least once a nine weeks.

Transition meetings will continue to be held to successfully move students from one campus to the next (this is done for campuses as a whole and special education students separately).

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): All campuses need to be able to fully implement lock down safety plan in a timely manner. **Root Cause:** All doors do not remain secure through out the day.

Technology

Technology Summary

PTISD's campuses have access to student iPads and/or Chromebooks to enrich the curriculum and expand learning opportunities for all students. PRe-K-2 grades have classroom iPads. 3rd-12th have access to Chrombook carts. During virtual learning hot spots were available to provide families with internet services.

2020-2021- K-2 have access to classroom sets of iPads, grades 3-4 have classroom chromebook carts, elementary campuses also have chromebook carts for intervention services. Each CEER class grades 1-6 has its own chromebook cart. Purchases of CleverTouch technology has increased on elementary campuses from 4 to approximately 8 or 10 devices for classroom use. Robotics technology has been purchased for elementary CEER classes.

VEX IQ robots were purchased at the Middle school and Junior High and High School. Campuses competed VEX competitions in the 2019-2020 school year and the Robotics program was expanded to be made available to all students grades K-12 at PT. Campuses competed in virtual robotics competitions across all levels- elementary up.

Technology Strengths

iPads and Chromebooks are available with keyboards at both HS and JH campuses.

iPads and Chromebooks are readily available at the MS, Birch Elementary, Parkway Elementary and Primary. CleverTouch technology has increased in availability at elementary campuses.

Technology technicians are available to help staff members with technology needs and respond to requests in a timely manner.

Effective technology infrastructure across the district.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Need to provide training for all levels for instructional technology use. **Root Cause:** Lack of technology ability among some staff on some campuses.

Priority Problem Statements

Problem Statement 2: Need to provide training for all levels for instructional technology use.

Root Cause 2: Lack of technology ability among some staff on some campuses.

Problem Statement 2 Areas: Technology

Problem Statement 8: Classroom instruction is not consistently differentiated for students.

Root Cause 8: Teachers lack an in depth understanding of how to provide differentiated instruction for all students

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: PTISD staff demographics do not align with PTISD student demographics.

Root Cause 9: The number of minority applicants do not match our demographics because we are not intentionally recruiting applicants from ethnically diverse institutions.

Problem Statement 9 Areas: Demographics

Problem Statement 12: There is a need to strengthen the parental/family involvement in student's day to day education.

Root Cause 12: Insufficient familial support systems and resources.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 15: Although relationships between teachers and students have improved, there are still areas in need of continued relationship building.

Root Cause 15: Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.

Problem Statement 15 Areas: District Culture and Climate

Problem Statement 16: The African American, EL, and Special Education population are academically under performing in comparison to other sub-populations.

Root Cause 16: Lack of differentiation in the classrooms for discipline and academic interventions and lack of belief that all students can learn at high levels.

Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 19: All campuses need to be able to fully implement lock down safety plan in a timely manner.

Root Cause 19: All doors do not remain secure through out the day.

Problem Statement 19 Areas: District Context and Organization

Problem Statement 20: Although student participation in Fine Arts programs has improved, barriers prevent many students from participating.

Root Cause 20: Students do not have opportunities outside of school to pursue Fine Arts activities due to lack of funds, lack of parental involvement, and lack of transportation.

Problem Statement 20 Areas: District Culture and Climate

Problem Statement 22: Some teachers still struggle to build relationships with parents and families.

Root Cause 22: There is a lack of understanding regarding groups of different socio-economic and cultural backgrounds.

Problem Statement 22 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 18, 2021

Goal 1: Pine Tree ISD will create a customized learning environment that ensures a culture of innovation.

Performance Objective 1: 70 % of student groups will meet and/or exceed the state and regional average percentage of meets grade level for each STAAR/STAAR EOC grade level and subject.

