

Pine Tree Independent School District

District Improvement Plan

2018-2019



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.

Comprehensive Needs Assessment

Revised/Approved: October 01, 2018

Demographics

Demographics Summary

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.

The district total enrollment as of the 2016-2017 TAPR report was 4,654, a decrease of 17 students from the prior year. The ethnic breakdown consists of: 22.5% African-American, 35.1% Hispanic, and 37.4% White. There was a slight increase in both the African American and Hispanic subgroups while there was a slight decrease in the White subgroup. The district's economically disadvantaged population decreased to 59.5% in 2016-2017 from 62.3% in 2015-2016 and 61.7% in 2014-15. English Language Learners (ELL) increased by 0.3% to 14.3% in 2016-2017 from the prior 14% and at-risk students increased to 48.7% from the prior 48%. The district's enrollment by program for the 2016-2017 school year includes: Bilingual education (12.9%), Career & Technical Education (27.8%), Gifted & Talented (5.7%), and Special Education (8.5%). The CTE enrollment decreased from the previous year by 2.6% while all other programs had a slight increase.

Student enrollment numbers have fluctuated over the past five years. In 2011-12, the student enrollment was 4,711; in 2012-13, the student enrollment was 4,603; in 2013-14, the student enrollment was 4,624; in 2014-15 the student enrollment was 4,622, in 2015-2016 the enrollment was 4,671 and in 2016-2017 the enrollment was 4,654. Pine Tree ISD had 4,672 students enrolled in 2017-2018.

The district's attendance rate has remained fairly consistent over the past four years: 95.4% (2012-13), 96% (2013-2014), 95.6% (2014-2015), and 95.7% (2015-2016) . The dropout rate for grades 9-12 has fluctuated since 2011-12. The rates are as follows: 0.6% (2011-12), 0.4% (2012-13), and 0.8% (2013-14), 1.2% (2014-2015). The 2015-2016 drop out rate showed an increase of 0.4% to 1.6%. Data for the 2016-2017 academic year is not available due to the lag in reporting of dropout rate.

Areas of Concern

Drop out rate has doubled since 2013-14 from 0.8% to 1.6%.

English Language Learner and Hispanic sub-group populations continue to increase.

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

Gifted and Talented program student demographics are not representative of the overall district demographics.

Demographics Strengths

The teacher/student ratios were very good allowing students more access to the teacher for support and learning. According to the 2016-17 TAPR the class size average by grade level are: Kindergarten 17.6; Grade 1 17.8; Grade 2 18.9; Grade 3 17.7; Grade 4 19.3; Grade 5 19.1; Grade 6 17.1; Secondary Level: ELA 18.6; Foreign Languages 16.8; Mathematics 17.3; Science 19.6; and Social Studies 20.1.

PTISD attendance has remained consistent.

In the 2016-2017 school year, PTISD successfully reconfigured the elementary and intermediate campuses by creating two grade 1-4 Elementary campuses. This decreased the number of transitions from one campus to another for students providing, consistency in their educational placement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PTISD staff demographics do not align with PTISD student demographics. **Root Cause:** Different backgrounds make it difficult for staff to connect with students due to different cultures and economic background.

Problem Statement 2: PTISD drop out rate has doubled since 2013 according to the TAPR.

Problem Statement 3: Gifted and Talented program student demographics are not representative of the overall district demographics. **Root Cause:** Pine Tree parents and teachers are not adequately informed about the Gifted and Talented (GT) program recommendation process and characteristics of GT students.

Student Achievement

Student Achievement Summary

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%.

2015 STAAR Reading data reveals that an academic achievement gap exists between white students and other student sub-populations including African American, Hispanic, ECD, SPED, and ELL. The lowest performing student sub-population is SPED with 43% passing in Reading.

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%).

2015 STAAR Writing data reveals that SPED is the lowest performing student sub-population with 31% of students passing compared to 72% of White, 59% of Hispanic, and 52% of African American.

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%).

2015 STAAR Social Studies data reveals SPED is the lowest performing student sub-population with 33% of students passing compared to 89% of White, 62% of Hispanic, and 62% of African American.

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 accordance with the 2017-2018 Targeted Improvement Plan, all PTISD staff members will be trained in the SIOP model during the 2018-2019 school year to reduce the achievement gap between non-LEP and LEP sub populations.

In an effort to focus on continuous school improvement, the CIA department and campus principals have a data cohort meeting after each local and state assessment administration to deconstruct the achievement data. To further the Professional Learning Community model, teachers will also deconstruct local 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 CIA Curriculum Coordinators, in addition to campus personnel, provide additional support to teachers. 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 K-8 GT specialist. The specialist works with homogeneously grouped GT students during a pull-out/ push-out program. PTISD's goal for the GT students is for 90% of the students to score Masters on all STAAR assessments.

Student Achievement Strengths

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

The district has employed an Academic specialist at Primary, Birch and Parkway Elementary, 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 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 students with additional support. The Junior High campus has separated the reading and writing classes to allow students additional time to focus on both areas. Junior High has introduced a P3 intervention/enrichment period for all students to provide 30 minutes of targeted intervention in math and ELAR.

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

PTISD continues to utilize writing plans and the collection of student writing samples through portfolios. These portfolios are distributed to subsequent teachers during the following school year to review student's previous writing samples

PTISD will continue 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. Campus RTI meetings will be held every 3 to 4 weeks and data points will be collected every 3 to 4 weeks at minimum. The Pyramid of Intervention (POI) will be utilized district-wide to ensure alignment of interventions and help determine needs. Pine Tree ISD will continue to improve the use of targeted specific interventions on all campuses.

Essential standards were determined in May 2017 for every grade level and subject area and will be incorporated throughout each content scope and sequence. Essential Standards Progress Monitoring will occur during the year through Curriculum Based Assessments (CBAs) to determine improvement throughout the year on these essential standards.

The following distinction designations were earned by Pine Tree HS in 2016: Academic Achievement in Mathematics and Social Studies and Postsecondary Readiness. Pine Tree High School earned Academic Achievement in Science Distinction designation for 2017. Parkway Elementary earned Academic Achievement in ELA/Reading and Math Distinction designation for 2017. Distinction designations for 2018 have not been assigned at the date of publishing this document.

Grades 6 - 9 will place an emphasis on Building Powerful Numeracy with training provided by Pam Harris consulting.

Intervention time will be built into the regular school day. In Kindergarten through 4th grade, intervention in the classroom will be targeted through guided reading ensuring the needs and deficits of all students are addressed. Regularly scheduled one-on-one guided reading data meetings to track student progress based on Benchmark Assessment System, formal, and informal running records are held with teachers in grades K-4 and the elementary ELAR coordinator and ELAR consultant.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not making adequate progress from one grade level to the next. **Root Cause:** Weak Tier I instruction (Tier I instruction must be aligned to the grade level TEKS, content, context, and cognition type.) Not enough small group, one-on-one, teacher guided Tier 2 and 3 intervention.

Problem Statement 2: Low achievement in Masters Grade Level across all content and grade levels. **Root Cause:** Not enough depth and complexity of instruction beyond knowledge and comprehension.

Problem Statement 3: Low reading/writing levels across grade levels. **Root Cause:** Students lack access to literature and schema required for on-level reading skills and a high teacher turnover rate has resulted in a slower implementation of high quality programs such as Reader's and Writer's Workshop/balanced literacy.

Problem Statement 4: Classroom instruction is not adequately differentiated for students in need of remediation or enrichment in the classroom. **Root Cause:** Teachers lack an in depth understanding of how to provide differentiated instruction for all students

Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance. **Root Cause:** The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.

Problem Statement 6: Students have gaps in their foundational skills and we are not always able to determine if the deficit is from Pine Tree or another district. **Root Cause:** Due to a high mobility rate students aren't receiving consistent instruction and intervention.