Evaluation Data Sources: Student Assessment Data

Strategy 1 Details
<p>Strategy 1: With district provided supports such as Renaissance Learning, IXL, and Education Galaxy, and state assessment performance gaps will close by 20 points in African American and Emergent Bilingual (EB) student groups.</p> <p>Strategy's Expected Result/Impact: Improved State Assessment Data; reduction of gap between student groups; improved student growth on approaches, meets, and masters grade level.</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education, Campus Administrators, Campus Intervention Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Renaissance Learning, StemScopes Math & Science, Education Galaxy - 282 ESSER III - \$75,665</p>
Strategy 2 Details
<p>Strategy 2: The district will ensure campuses provide accelerated instruction to 100% of students who were unsuccessful on STAAR in 2021.</p> <p>Strategy's Expected Result/Impact: STAAR Data, RtI Data</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education, Campus administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>
Strategy 3 Details
<p>Strategy 3: The district will identify and intervene with 100% of At Risk student learners grades PK-12.</p> <p>Strategy's Expected Result/Impact: Reduce number of at-risk students by focusing on data-drive instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Academic Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>

Strategy 4 Details

Strategy 4: 100% of students in special programs (dyslexia, Advanced Academics, GT, CEER, Bilingual, ESL, and Special Education) will be monitored and evaluated for academic growth.

Strategy's Expected Result/Impact: Results Drive Accountability (RDA) Data; TAPR Report; TELPAS; Program Reviews (Fidelity Checks); Student Data (Local and State); Reduction of the achievement gap between all students and students enrolled in special programs; Student exiting numbers when applicable; 100% of GT students performing 'Meets Grade Level' on STAAR

Staff Responsible for Monitoring: Coordinator of Special Programs (1 FTE), Campus Administration

Title I Schoolwide Elements: 2.4, 2.6

Funding Sources: Coordinator, Special Programs - 211- Title I Funds - \$107,120, - 211- School Improvement Grant - \$78,335

Goal 1: Pine Tree ISD will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: PTISD will provide annual access to systems/programs that support the district vision and to foster an inclusive, collaborative culture for all stakeholders.

Evaluation Data Sources: Climate survey; employee retention reduction; parent survey

Strategy 1 Details
<p>Strategy 1: Annual training will be provided for teachers, administration, and staff on how to work with students identified as low-socioeconomic or living in poverty including cultural awareness training. This will include assistance on developing campus systems to meet the needs of all student populations through professional development opportunities.</p> <p>Strategy's Expected Result/Impact: Improved relationships between teachers and students, improved student behavior and academic performance</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education; Coordinator, Special Programs, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>
Strategy 2 Details
<p>Strategy 2: PTISD will facilitate effective transitions each year for students from: early childhood education programs to elementary, from middle to high school, and from high school to post-secondary education.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p>
Strategy 3 Details
<p>Strategy 3: The district will support Middle School, Jr. High, and High School as they analyze data such as graduation rate, drop-out rates, high school equivalence rates, and a percentage of students who remain in High School more than 4 years after entering 9th grade.</p> <p>Strategy's Expected Result/Impact: Increase in 4 year graduation rate, decrease in drop-out rate.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Director, Assessment and Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>

Goal 1: Pine Tree ISD will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: PTISD will continue to build the CEER Academy and opportunities for advanced academics for the second year and work on refining its systems.

Evaluation Data Sources: Increased enrollment/participation in robotics; increased enrollment in the STEM endorsement for graduation at PTHS; Number of GT identified students and their demographics

Strategy 1 Details
<p>Strategy 1: Assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Strategy's Expected Result/Impact: CTE Course curriculum, student job fairs Staff Responsible for Monitoring: CTE teachers, Campus Administrators. Title I Schoolwide Elements: 2.5</p>
Strategy 2 Details
<p>Strategy 2: Inform PTISD parents and teachers of the characteristics of a GT student that may extend beyond the typical. Strategy's Expected Result/Impact: GT demographics that will more closely represent PTISD student demographics. Increased teacher knowledge on identification of GT students. Staff Responsible for Monitoring: Coordinator, Gifted and Talented, Executive Director, Quality of Education, Campus Principals Title I Schoolwide Elements: 2.5</p>
Strategy 3 Details
<p>Strategy 3: Continue to use the revised GT identification protocols to aid in the identification of GT students to assist in diversification. Staff Responsible for Monitoring: Coordinator, Gifted and Talented, Executive Director, Quality of Education; GT teachers, Campus administrators. Title I Schoolwide Elements: 2.5</p>
Strategy 4 Details
<p>Strategy 4: Continue the GT pull-out/push-in programs in grades K-4. In 5-6 students are homogeneously grouped in ELAR and Science classes. Grades 7-8 GT students will be in advanced courses and homogeneously grouped during P3. High School GT students are placed in Pre-AP and AP classes. Strategy's Expected Result/Impact: 100% of identified GT students perform at Masters Grade Level on STAAR assessments. Staff Responsible for Monitoring: Campus Administrators; Curriculum Specialist; Coordinator, Gifted and Talented; Executive Director, Quality of Education; GT designated teachers Title I Schoolwide Elements: 2.5</p>
Strategy 5 Details
<p>Strategy 5: For the 2021-2022 school year, PTISD will continue to increase student success and access to college, career, and military through the continued implementation of the CEER Academy by increasing student access by approximately 40 additional students entering first grade. Staff Responsible for Monitoring: Executive Director of Quality of Education, Assistant Superintendent of, Innovation and Research, CEER teachers, Campus Administrators</p>