Problem Statement 7: Students are missing Tier 1 instruction. **Root Cause:** Due to behavior problems, a lack of understanding of social norms of different groups, inadequate student engagement, and a lack of basic needs being met (Maslow's hierarchy of needs).

District Culture and Climate

District Culture and Climate Summary

Periodically, the district conducts a climate survey of either the community or the district staff. In Spring 2017, a district survey was administered to all professional teaching staff focusing on the implementation of the state teacher appraisal system and student discipline. A climate survey will be completed in the spring of 2019.

Mr. Steve Clugston, Superintendent for Pine Tree ISD, completed a brief survey with staff members to gain insight into their thoughts and perceptions of the district to guide his vision for the 2018-2019 school year. Staff morale and discipline were the two main concerns gleaned from the survey.

An electronic professional development needs assessment survey was distributed to all PTISD staff members via Google forms on January 2018 with 108 responses collected prior to the cut-off date. The data collected from the survey was used to plan professional development for the August 2018 Mini-Conference.

The district experiences a high level of teacher turnover each year. During the 2016-2017 school year, 45 classroom teacher positions were filled. During the 2017-2018 school year, 75 teacher positions were filled.

Based on 2017-2018 Skyward PEIMS data for discipline, a disproportionate number of African American students have received referrals as compared to other populations.

District Culture and Climate Strengths

The district has a consistent positive behavior support model, CHAMPS/Safe and Civil Schools, utilized from PreK through 8th grade.

The district is implementing the OLWEUS Bullying Prevention Program at all campuses. The program allows for weekly student meetings to teach students how to proactively react to bullying situations.

All campuses implement positive behavior interventions to address student discipline concerns.

The district is providing training for all certified staff members during the August Mini-Conference. Sessions were designed based upon a Professional Development Survey completed by PTISD staff members in early Spring of 2018.

The district is continuing the behavior redirect program to help support positive behavior interventions on each campus 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 of "All Means All" 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.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: The African American population experiences more classroom/campus disciplinary removals in PTISD than other ethnicities. **Root Cause:** Some PTISD staff have a misunderstanding of the African American cultural norms and how to appropriately respond to African American student mannerisms/behaviors.

Problem Statement 2: PTISD hires individuals for experience instead of a personal belief system. **Root Cause:** PTISD's interview format focuses on content vs. belief.

Problem Statement 3: Inconsistent expectations and adherence to guidelines exist across the district and campus. **Root Cause:** Lack of consistent communication and understanding of expected behaviors for both students and staff.

Problem Statement 4: PTISD experiences low staff morale. **Root Cause:** Staff members indicated discipline issues, a perception of top down mentality, and the perception of a rigid system of requirements.

Problem Statement 5: Lack of relationships between teachers and students. **Root Cause:** Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PTISD has a mentor program for zero-based teachers called Anchor Academy. The Academy meets more frequently during the first six weeks of school and includes assigning a mentor, support from district administrators, and a book study. Mentors will be assigned to each zero based teacher and receive training on district expectations on how they can mentor the teachers. The 2017-2018 Academy was better attended and stronger relationships were built through the leadership of the Human Resources program. Also, during Anchor Academy for 2018-2019, principals and assistant principals will be asked to participate and present specified topics addressing specific needs of zero-based teachers. District administrators will work individually with the zero-based teachers by performing classroom walkthroughs and providing individualized feedback. On the Primary, Birch Elementary, and Parkway Elementary instructional coaches are able to provide additional 'coaching' support regarding the classroom environment, classroom management, and instructional guidance in both the design and delivery phases.

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.

During the 2016-2017 school year, 45 classroom teaching positions were filled. During the 2017-2018 school year 75 classroom teaching positions were filled. These teaching positions were in addition to campus administration, district administration, paraprofessional, and non-teaching positions filled.

Staff Quality, Recruitment, and Retention Strengths

PTISD has Anchor Academy, an 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 other job fairs to broaden the scope of highly qualified recruits resulting in the attendance of eight job fairs throughout the year.

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. Through the guidance of the Strategic Plan, a Teacher Incentive program was developed and contained a teacher attendance component. Further, this program was created with the intent to retain teachers and celebrate their successes meeting district achievement goals. The district partnered with higher education institutions to provide advanced opportunities for staff.

According to identified PBMAS needs, the district has focused its recruitment efforts on ESL certified teachers in order to support our ESL population.

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: Currently, there is a disconnect between teaching staff, the campus administration, and the district personnel; therefore, PTISD has a high turn-over rate. **Root Cause:** Teaching staff does not feel supported enough by administration to be successful.

Problem Statement 2: PTISD staff and applicants do not feel PTISD offers adequate pay/benefits in comparison to the surrounding areas. **Root Cause:** PTISD has not built adequate community relationships with local businesses to promote or receive those benefits.

Problem Statement 3: Current PTISD systems do not foster an inclusive, collaborative culture. **Root Cause:** Throughout the system there are silos; including departments, campuses, grade levels, and individual classrooms.

Problem Statement 4: PTISD has difficulty recruiting quality staff due to the community perception of the district and its history. **Root Cause:** The acceptance of the socio-economic and demographic changes have been challenging for some staff members and community resulting in negativism.

Problem Statement 5: PTISD hires individuals for experience instead of personal belief system. **Root Cause:** PTISD's interview format focuses on content versus belief.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

The bilingual classrooms, PreK- 2, have used balanced literacy with Spanish as their language of instruction. PTISD will move to a transitional early exit model for the 2018-2019 school year. Students in the bilingual classes 3rd- 6th grade will have instruction in English through a balanced literacy model.

The ELAR classrooms, Pre-K-4, utilize the Reader's and Writer's workshop framework to instruct both Reading and Writing. The focus for 2018-2019 school year will be to continue to refine the execution of guided reading in grades K-4 to improve students' reading levels.

Elementary math and ELAR teachers have participated in aligning math and ELAR instructional strategies to the TEKS during both vertical alignment meetings during the school year and summer professional learning.

K-8 ELAR teachers will begin working on a gap analysis of the New ELAR TEKS going in to effect in the 2019-2020 school year. They will use this to build a YAG that addresses these gaps in students during the 2018-2019 school year.

Teachers across the district collaborate 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 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. Progress on the essential standards are also monitored through a BOY, MOY and EOY assessment focused on the essential standards in Math, Science, and ELAR.

PTISD will revise the YAG in ELAR and Math focusing on the identified Essential Standards based on student achievement data.

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.

Principals worked to understand and implement the PLC model with greater fidelity. Groups of teachers and principals were specifically trained on the PLC and backwards design process in August of 2017. This training also included differentiation of instruction.

PTISD implements the Lead4Ward Academy for grades 5-12, ELAR teachers. The district will continue implementation of Reader's and Writer's workshop in grades PreK through 4 by offering professional learning sessions. In Pre-K to 4th grade, there is a focus on guided reading to improve reading levels. The

district is exploring additional reading interventions to address this concern as well.

Essential standards were refined for math, science, and ELAR using STAAR data. Curriculum documents will be revised to ensure adequate time for mastery of these standards by students in each grade level.

Essential standards were identified for SS using STAAR data. Curriculum documents will be revised to ensure adequate time for mastery of these standards by students in each grade level including the creation of SS Anchor Documents for use in the 2018-2019 school year.

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. Additionally, a Behavioral Pyramid of Interventions will be developed and implemented in the 2018-2019 school year.

PTISD will continue work to refine and develop curriculum documents for tightly aligned instructional delivery.

The district will implement the Strategic Plan in which Strategy #1 focuses on enhancing the learning environment through integrated, inquiry-based curriculum, customized for each student.

Curriculum, Instruction, and Assessment Strengths

The district curriculum coordinators are assigned to elementary ELAR/SS and Math/Science and secondary ELAR/SS and Math/Science. This allows coordinators to work with campus staff on designing instruction and student work aligned to the TEKS content, context, and cognition. Additionally, these coordinators work closely together to find ways for vertical alignment through the K-12 system.

Principal data cohort meetings ensured a focus on curriculum based, common formative, and STAAR assessment data to improve instruction across the campus. Discussion focused on student growth, essential standards, individual teacher data, specific areas of need will continue to be addressed, and the plans to do so.

Curriculum coordinators developed content curriculum-based assessments with teacher input to ensure alignment to the TEKS and the rigor of the STAAR. They also completed data walks and walk-throughs to gain an understanding of individual teacher and campus curriculum and instruction needs. This information was utilized during PLC collaboration discussions, to determine professional learning needs, and discuss with campus administrators and instructional coaches, where applicable.

Writing plans were implemented district-wide to ensure consistent writing in all grade levels, including writing portfolios which moved to the subsequent grade level with a student.

The district is implemented a planning protocol that connects the 'Big Four PLC Questions', Backwards Design, and Learning Keys professional learning. The content Coordinators have placed curriculum documents on a Team Drive to ensure campus' staff have easy access to curriculum resources and instructional resources. This ensures alignment within a grade-level and across campuses.

Anchor documents were developed as a launching page for all the curriculum documents needed for guaranteed teacher access to the materials needed for effective and efficient planning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Systems are still being established to ensure tight alignment of written, taught, and tested curriculum. **Root Cause:** Lack of systems to ensure tight alignment between the written, taught, and tested curriculum.

Problem Statement 2: Teachers have limited knowledge of interventions/strategies to utilize with struggling students. **Root Cause:** Teachers need further training in differentiated instruction.

Problem Statement 3: Systems are not being utilized at the campuses to ensure the review and response to data. **Root Cause:** Teachers need further training to understand how to disaggregate and respond to data.

Problem Statement 4: Lack of utilization of formal and informal data impacting responsive instruction. **Root Cause:** There is a need on each campus for consistent implementation of the review, analysis, and response of data.

Problem Statement 5: Secondary teachers work with large numbers of students in RtI that prevent strategic remediation for skills students need. **Root Cause:** The size of RtI groups are very large due to an inverted RtI pyramid and need to continue establishing an effective RtI system.

Problem Statement 6: The African American population is academically under performing in comparison to other sub-populations. **Root Cause:** Lack of differentiation in the classrooms for discipline and academic interventions.

Problem Statement 7: Performance gaps between general education population and ELL and students identified under special education resulting in PBMAS staging. **Root Cause:** Teachers do not differentiate instruction based on student need.

Parent and Community Engagement

Parent and Community Engagement Summary

The district hosted a twelve week English language classes for the bilingual parents in an effort to increase their English verbal and written skills. Parent survey from participants indicated a need for the classes to continue.

During the 2017-2018 school year classes were offered to parents of our limited English students through the Latino Family Literacy Project. Parents completed a ten week course designed to help them foster literacy in the home. Parent survey from participants of the classes indicated a desire for the program to continue and more classes to be added.

In June 2018, a Title I parent involvement survey was distributed to all parents of Title I campuses. Of the 2295 surveys distributed, 123 responses were collected via Google forms.

The district will conduct outreach to ALL parents and family members through the Community Cookouts that are hosted by PTISD in various locations throughout the district as the school year begins. fall and spring curriculum nights, GT parent nights, Innovation Showcase, and transition and campus orientation meetings for parents and students.

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

A Girls in Technology Event was held at Komatsu in the fall of 2017 and is scheduled to occur again in fall of 2018. This event is designed to provide girls in grades 3-12 the opportunity to experience hands-on activities focused on technology and engineering.

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

Parents will be invited to be a part of the DIP and CIP committees in 2018-19.

Parents will be invited to serve on a Parent Advisory Board in accordance with our Pine Tree ISD Parent and Family Involement Plan. Names of interested parties were collected from the Title I Parent Survey from summer of 2018.

Parents will be invited to serve as members of the PreK Leadership Board.

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

Parent and Community Engagement Strengths

PTISD utilizes School Messenger, district, campus, and teacher websites, and district and campus newsletters to communicate district/campus/classroom activities.

PTISD offers parent and student information in more than one language for all programs in the district. In addition, the district uses Remind101 and Twitter to communicate.

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

Mr. Steve Clugston will meet with local realtors to positively promote Pine Tree ISD.

Opportunities to collaborate with local businesses and community members will continue to be explored.

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

In order to collaborate with local businesses, PTISD has invited local food trucks to Innovation Showcase to provide food for purchase for the families in attendance. Food trucks are also being invited to the Back to School Mini-Conference to provide food for purchase to the staff during the lunch break.

A ten week session was offered 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause:** Lack of familial support systems and resources.

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.

CHAMPS and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program.

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.

During the 17-18 school year the district developed a Strategic Plan through the use of a strategic planning committee and design teams. The Strategic Plan was approved by the board of trustees. In addition, the district became a district of innovation beginning in the 2017-2018 school year and will continue in the 18-19 school year.

The district continues to utilize a Curriculum Team Drive to give campus staff ease of access to all curriculum documents.

The district also utilizes the Google drive to develop folders for administration ease of access for district procedures.

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

The district meets regularly with campus principals as a group and individually to gather information regarding campus needs related to human capital and instructional/curriculum concerns. The curriculum Coordinators work with campus staff on an ongoing basis. Specifically, Curriculum Coordinators meet

with campus instructional coaches focused on curriculum and instruction to ensure alignment across grade levels and to the TEKS .

The district will continue to improve the RtI system to ensure all students in need of academic intervention are reviewed at least once a six weeks.

The district continues to utilize PLCs meetings weekly to review assessment data and collaboratively plan for instruction using the backwards design model focused on the four PLC questions.

The district implemented a Principal's/CIA PLC that meets once a month for professional development in the areas of curriculum, instruction, and assessment.

The 9th grade Initiative was added for the 17-18 school year instead of the transition program and will be evaluated for effectiveness. This program will continue as planned in the 18-19 school year. The first set of testing data will be reviewed at the end of the 18-19 school year when these students take their EOC for the first time. Data regarding making progress toward graduation requirements will be evaluated at the end of the 17-18 school year for students in this program.

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).

The district has developed a pyramid of intervention to focus on the alignment of interventions from campus to campus and determine intervention needs for each campus. The district will implement a plan to align the interventions so that as student move from one campus to the next, the effective interventions will be seamlessly executed.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent RTI processes. **Root Cause:** The interventions have not been consistent from campus to campus. In some cases, campus interventions have not occurred during the school day. Also, regularly scheduled RTI meetings to analyze student data have not consistently occurred.

Problem Statement 2: We are not 100% prepared for evacuation or aligned with safety protocols across the district. **Root Cause:** We do not have evacuation resources for every classroom.

Problem Statement 3: 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 to enrich the curriculum and expand learning opportunities for all students. The High School and Junior High campuses changed to a cart model for iPad use. The district also still has 10 carts at the Middle School, 5 iPads per classroom for the (K-4), and 6 iPads for each Pre-K classroom.

As part of the three year professional learning plan, the instructional Technology Coordinator in collaboration with campus designees will provide support and professional learning opportunities regarding the SAMR model of technology integration as well as basic technology usage. Students beginning in kindergarten have computer classes built into their instructional day and will be taught basic coding skills.

12 VEX IQ robots were purchased at the Middle school, 12 VEX IQ robots were purchased for Junior High and 7 VEX EDR robots were purchased for High School. Campuses will begin VEX competitions in the 2018-19 school year and the Robotics program was expanded to be made available to all students grades K-12 at PTISD.

Areas of Concern:

Aging technology needs to be replaced. (Including but not limited to ipads, laptops, computer labs, computers, projectors, document cameras, interactive boards)

Need for a computer science class at the HS.

Need to increase participation in robotics at the HS and JH.