Goal 2: Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: PTISD will provide updated technology to campuses and the support and training to integrate the technology into instructional practices annually.

Evaluation Data Sources: Regular instructional design and delivery integrated with technology

Strategy 1 Details
<p>Strategy 1: The district will provide annual CleverTouch training and support. Strategy's Expected Result/Impact: Sign in sheets; Agendas from training opportunities provided; Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Executive Director, Quality of Education Title I Schoolwide Elements: 2.5</p>
Strategy 2 Details
<p>Strategy 2: The district will provide annual training in software programs (Summit K12, Google Classroom, Seesaw, etc.). Strategy's Expected Result/Impact: Increased technology usage in classroom instruction Staff Responsible for Monitoring: Campus Administrators, Executive Director, Quality of Education, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5</p>
Strategy 3 Details
<p>Strategy 3: The district will provide monthly support to campus instructional coaches on technology implementation in lesson planning. Strategy's Expected Result/Impact: Teachers will begin to use technology to a greater extent during instruction. Meet state requirements for technology standards. Staff Responsible for Monitoring: Principals, Executive Director, Quality of Education Title I Schoolwide Elements: 2.4</p>
Strategy 4 Details
<p>Strategy 4: The district will use technology and technology training to enhance childhood literacy and mathematics proficiency through campus-based programs (Reflex math, iStation, AR, etc) accessible to all teachers and students. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Executive Director, Quality of Education</p>

Goal 3: Pine Tree ISD will boldly support the social and emotional needs of all students.

Performance Objective 1: PTISD will implement designated structures and systems for providing a safe and healthy learning environment for all students annually across all campuses.

Evaluation Data Sources: Documentation or evidence that structures, systems, and practices are in place.

Strategy 1 Details
<p>Strategy 1: In accordance with Senate Bill 11, the district will establish a threat assessment and safe and supportive school team to serve at each campus and adopt policies and procedures for the teams. The team will be responsible for developing and implementing the safe and supportive school program: social, emotional, behavioral, and mental health.</p> <p>Strategy's Expected Result/Impact: Purchase Social Express curriculum, establish group counseling groups, establish threat assessment teams on all campuses</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Innovation and Research, Lead Counselor, Director of Transportation & Safety, Campus Staff, Emotional Counselor (1 FTE)</p> <p>Funding Sources: Emotional Counselor Salary & Benefits - 211- Title I Funds - \$79,093</p>
Strategy 2 Details
<p>Strategy 2: Develop and implement activities to support safe and healthy students to include but not limited to mental health training for stakeholders such as Mental Health First Aid.</p> <p>Strategy's Expected Result/Impact: increased awareness and decrease in response time for students and staff in need of assistance</p> <p>Staff Responsible for Monitoring: Director of Transportation & Safety, Campus Administrators, Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>
Strategy 3 Details
<p>Strategy 3: The district will provide for the BUCs, a student service organization, in their implementation of an anti-bullying program to interact with their targeted demographic (elementary students) at least once a semester.</p> <p>Strategy's Expected Result/Impact: Decrease in number of bullying allegations, increase in awareness</p> <p>Staff Responsible for Monitoring: BUCs Sponsor, Director of Fine Arts</p>
Strategy 4 Details
<p>Strategy 4: Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.</p> <p>Strategy's Expected Result/Impact: PEIMS data for Discipline; PBMAS report; TAPR report</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Assistant Superintendent, Student Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>
Strategy 5 Details
<p>Strategy 5: PTISD will annually provide training for all necessary and relevant staff in the implementation of interventions related to violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution, social media, dating violence, and safety.</p> <p>Strategy's Expected Result/Impact: Reduction in student discipline referrals and criminal activity; increased academic success (state and local assessment data); PEIMS discipline data</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counselors, Executive Director, Quality of Education</p>

Strategy 6 Details

Strategy 6: Implement safety procedures to support Senate Bill 30, Community Safety Education Act for students in grades 9-12.

Strategy's Expected Result/Impact: Improved interactions between students and peace officers

Staff Responsible for Monitoring: Assistant Superintendent, Student Services, Assistant Principals at High School, Director of Safety & Security

Goal 3: Pine Tree ISD will boldly support the social and emotional needs of all students.

Performance Objective 2: PTISD will implement practices to meet all student's social-emotional learning needs on 100% of campuses.

Evaluation Data Sources: Documentation or evidence that structures, systems, and practices are in place.

Strategy 1 Details
<p>Strategy 1: Facilitate character development through district support systems such as structured discipline management systems, character education grades K-5, and other research based programs with 100% participation. Continue utilization of anonymous online bullying reporting system, Anonymous Alerts. All staff will complete required training on bullying, dating violence, and suicide prevention; including training on sexual abuse and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased utilization of positive behavior support systems; decreased Bullying incidents; consistent utilization of structured discipline management system procedures</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Student Services, Counselors, Administrators, Director of Special Education, Teachers, and Director of Safety & Security</p> <p>Title I Schoolwide Elements: 2.4</p>
Strategy 2 Details
<p>Strategy 2: Support students diagnosed with autism and teachers of autistic students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of inclusion students; PBMAS; TAPR report; Counseling Notes; Student individual IEPs; District based Autism Training</p> <p>Staff Responsible for Monitoring: Campus Administrators; Director of Special Education; Behavioral Specialist; LSSPs; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: - 225- IDEA B- PreSchool</p>
Strategy 3 Details
<p>Strategy 3: Ensure student and parental awareness of sexual abuse and other maltreatment of children through human sexuality curriculum (grades 5-9), inclusion in the student handbook, and on PTISD web-site.</p> <p>Strategy's Expected Result/Impact: PTISD Web-site, Student workbooks, curriculum nights</p> <p>Staff Responsible for Monitoring: Campus Administrators, teachers, Assistant Superintendent, Student Services, Executive Director, Quality of Education</p>
Strategy 4 Details
<p>Strategy 4: Implementation of character education curriculum to be used in the Adaptive Behavior Unit and on campuses by counselors.</p> <p>Strategy's Expected Result/Impact: Improved student social skills</p> <p>Staff Responsible for Monitoring: Director of Special Education, Assistant Superintendent, Student Services, Campus counselors</p>
Strategy 5 Details
<p>Strategy 5: The district will monitor and support student attendance through weekly admin council meetings.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Individual Student attendance data, TAPR Report</p> <p>Staff Responsible for Monitoring: Campus Administrators, Superintendent, Deputy Superintendent, and Assistant Superintendent, Student Services</p> <p>Title I Schoolwide Elements: 2.5</p>

Strategy 6 Details

Strategy 6: Increase student participation in Fine Arts opportunities through after school programs and summer camps.

Staff Responsible for Monitoring: Director, Fine Arts, Teachers

Title I Schoolwide Elements: 2.5

Funding Sources: Fine Arts Materials - 289 Title IV - \$20,000

Strategy 7 Details

Strategy 7: PTISD will purchase personal hygiene items and make them available on campuses for student use.

Strategy's Expected Result/Impact: Reduce stigma for students unable to afford the purchase of their own hygiene products.

Staff Responsible for Monitoring: Campus Administrators, Nurses, Counselors

Goal 3: Pine Tree ISD will boldly support the social and emotional needs of all students.

Performance Objective 3: Reduce violence and illegal drug use among students.

Evaluation Data Sources: Decreased drug related discipline referrals

Strategy 1 Details
<p>Strategy 1: Support the campus participation in Red Ribbon week activities and host special programs presented (Adopt a School) during the school year related to drug and alcohol abuse annually.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals; reduction in the student incarceration rate</p> <p>Staff Responsible for Monitoring: Campus Administrators; Campus Counselors; Lead Counselor; Community Relations Coordinator; Director of Safety & Security</p>
Strategy 2 Details
<p>Strategy 2: PTISD will engage with community agencies each semester to aide in prevention violence and drug use among students.</p> <p>Strategy's Expected Result/Impact: Increased involvement of agencies at PTISD campuses</p> <p>Staff Responsible for Monitoring: Campus administrators; Campus Counselors; Teachers; Director of Safety & Security</p> <p>Title I Schoolwide Elements: 2.6</p>

Goal 4: Pine Tree ISD will recruit, develop, support, and retain the highest quality staff.