At the elementary level robotics is only available to GT students.

Budget for replacement of computers for robotics.

Need to develop a program to encourage teachers to implement technology during instruction when appropriate.

Copiers at all campuses need to be evaluated to determine if replacement is needed. (Suggested help would be all copiers are on a regular maintenance program)

Technology Strengths

2018-19

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

iPads are readily available at the MS, Birch Elementary, Parkway Elementary and Primary.

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.

Intentionally targeting girls to increase participation in STEAM classes by hosting a Girls In Technology event.

Replaced teacher laptops at the Primary and Middle School this year.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are not improving digital competency and are not moving up the SAMR model scale during instructional design and delivery. **Root Cause:** Lack of knowledge on how to improve digital competency.

Problem Statement 2: Updated LED projectors, cabling, and sound for classrooms across the district. **Root Cause:** Previous equipment is in need of replacement.

Problem Statement 3: Update student computers in the classroom with virtual desktops. **Root Cause:** The existing computers in classrooms are in need of replacement.

Problem Statement 4: Need to provide training for all levels for basic 'How To's', technology updates, and expectations. **Root Cause:** Lack of technology expectation on some campuses.

Problem Statement 5: Need to have disaster recovery center. **Root Cause:** Potential loss of essential data.

Problem Statement 6: STEAM academies have not been implemented to the fullest potential. **Root Cause:** Campuses do not have the resources (materials, staff, and time) to properly implement STEAM with fidelity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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

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 08, 2018

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

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




Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.</p>	2.4, 2.6	Campus Administrators; CIA Department; Academic Specialists (7 FTEs) ; Instructional Coaches (5 FTEs); Intervention Instructional Aides (7 FTEs)	Improved State Assessment Data; reduction of gap between student groups; improved student growth on approaches, meets, and masters grade level.			
<p>Problem Statements: Student Achievement 1, 3, 4, 5, 6, 7 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 6, 7</p> <p>Funding Sources: 211- Title I Funds - 529739.00, 163- Comp Ed Funds - 96375.00</p>						

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The district will identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement and provide accelerated instruction for identified students.</p>	<p>2.4, 2.6</p>	<p>Campus Administrators; Academic Specialists; Instructional Coaches; CIA Department; Bilingual Teachers (15 FTE); Bilingual Para Professionals (9 FTEs); Content Mastery Teachers- Junior High (1 FTE); Content Mastery Para Professional (1 FTE); Classroom Teachers (8 FTEs)</p>	<p>Improved results on: Common Assessment Data; Running Record Data; Numeracy Data; Benchmark Data; CBA Data; STAAR Data</p>			
<p>Problem Statements: Student Achievement 1, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5 - School Context and Organization 1</p> <p>Funding Sources: 211- Title I Funds - 101657.68, 163- Comp Ed Funds - 947823.38, 263- Title III Funds - 35656.80</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Identify and monitor Pre-Kindergarten students at-risk for learning difficulties and provide interventions as needed.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Administrators; Instructional Coaches (1 FTE) ; Teachers (10 FTEs); Para Professional (9 FTEs); Elementary ELAR Coordinator; Elementary Math Coordinator</p>	<p>Reduce number of pre-kindergarten students at-risk for learning difficulties by monitoring Running Record and Numeracy data</p>			
<p>Problem Statements: Student Achievement 4, 5, 6, 7 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1</p> <p>Funding Sources: 163- Comp Ed Funds - 518085.00, 211- Title I Funds - 75770.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>4) Establish a system for visually showing student progress and/or mastery for all staff to see and engage in professional dialogue regarding individual student progress.</p>	<p>2.4</p>	<p>Campus and District Administrators; CIA Department Coordinators; Teachers</p>	<p>Reduction of performance gaps between groups of students; improved student performance; Campus Data Room Results; Individual student assessment results</p>			
<p>Problem Statements: School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3, 4 - School Context and Organization 1</p>						

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) Monitor and evaluate student's performance who receive services in special programs including dyslexia, advanced academics (GT), bilingual, special education, and English as a Second Language (ESL).</p>		<p>Campus Administrators; Dyslexia Teachers (3 FTEs); ESL/Bilingual Teachers (16 FTEs); SE Staff; CIA Department</p>	<p>PBMAS Data; TAPR Report; 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</p>			
<p>Funding Sources: 163- Comp Ed Funds - 827160.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>6) Continue Principal Data meetings after each District assessment to track individual student and sub-population progress by utilizing the District Data Protocol.</p>	<p>2.4, 2.6</p>	<p>Director of Assessment & Accountability, Administrators, CIA, Special Programs Director, and Special Education Director</p>	<p>Recognize trends, develop and implement action plans to address noted trends.</p>			
<p>Problem Statements: Student Achievement 2, 5 - Curriculum, Instruction, and Assessment 3, 4</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: Students are not making adequate progress from one grade level to the next. Root Cause 1: Weak Tier I instruction (Tier I instruction must be aligned to the grade level TEKS, content, context, and cognition type.) Not enough small group, one-on-one, teacher guided Tier 2 and 3 intervention.</p>
<p>Problem Statement 2: Low achievement in Masters Grade Level across all content and grade levels. Root Cause 2: Not enough depth and complexity of instruction beyond knowledge and comprehension.</p>
<p>Problem Statement 3: Low reading/writing levels across grade levels. Root Cause 3: Students lack access to literature and schema required for on-level reading skills and a high teacher turnover rate has resulted in a slower implementation of high quality programs such as Reader's and Writer's Workshop/balanced literacy.</p>
<p>Problem Statement 4: Classroom instruction is not adequately differentiated for students in need of remediation or enrichment in the classroom. Root Cause 4: Teachers lack an in depth understanding of how to provide differentiated instruction for all students</p>
<p>Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance. Root Cause 5: The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.</p>
<p>Problem Statement 6: Students have gaps in their foundational skills and we are not always able to determine if the deficit is from Pine Tree or another district. Root Cause 6: Due to a high mobility rate students aren't receiving consistent instruction and intervention.</p>
<p>Problem Statement 7: Students are missing Tier 1 instruction. Root Cause 7: Due to behavior problems, a lack of understanding of social norms of different groups, inadequate student engagement, and a lack of basic needs being met (Maslow's hierarchy of needs).</p>
<p>School Culture and Climate</p>
<p>Problem Statement 3: Inconsistent expectations and adherence to guidelines exist across the district and campus. Root Cause 3: Lack of consistent communication and understanding of expected behaviors for both students and staff.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Systems are still being established to ensure tight alignment of written, taught, and tested curriculum. **Root Cause 1:** Lack of systems to ensure tight alignment between the written, taught, and tested curriculum.

Problem Statement 2: Teachers have limited knowledge of interventions/strategies to utilize with struggling students. **Root Cause 2:** Teachers need further training in differentiated instruction.

Problem Statement 3: Systems are not being utilized at the campuses to ensure the review and response to data. **Root Cause 3:** Teachers need further training to understand how to disaggregate and respond to data.

Problem Statement 4: Lack of utilization of formal and informal data impacting responsive instruction. **Root Cause 4:** There is a need on each campus for consistent implementation of the review, analysis, and response of data.

Problem Statement 5: Secondary teachers work with large numbers of students in RtI that prevent strategic remediation for skills students need. **Root Cause 5:** The size of RtI groups are very large due to an inverted RtI pyramid and need to continue establishing an effective RtI system.

Problem Statement 6: The African American population is academically under performing in comparison to other sub-populations. **Root Cause 6:** Lack of differentiation in the classrooms for discipline and academic interventions.

Problem Statement 7: Performance gaps between general education population and ELL and students identified under special education resulting in PBMAS staging. **Root Cause 7:** Teachers do not differentiate instruction based on student need.

Parent and Community Engagement

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause 1:** Lack of familial support systems and resources.

School Context and Organization

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent RTI processes. **Root Cause 1:** The interventions have not been consistent from campus to campus. In some cases, campus interventions have not occurred during the school day. Also, regularly scheduled RTI meetings to analyze student data have not consistently occurred.

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

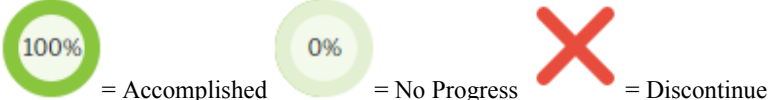
Performance Objective 2: 100% of students will make at least one year's academic growth.

Evaluation Data Source(s) 2: STAAR Data, State reports, Fountas & Pinnell Benchmark Assessment results, Essential Learning Progress Measures

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Continue to offer training regarding depth and complexity to all teachers in an effort to increase the number of students achieving Meets and Masters Grade Level on all STAAR assessments.</p>	2.4, 2.5, 2.6	Campus Administrators; CIA Coordinators	100% of students making one year's academic growth.			
	<p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 255- Title II Funds - 0.00</p>					
<p>2) Ensure all Pre AP and AP teachers attend AP training every two years to provide students with a rigorous college curriculum.</p>		Campus Principals, Coordinator of Advanced Academics	100% of all Pre-AP and AP teachers attend; students provided with a rigorous curriculum resulting in college readiness; increased student participation and performance on AP exams			
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs.</p>		Teachers, Administrators, CIA, Academic Specialists (7 FTEs), Intervention Instructional Aides (7 FTEs) and Instructional Coaches (5 FTEs)	100% of students making one year's academic growth.			
	<p>Problem Statements: Student Achievement 1, 3, 4 Funding Sources: 163- Comp Ed Funds - 96375.00, 211- Title I Funds - 529739.00</p>					
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide differentiation training to all instructional staff to ensure differentiation strategies are utilized in the classroom.</p>	2.4, 2.5, 2.6	Administrators and CIA	100% of classrooms are utilizing differentiation strategies on a daily basis to meet the needs of all students.			
	<p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 2 Funding Sources: 255- Title II Funds - 0.00</p>					

<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) A five week workshop series titled "Engaging Families in Children's Literacy Development" will be offered to parents of students in pre-kindergarten and kindergarten during the fall and spring semesters to strengthen the home-school connection and build capacity for families to foster literacy in the home.</p>	2.6	Assistant Superintendent of Curriculum & Instruction; Coordinator of Special Programs; Elementary ELAR Coordinator; Parent Liaison; Primary Administrators	Increased student achievement and improved reading levels as determined by Fountas & Pinnell Benchmark Assessment System			
	<p>Problem Statements: Student Achievement 6 - Parent and Community Engagement 1</p> <p>Funding Sources: 211- Title I Funds - 500.00</p>					
						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are not making adequate progress from one grade level to the next. Root Cause 1: Weak Tier I instruction (Tier I instruction must be aligned to the grade level TEKS, content, context, and cognition type.) Not enough small group, one-on-one, teacher guided Tier 2 and 3 intervention.
Problem Statement 2: Low achievement in Masters Grade Level across all content and grade levels. Root Cause 2: Not enough depth and complexity of instruction beyond knowledge and comprehension.
Problem Statement 3: Low reading/writing levels across grade levels. Root Cause 3: Students lack access to literature and schema required for on-level reading skills and a high teacher turnover rate has resulted in a slower implementation of high quality programs such as Reader's and Writer's Workshop/balanced literacy.
Problem Statement 4: Classroom instruction is not adequately differentiated for students in need of remediation or enrichment in the classroom. Root Cause 4: Teachers lack an in depth understanding of how to provide differentiated instruction for all students
Problem Statement 6: Students have gaps in their foundational skills and we are not always able to determine if the deficit is from Pine Tree or another district. Root Cause 6: Due to a high mobility rate students aren't receiving consistent instruction and intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Systems are still being established to ensure tight alignment of written, taught, and tested curriculum. Root Cause 1: Lack of systems to ensure tight alignment between the written, taught, and tested curriculum.
Problem Statement 2: Teachers have limited knowledge of interventions/strategies to utilize with struggling students. Root Cause 2: Teachers need further training in differentiated instruction.
Parent and Community Engagement
Problem Statement 1: Lack of parental/family involvement in student's day to day education. Root Cause 1: Lack of familial support systems and resources.

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




Performance Objective 3: PTISD will develop systems to foster an inclusive, collaborative culture for all stakeholders.

Evaluation Data Source(s) 3: Climate survey; employee retention reduction; parent survey

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Establish a district wide culture focused on "Bringing Pine Tree Back" by creating shared beliefs and collective commitments for all stakeholders.</p>		PTISD Family	Changed mindsets that will result in increased student achievement (From deficit to asset mindset).			
	Problem Statements: School Culture and Climate 2, 4, 5 - Staff Quality, Recruitment, and Retention 3, 4, 5 - Parent and Community Engagement 1					
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Hold all PTISD stakeholders accountable for doing their part in "Bringing Pine Tree Back" regarding student learning and growth (growth mindset) and not allow excuses.</p>		All PTISD stakeholders	Increased student growth (learning) towards established goals (individual student goal setting)			
	Problem Statements: School Culture and Climate 2, 3, 4, 5 - Staff Quality, Recruitment, and Retention 3, 4, 5 - Parent and Community Engagement 1					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Invite parents to serve on a Parent Advisory Board in accordance with our Pine Tree ISD Parent and Family Engagement Plan.</p>	3.1	Assistant Superintendent of Curriculum & Instruction; Director of Student Services; Coordinator of Special Programs; Principals	Improved parent and family engagement in the decision making process for the district			
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211- Title I Funds - 0.00					

<p align="center">PBMAS Critical Success Factors CSF 5</p> <p>4) Parents of LEP students will have the opportunity to attend a ten week series of classes to strengthen literacy in the home as part of the Latino Family Literacy Project.</p>		Coordinator of Special Programs	Increased parent and family engagement; increased parent literacy			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 263- Title III Funds - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>5) Provide training for teachers and administrators on working with students identified as low-socioeconomic or living in poverty to include cultural awareness training.</p>	2.6	Assistant Superintendent for Curriculum & Instruction; Curriculum Coordinators	Improved relationships between teachers and students, improved student behavior and academic performance			
<p>Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 5 Funding Sources: 255- Title II Funds - 0.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>6) Increase course offerings such as Latin, Sign Language, and Agricultural Studies to include the interests of more student groups.</p>	2.5	Superintendent, Asst. Superintendent of Curriculum & Instruction, Curriculum Coordinators, Principals	Retention of students who transfer to surrounding districts in order to have a variety of course selections. Create a more inclusive environment and a sense of belonging for all students.			
<p align="center">Critical Success Factors CSF 5</p> <p>7) With support from the district, Title I campuses will convene an annual meeting to inform parents of the Title I, Part A program requirements.</p>	3.2	Coordinator of Special Programs, Principals of Primary, Birch, Parkway, Middle School, Junior High, and High School	Build capacity for parents of students on Title I campuses			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211- Title I Funds - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>8) 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.</p>	3.1	Coordinator of Special Programs	Increase parental involvement			
<p>Problem Statements: Parent and Community Engagement 1</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: PTISD staff demographics do not align with PTISD student demographics. **Root Cause 1:** Different backgrounds make it difficult for staff to connect with students due to different cultures and economic background.

Student Achievement

Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance. **Root Cause 5:** The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.

School Culture and Climate

Problem Statement 2: PTISD hires individuals for experience instead of a personal belief system. **Root Cause 2:** PTISD's interview format focuses on content vs. belief.

Problem Statement 3: Inconsistent expectations and adherence to guidelines exist across the district and campus. **Root Cause 3:** Lack of consistent communication and understanding of expected behaviors for both students and staff.