Performance Objective 1: PTISD will grow teacher/staff support programs by one additional tier with new zero-based and mentor teachers entering tier one and previous members progressing to the next level. (Leadership 3, Anchor Academy).

Evaluation Data Sources: Reduced teacher turnover rate; University recruitment fair attendance

Strategy 1 Details
<p>Strategy 1: Continue Anchor Academy, a mentoring program for all first and second year teachers and teachers determined to be in need of additional assistance. Provide ongoing training for zero-based teachers throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased new teacher support; Increased teacher retention; increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Director, Quality of Education</p>
Strategy 2 Details
<p>Strategy 2: Continue to attend college/university recruitment fairs and host a PTISD job fair in order to recruit staff that more accurately reflects the student demographics of PTISD. Build strong relationships with Alternate Certification Programs (ACP) and make contact with prior outstanding staff members each semester.</p> <p>Strategy's Expected Result/Impact: Increased student teachers; increased applicants from the university job fairs; increase alternate certification applicants; increase percentage of experienced staff members</p> <p>Staff Responsible for Monitoring: Campus Principals, Director, Human Resources</p>
Strategy 3 Details
<p>Strategy 3: Provide New Teacher Orientation in the fall semester sharing an overview of the culture and vision of Pine Tree ISD. Also, teachers will receive an orientation to the context, policies, and practices of the school district.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education</p>
Strategy 4 Details
<p>Strategy 4: Provide instructional coaches on the Primary, Elementary, Middle School, and Jr. High campuses to provide additional support to zero based teachers and struggling teachers to increase teacher retention.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Director, Quality of Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>

Goal 4: Pine Tree ISD will recruit, develop, support, and retain the highest quality staff.

Performance Objective 2: PTISD will assist in proper certification of existing teachers in their field to provide all students with equitable learning opportunities.

Evaluation Data Sources: Increase in teacher certifications added.

Strategy 1 Details
<p>Strategy 1: 100% of teachers serving ESL or Bilingual learners will obtain certification with the district support of an ESL reimbursement stipend through the bilingual allotment. The district will provide ESL TEXES exam prep opportunities and 240 tutoring to help teachers meet this requirement.</p> <p>Strategy's Expected Result/Impact: Increase of appropriately certified teachers.</p> <p>Staff Responsible for Monitoring: Coordinator, Special Programs; Executive Director, Quality of Education; Campus Principals</p>
Strategy 2 Details
<p>Strategy 2: PTISD will annually offer professional development training on and off site according to the district professional development plan and Title III requirements in order to meet the needs of staff members, including but not limited to formative assessments, ELPS for EL students, the RtI process, AP training for pre-AP and AP teachers, and accelerated instruction opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher proficiency will result in an increase in student achievement as measured by state accountability systems.</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education, Director, Assessment and Accountability, Coordinator, Special Programs, Campus Principals</p>

Goal 5: Pine Tree ISD will increase parent, family, and community engagement.

Performance Objective 1: Pine Tree ISD will increase parent, family, and community engagement utilizing additional outreach activities each semester.

Evaluation Data Sources: Parent surveys, sign-in sheets, Pirate Parents Facebook sight likes,