Problem Statement 4: PTISD experiences low staff morale. **Root Cause 4:** Staff members indicated discipline issues, a perception of top down mentality, and the perception of a rigid system of requirements.

Problem Statement 5: Lack of relationships between teachers and students. **Root Cause 5:** Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.

Staff Quality, Recruitment, and Retention

Problem Statement 3: Current PTISD systems do not foster an inclusive, collaborative culture. **Root Cause 3:** Throughout the system there are silos; including departments, campuses, grade levels, and individual classrooms.

Problem Statement 4: PTISD has difficulty recruiting quality staff due to the community perception of the district and its history. **Root Cause 4:** The acceptance of the socio-economic and demographic changes have been challenging for some staff members and community resulting in negativism.

Problem Statement 5: PTISD hires individuals for experience instead of personal belief system. **Root Cause 5:** PTISD's interview format focuses on content versus belief.

Parent and Community Engagement

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause 1:** Lack of familial support systems and resources.

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




Performance Objective 4: Increase Gifted & Talented and STEAM, science, technology, engineering, arts, and mathematics opportunities for all students in all grades.

Evaluation Data Source(s) 4: Increased enrollment/participation in robotics; integration of computer coding during STEAM or Engineering/Science hour; increased enrollment in the STEM endorsement for graduation at PTHS; Number of GT identified students and their demographics

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide STEAM learning opportunities for students in grades K-12.</p>	2.4, 2.5	CIA, STEAM Teachers, Administrators	STEAM emphasis/activities grade PreK-10			
<p>Problem Statements: Technology 6 Funding Sources: 237- Title IV, Part A Well-Rounded Education - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1</p> <p>2) Assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	2.5	Secondary Math/Science/STEAM/Career Readiness Coordinator, CTE teachers, Campus Administrators. CIA Department	Girls in Technology, CTE Course curriculum, student jobs fair			
<p>3) Inform PTISD parents and teachers of the characteristics of a GT student that may extend beyond the typical.</p>	2.5	GT Specialist; Secondary ELAR/SS & Advanced Academics Coordinator	GT demographics that will more closely represent PTISD student demographics. Increased teacher knowledge on identification of GT students.			
<p>Problem Statements: Demographics 3</p>						
<p>Critical Success Factors CSF 2</p> <p>4) Research additional assessment protocols for identification of GT students to assist in diversification.</p>	2.5					
<p>Problem Statements: Demographics 3</p>						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue the GT pull-out/push-in programs in grades K-4 and homogeneously grouped ELAR and Science classes in grades 5-10 with GT certified teachers, that are structured to provide advanced learning opportunities for identified gifted learners.</p>	2.5	Campus Administrators; GT Specialist; Secondary ELAR/SS & Advanced Academics Coordinator; GT designated teachers	100% of identified GT students perform at Masters Grade Level on STAAR assessments.			
Problem Statements: Demographics 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Gifted and Talented program student demographics are not representative of the overall district demographics. Root Cause 3: Pine Tree parents and teachers are not adequately informed about the Gifted and Talented (GT) program recommendation process and characteristics of GT students.</p>
Technology
<p>Problem Statement 6: STEAM academies have not been implemented to the fullest potential. Root Cause 6: Campuses do not have the resources (materials, staff, and time) to properly implement STEAM with fidelity.</p>

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

Performance Objective 1: Improve technology knowledge and skills for all PTISD staff to increase technology integration into instructional practices.

Evaluation Data Source(s) 1: Regular instructional design and delivery integrated with technology

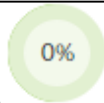
Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue to provide technology professional learning sessions to increase teaching staff competency to include Foundational, Online, and Multimedia Skills as well as Digital Citizenship (Technology Pyramid for staff and student learning).</p>		Administrators	Sign in sheets; Agendas from training opportunities provided; BrighBytes survey results; Lesson Plans; teacher technology competencies			
Funding Sources: 255- Title II Funds - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Develop written classroom technology expectations for both students and staff.</p>	2.4	Administrators and Director of Technology	Increased technology usage in classroom instruction			
Problem Statements: Technology 4						
<p>3) Develop a Technology Teacher Incentive Program to encourage teacher utilization of the Substitution, Augmentation, Modification, and Redefinition (SAMR) model which measures the four degrees of classroom technology integration.</p>		Administrators, Director of Technology	Teacher growth on the SAMR model			
Problem Statements: Technology 1, 4						
<p>4) Create a digital literacy framework for grades PreK-12.</p>	2.4	Administrators, Director of Technology	Increased student awareness of digital literacy			
Problem Statements: Technology 1, 4						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Dissemination of Technology standards K-12 to classroom teachers with documentation of implementation in lesson plans.</p>	2.4	Principals, Instructional Technology Coordinator	Teachers will begin to use technology to a greater extent during instruction. Meet state requirements for technology standards.			
Problem Statements: Technology 1, 4						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Technology

Problem Statement 1: Teachers are not improving digital competency and are not moving up the SAMR model scale during instructional design and delivery. **Root Cause 1:** Lack of knowledge on how to improve digital competency.

Problem Statement 4: Need to provide training for all levels for basic 'How To's', technology updates, and expectations. **Root Cause 4:** Lack of technology expectation on some campuses.

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

Performance Objective 1: Develop and implement structures and practices to better meet the social/emotional learning needs of all students.




Evaluation Data Source(s) 1: Documentation or evidence that structures, systems, and practices are in place.

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.</p>	2.4, 2.5, 2.6	Administrators; Superintendent; Teachers, Director of Student Services	PEIMS data for Discipline; PBMAS report; TAPR report			
Problem Statements: School Culture and Climate 5 - Parent and Community Engagement 1						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Facilitate character development through district support systems (Restorative Discipline, OLWEUS, structured discipline management system such as CHAMPS, Chick Fil A character education grades K-5, and other research based programs). Continue utilization of anonymous online bullying reporting system, Anonymous Alerts.</p>	2.4	Student Services Coordinator, Counselors, Administrators, Behavior Intervention Coordinator, Director of Special Education, and Teachers	Increased utilization of positive behavior support systems; decreased Bullying incidents; consistent utilization of structured discipline management system procedures			
Problem Statements: School Culture and Climate 1, 3						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Develop appropriate systems to reinforce positive student behavior including Texas Behavior Support Initiative (TBSI). TBSI includes procedures and systems encompassing CHAMPS, Redirect Program, Restorative Discipline, CPI (de-escalation practices), etc.</p>	2.4, 2.5	Campus administrators; LSSPs; Behavior specialist; Teachers; Diagnosticians; Coordinator of Special Programs; Director of SPED, Director of Student Services	Reduced Discipline Referrals; State and Local Assessment Success Increase; PEIMS Data; TAPR report; PBMAS report			
Problem Statements: School Culture and Climate 3						

<p align="center">Critical Success Factors CSF 6</p> <p>4) Support selected campus staff in the implementation of interventions related to violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution, and safety.</p>		<p>Campus Administrators; Campus Counselors; Lead Counselors; Behavior Intervention Coordinator; Director of Student Services; Campus Behavior Coordinator</p>	<p>Reduction in student discipline referrals and criminal activity; increased academic success (state and local assessment data); PEIMS discipline data</p>			
<p>Problem Statements: School Culture and Climate 5 Funding Sources: 237- Title IV, Part A SSAEP - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide professional learning in cultural responsiveness in order for staff to acquire an understanding of PTISD's diverse culture.</p>	<p>2.4, 2.6</p>	<p>Administrators, CIA, and Teachers</p>	<p>Build appropriate relationships with students; Decreased discipline referrals</p>			
<p>Problem Statements: School Culture and Climate 1, 2, 5</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>6) Ensure professional learning is provided for staff to support student's social and emotional needs including sexual abuse and other maltreatment of children.</p>	<p>2.6</p>	<p>Superintendent, Administrators, Director of Student Services</p>	<p>Increased awareness of the social and emotional needs of students; decreased utilization of punitive discipline practices, certificates of professional learning of sexual abuse and other maltreatment of children.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>7) Support students diagnosed with autism and teachers of autistic students.</p>	<p>2.4, 2.5</p>	<p>Campus Administrators; Director of Special Education; Behavioral Specialist; LSSPs; Teachers</p>	<p>Increase in the number of inclusion students; PBMAS; TAPR report; Counseling Notes; Student individual IEPs; District based Autism Training</p>			
<p>Funding Sources: 225- IDEA B- PreSchool - 0.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>8) Offer an English language class to our Bilingual parents to increase their English oral and written skills.</p>		<p>Special Programs Coordinator & District Translator</p>	<p>Class sign in sheet; parent survey</p>			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 263- Title III Funds - 0.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>9) The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.</p>	<p>2.4, 2.6</p>	<p>Campus administrators; Para-professionals; Teachers; Curriculum Coordinators</p>	<p>Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results)</p>			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2 Funding Sources: 255- Title II Funds - 0.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>10) Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.</p>	<p>2.4, 2.6</p>	<p>Special Programs Coordinator; Teachers; Campus Administrators</p>	<p>Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results); PBMAS; TAPR report</p>			
<p>Problem Statements: Student Achievement 4, 5 - Curriculum, Instruction, and Assessment 2</p>						

11) The district will support Middle School, Jr. High, High School, and ExCEL 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.	2.4, 2.6	Campus Administrators, Assistant Supt. CIA, Assistant Supt. HR/SS; Campus Counselors; Lead District Counselor	Increase in 4 year graduation rate, decrease in drop-out rate			
Problem Statements: Demographics 2						
Critical Success Factors CSF 4 12) The district will monitor and support student attendance by campus during principal and director meetings.	2.5	Campus Administrators, Superintendent, Assistant Supts. of HR/SS, and Director of Student Services	Agendas, Sign-in Sheets, Individual Student attendance data, TAPR Report			
13) 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.		Campus Administrators, teachers, Superintendent, Director of Student Services, CIA	PTISD Web-site, Student workbooks, curriculum nights			
14) The district will provide "go bags" filled with supplies needed in case of emergency evacuation for each classroom at Primary, Birch Elementary, Parkway Elementary, and Middle School.		Director of Safety, Security, and Transportation; Principals				
Problem Statements: School Context and Organization 2, 3 Funding Sources: 237- Title IV, Part A SSAEP - 0.00						
15) Implementation of character education curriculum to be used in the Adaptive Behavior Unit and on campuses by counselors.		Director of Special Education, Director of Student Services, Coordinator of Student Behavior, Campus counselors	Improved student social skills			
Problem Statements: School Culture and Climate 1, 3, 5						
16) Purchase and distribution of door magnets for all interior doors on all campuses and central office.		Director of Safety, Security, and Transportation; Principals; Staff members	Reduction in time needed to lock down a building in the event of an emergency situation.			
Problem Statements: School Context and Organization 3 Funding Sources: 237- Title IV, Part A SSAEP - 0.00						
17) Implement safety procedures to support Senate Bill 30, Community Safety Education Act for students in grades 9-12.		Director of Student Services, Assistant Principals at High School	Improved interactions between students and peace officers			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: PTISD drop out rate has doubled since 2013 according to the TAPR.

Student Achievement

Problem Statement 1: Students are not making adequate progress from one grade level to the next. **Root Cause 1:** Weak Tier I instruction (Tier I instruction must be aligned to the grade level TEKS, content, context, and cognition type.) Not enough small group, one-on-one, teacher guided Tier 2 and 3 intervention.

Problem Statement 2: Low achievement in Masters Grade Level across all content and grade levels. **Root Cause 2:** Not enough depth and complexity of instruction beyond knowledge and comprehension.

Problem Statement 3: Low reading/writing levels across grade levels. **Root Cause 3:** Students lack access to literature and schema required for on-level reading skills and a high teacher turnover rate has resulted in a slower implementation of high quality programs such as Reader's and Writer's Workshop/balanced literacy.

Problem Statement 4: Classroom instruction is not adequately differentiated for students in need of remediation or enrichment in the classroom. **Root Cause 4:** Teachers lack an in depth understanding of how to provide differentiated instruction for all students

Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance. **Root Cause 5:** The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.

School Culture and Climate

Problem Statement 1: The African American population experiences more classroom/campus disciplinary removals in PTISD than other ethnicities. **Root Cause 1:** Some PTISD staff have a misunderstanding of the African American cultural norms and how to appropriately respond to African American student mannerisms/behaviors.

Problem Statement 2: PTISD hires individuals for experience instead of a personal belief system. **Root Cause 2:** PTISD's interview format focuses on content vs. belief.

Problem Statement 3: Inconsistent expectations and adherence to guidelines exist across the district and campus. **Root Cause 3:** Lack of consistent communication and understanding of expected behaviors for both students and staff.

Problem Statement 5: Lack of relationships between teachers and students. **Root Cause 5:** Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.

Curriculum, Instruction, and Assessment

Problem Statement 2: Teachers have limited knowledge of interventions/strategies to utilize with struggling students. **Root Cause 2:** Teachers need further training in differentiated instruction.

Parent and Community Engagement

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause 1:** Lack of familial support systems and resources.

School Context and Organization

Problem Statement 2: We are not 100% prepared for evacuation or aligned with safety protocols across the district. **Root Cause 2:** We do not have evacuation resources for every classroom.

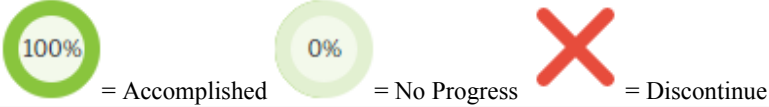
Problem Statement 3: All campuses need to be able to fully implement lock down safety plan in a timely manner. **Root Cause 3:** All doors do not remain secure through out the day.

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

Performance Objective 2: Reduce violent and illegal drug use among students.

Evaluation Data Source(s) 2: Decreased drug related discipline referrals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>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.</p>		Campus Administrators; Asst. Supt of HR; Campus Counselors; Lead Counselor; Community Relations Coordinator	Reduction in discipline referrals; reduction in the student incarceration rate			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Continue to build relationships between the district staff and community agencies associated with reducing drug use and violence.</p>		Campus administrators; Campus Counselors; Teachers	Increased involvement of agencies at PTISD campuses			
Funding Sources: 199 - General Funds - 0.00						
						

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

Performance Objective 1: In an effort to reduce the teacher turnover rate, PTISD will implement systems to support, recruit, and retain high quality staff.