Strategy 1 Details
<p>Strategy 1: Invite parents to serve on a Parent Advisory Board in accordance with our Pine Tree ISD Parent and Family Engagement Plan. Strategy's Expected Result/Impact: Improved parent and family engagement in the decision making process for the district Staff Responsible for Monitoring: Coordinator, Special Programs, Executive Director, Quality of Education Title I Schoolwide Elements: 3.1</p>
Strategy 2 Details
<p>Strategy 2: Revise and edit current District Family Engagement Plan with input from District Improvement Committee and Parent Advisory Board to ensure a cohesive plan to involve families in the educational processes of PTISD. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Coordinator of Special Programs , Executive Director, Quality of Education, Parent Advisory Board, District Translator (1 FTE) Title I Schoolwide Elements: 3.1 Funding Sources: District Translator - 211- Title I Funds - \$43,378</p>
Strategy 3 Details
<p>Strategy 3: With support from the district, Title I campuses will convene an annual meeting to inform parents of the Title I, Part A program requirements. Strategy's Expected Result/Impact: Build capacity for parents of students on Title I campuses Staff Responsible for Monitoring: Coordinator of Special Programs Principals of Primary, Birch, Parkway, Middle School, Junior High, and High School Title I Schoolwide Elements: 3.2</p>
Strategy 4 Details
<p>Strategy 4: Offer an English language class to our Bilingual parents to increase their English oral and written skills. This will be expanded upon in other areas of need throughout the year (math strategies, reading strategies, technology usage, etc). Strategy's Expected Result/Impact: Class sign in sheet; parent survey Staff Responsible for Monitoring: Special Programs Coordinator and Primary Secretary and Campus Principal</p>
Strategy 5 Details
<p>Strategy 5: Increase communication between campus and families while building capacity for parents and families to support student learning at home through the use of Ready Rosie (PK- K) and See Saw (grades PK-4) Strategy's Expected Result/Impact: Increased parent engagement in school processes, increased student achievement Staff Responsible for Monitoring: Campus administrators: Primary, Birch, Parkway; Coordinator of Special Programs Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Ready Rosie - 282 ESSER III - \$6,500</p>

Strategy 6 Details

Strategy 6: Parent workshops and training opportunities will be offered based upon feedback from the annual Title I parent engagement survey. Topics will include: academics, social/emotional, and technology.

Strategy's Expected Result/Impact: Increased confidence and skills in parents supporting and raising their children.

Staff Responsible for Monitoring: Coordinator of Special Programs , Parent Liaisons

Title I Schoolwide Elements: 3.2

Strategy 7 Details

Strategy 7: PTISD will plan a series of community cook outs and district- wide events (Fall Festival, movie night, etc.) across the district during the school year.

Strategy's Expected Result/Impact: Increased community involvement in school sponsored activities; decreased barriers between community and PTISD

Staff Responsible for Monitoring: Campus Administrators; Teachers; Assistant Superintendents; Superintendent; Directors

Goal 6: Pine Tree ISD will provide equitable access to education by identifying and addressing disparities that stem from language and/or cultural barriers or migrant and/or homelessness status.

Performance Objective 1: Pine Tree ISD will identify students that are low-income, migrants, homeless, and/or minority status as a part of the registration process.

Evaluation Data Sources: Skyward, LPAC, Migrant survey, Homeless survey, and Home Language Survey

Strategy 1 Details
<p>Strategy 1: During the registration process, PTISD will provide a systematic, non-biased method for parents or guardians to identify students who are low-income, migrant, homeless, or minority.</p> <p>Strategy's Expected Result/Impact: Proper identification of students who meet the criteria for low-income, migrant, homeless or minority in order to mitigate any gaps in learning.</p> <p>Staff Responsible for Monitoring: Campus PEIMS Staff, Coordinator, PEIMS, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>

Goal 6: Pine Tree ISD will provide equitable access to education by identifying and addressing disparities that stem from language and/or cultural barriers or migrant and/or homelessness status.

Performance Objective 2: PTISD will provide transitional services for qualifying non-English speaking, migrant and/or homeless students in an effort to support their transition into a new learning environment.

Evaluation Data Sources: PEIMS, Skyward

Strategy 1 Details
<p>Strategy 1: Assign each non-English speaking, migrant or homeless student a mentor buddy with like age, language and/or similar backgrounds. Strategy's Expected Result/Impact: Students will feel secure and comfortable in their new learning environment. Staff Responsible for Monitoring: Campus Counselors, Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>
Strategy 2 Details
<p>Strategy 2: Each migrant and/or homeless family will be assigned a parent liaison to ensure the student has access to auxiliary services or supplies to support their academic progress. Strategy's Expected Result/Impact: Trusting relationships will be fostered with parents in order to support the student's academic growth Staff Responsible for Monitoring: Parent Liaisons, Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>
Strategy 3 Details
<p>Strategy 3: Students will be encouraged to participate in extracurricular activities to enhance their educational experience. Strategy's Expected Result/Impact: Strengthened relationships between the home and school will promote a sense of community and belonging. Staff Responsible for Monitoring: Teachers, Counselors, Campus Administration, Parent Liaisons Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>