Evaluation Data Source(s) 1: Reduced teacher turnover rate; University recruitment fair attendance

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue the Anchor Academy, a mentoring program for all first year teachers.</p>		CIA Department; HR Department; Campus Administrators	Increased new teacher support; Increased teacher retention			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 3 Funding Sources: 255- Title II Funds - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Monitor the bilingual program in terms of staffing, training, and recruitment of highly effective bilingual certified teachers.</p>	2.6	HR Department; Special Programs Coordinator	100% of teachers in the Bilingual program have their bilingual certification			
<p>Problem Statements: Curriculum, Instruction, and Assessment 7</p>						
<p>Critical Success Factors CSF 7</p> <p>3) 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.</p>		Assistant Superintendent for HR/SS; HR Department; Campus Administrators	Increased student teachers; increased applicants from the university job fairs			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2, 4, 5</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Offer new employee orientation focusing on classroom management techniques, instructional design and delivery, and responsive teaching practices based on student data.</p>		Assistant Superintendents; CIA Coordinators	Increased teacher retention			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 3, 4 Funding Sources: 255- Title II Funds - 0.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide instructional coaches on the primary and elementary campuses to provide additional support to zero based teachers to increase teacher retention.</p>	2.4, 2.6	Campus administrators; CIA Coordinators	Increased teacher retention			
<p>Problem Statements: School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 1, 3 Funding Sources: 211- Title I Funds - 0.00</p>						
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>6) Provide mentors to all new to PTISD teachers and administrators to provide additional support throughout the school year.</p>		Assistant Superintendents; Mentors; Campus Administrators	Increased teacher and administrator retention			
<p>Problem Statements: School Culture and Climate 3, 4</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>7) All core teachers serving English Language Learners in grades PK-12 will be certified in English as a Second Language in accordance with new TEA guidelines.</p>	2.4, 2.6	Human Resources; Assistant Superintendent of Curriculum & Instruction; Coordinator of Special Programs	Increase in teacher proficiency to provide instruction for English Language Learners			
<p>Problem Statements: Student Achievement 4, 5 - Curriculum, Instruction, and Assessment 7</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>8) Principals will begin the interviewing and hiring process to fill anticipated open positions for the next school year once letters of intent are returned by staff members.</p>						
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 4, 5</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) The district will reduce the number of discipline referrals and increase student compliance which will maximize learning opportunities.</p>	2.5	Campus administrators, Teachers, Support Staff	Increased compliance and academic performance for all groups of students due to increased learning opportunities.			
<p>Problem Statements: School Culture and Climate 3, 4, 5</p>						
<p>10) Provide ongoing training for zero-based teachers throughout the year.</p>	2.4, 2.5	Asst. Superintendent of Curriculum & Instruction, Curriculum Coordinators, Principals, Master and Mentor Teachers	Increased academic performance for all groups due to improved quality of instruction.			
<p>Problem Statements: Student Achievement 4, 5 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 7</p>						

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>11) Promote positive district perception by improving student behavior and compliance of student code of conduct.</p>		<p>Director of Student Services, Campus administrators, Teachers</p>	<p>Retention of teachers, enhanced quality of education for all students</p>			
<p>Problem Statements: School Culture and Climate 3, 4 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 4: Classroom instruction is not adequately differentiated for students in need of remediation or enrichment in the classroom. Root Cause 4: Teachers lack an in depth understanding of how to provide differentiated instruction for all students</p>
<p>Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance. Root Cause 5: The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.</p>
<p>School Culture and Climate</p>
<p>Problem Statement 3: Inconsistent expectations and adherence to guidelines exist across the district and campus. Root Cause 3: Lack of consistent communication and understanding of expected behaviors for both students and staff.</p>
<p>Problem Statement 4: PTISD experiences low staff morale. Root Cause 4: Staff members indicated discipline issues, a perception of top down mentality, and the perception of a rigid system of requirements.</p>
<p>Problem Statement 5: Lack of relationships between teachers and students. Root Cause 5: Lack of experience and knowledge of how to cultivate effective meaningful teacher student relationships.</p>
<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: Currently, there is a disconnect between teaching staff, the campus administration, and the district personnel; therefore, PTISD has a high turn-over rate. Root Cause 1: Teaching staff does not feel supported enough by administration to be successful.</p>
<p>Problem Statement 2: PTISD staff and applicants do not feel PTISD offers adequate pay/benefits in comparison to the surrounding areas. Root Cause 2: PTISD has not built adequate community relationships with local businesses to promote or receive those benefits.</p>
<p>Problem Statement 3: Current PTISD systems do not foster an inclusive, collaborative culture. Root Cause 3: Throughout the system there are silos; including departments, campuses, grade levels, and individual classrooms.</p>
<p>Problem Statement 4: PTISD has difficulty recruiting quality staff due to the community perception of the district and its history. Root Cause 4: The acceptance of the socio-economic and demographic changes have been challenging for some staff members and community resulting in negativism.</p>
<p>Problem Statement 5: PTISD hires individuals for experience instead of personal belief system. Root Cause 5: PTISD's interview format focuses on content versus belief.</p>
<p>Curriculum, Instruction, and Assessment</p>
<p>Problem Statement 7: Performance gaps between general education population and ELL and students identified under special education resulting in PBMAS staging. Root Cause 7: Teachers do not differentiate instruction based on student need.</p>
<p>Parent and Community Engagement</p>

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause 1:** Lack of familial support systems and resources.




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

Performance Objective 2: PTISD will strengthen the relationships among all staff members.

Evaluation Data Source(s) 2: Develop annual community and PTISD family celebrations; Promote a culture of "All In" district-wide.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) PTISD will plan a series of community cook outs across the district during the school year.</p>		<p>Campus Administrators; Teachers; Assistant Superintendents; Superintendent; Directors</p>	<p>Increased community involvement in school sponsored activities; decreased barriers between community and PTISD</p>			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211- Title I Funds - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>2) PTISD will host a series of events to strengthen relationships among all staff (i.e. movie nights, spring carnival and other local events).</p>		<p>Assistant Superintendents; Campus Administrators; CIA Coordinators and Directors; Teachers</p>	<p>Strengthened relationships among all PTISD staff</p>			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 3</p>						
<p>Critical Success Factors CSF 6</p> <p>3) Superintendent and Assistant Superintendent for Curriculum & Instruction will meet with teachers and administrators during the fall and spring semesters to determine needs and wants.</p>		<p>Superintendent; Assistant Superintendent of Curriculum & Instruction</p>	<p>Increased staff morale and connectedness</p>			
<p>Problem Statements: School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 1</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 4: PTISD experiences low staff morale. **Root Cause 4:** Staff members indicated discipline issues, a perception of top down mentality, and the perception of a rigid system of requirements.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Currently, there is a disconnect between teaching staff, the campus administration, and the district personnel; therefore, PTISD has a high turn-over rate. **Root Cause 1:** Teaching staff does not feel supported enough by administration to be successful.

Problem Statement 3: Current PTISD systems do not foster an inclusive, collaborative culture. **Root Cause 3:** Throughout the system there are silos; including departments, campuses, grade levels, and individual classrooms.

Parent and Community Engagement

Problem Statement 1: Lack of parental/family involvement in student's day to day education. **Root Cause 1:** Lack of familial support systems and resources.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
163 e 11 6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$64,472.23
163 e 11 6145	6145 Unemployment Compensation	\$1,268.20
163 e 11 6146	6146 Teacher Retirement/TRS Care	\$58,058.24
	6100 Subtotal:	\$123,798.67

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$529,739.00
1	1	2			\$101,657.68
1	1	3			\$75,770.00
1	2	3			\$529,739.00
1	2	5			\$500.00
1	3	3			\$0.00
1	3	7			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
Sub-Total					\$1,237,405.68
263- Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$35,656.80
1	3	4			\$0.00
3	1	8			\$0.00
Sub-Total					\$35,656.80
255- Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	4			\$0.00

1	3	5			\$0.00
2	1	1			\$0.00
3	1	9			\$0.00
4	1	1			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$96,375.00
1	1	2			\$947,723.38
1	1	2	Middle School Comp Ed Supplies		\$100.00
1	1	3			\$518,085.00
1	1	5			\$816,160.00
1	1	5	Dyslexia Supplemental Supplies, Testing materials, teacher travel, teacher professional learning		\$11,000.00
1	2	3			\$96,375.00
Sub-Total					\$2,485,818.38
225- IDEA B- PreSchool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$0.00
Sub-Total					\$0.00
237- Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	1	14			\$0.00
3	1	16			\$0.00
Sub-Total					\$0.00
237- Title IV, Part A Well-Rounded Education					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$3,758,880.86

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. The District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

	<p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
<p>Concluding the Investigation</p>	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p>District Action</p>	
<p>Prohibited Conduct</p>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
<p><i>Corrective Action</i></p>	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<p>Improper Conduct</p>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
<p>Confidentiality</p>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed,</p>

and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.