

Pine Tree Independent School District

Excel High School

2019-2020 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: We will create a customized learning environment that ensures a culture of innovation.	9
Goal 2: We will maximize learning through the use of advanced resources and digital literacy.	13
Goal 3: We will boldly support the social and emotional needs of all students.	17
Goal 4: We will ensure student leadership is an integral part of our learning culture.	20
Goal 5: We will recruit, develop, support, and retain the highest quality staff.	21
Goal 6: ExCEL will actively engage parents, family, and community.	22
Comprehensive Support Strategies	23
2019-2020 Campus Site-Based Committee	24
District Funding Summary	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

2017-18 Campus Staff Information

District Name: PINE TREE ISD
 Campus Name: EXCEL H S OF CHOICE (092904003)

School Type: High School

Staff Information	----- Campus ----- Count/Average	Percent
Total Staff	4.9	100.0%
Professional Staff:	4	80.6%
Teachers	3	60.3%
Professional Support	0	0.0%
Campus Administration (School Leadership)	1	20.3%
Educational Aides:	Educational Aides:	Educational Aides:
Librarians & Counselors (Headcount):		
Librarians	0	n/a
Full-time		
Part-time	0	n/a
Counselors	0	n/a
Full-time		
Part-time	0	n/a
Total Minority Staff:	2	39.7%

2017-18 Campus Staff Information

Teachers by Ethnicity and Sex:		
African American	0	0.0%
Hispanic	0	0.0%
White	3	100.0%
American Indian	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	0	0.0%
Males	0	0.0%
Females	3	100.0%
Teachers by Highest Degree Held:		
No Degree	0	0.0%
Bachelors	3	100.0%
Masters	0	0.0%
Doctorate	0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	1	32.9%
1-5 Years Experience	0	0.0%
6-10 Years Experience	0	0.0%
11-20 Years Experience	0	0.0%
Over 20 Years Experience	2	67.1%
Number of Students per Teacher	13.8	n/a

Demographics Strengths

Priority Problem Statements

Problem Statement 1: Overall attendance rate is 83%

Root Cause 1: Lack of focus on post secondary readiness.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Passing rates for English I and II were a combined 48%

Root Cause 2: Inconsistent direct instruction and more pedagogical support needed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2.

Root Cause 4: Students are currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: ExCEL HS had 3 dropouts (98's) during the 2018-2019. We must ensure all students receive the appropriate academic, social, and behavioral supports to maintain student enrollment (School-Community Collaboration, Family Engagement, mentoring, etc.)

Root Cause 5: These students faced challenging social emotional issues stemming from unstable and disruptive home lives and familial breakdowns. Some of these issues include teen pregnancy and narcotics addiction.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: ExCEL HS students have limited opportunities to pursue CTE, UIL, and other extra-curricular programs that support the "Portrait of a Graduate" initiative of the strategic plan.

Root Cause 6: Although the ExCEL HS is relevant and necessary to provide PTISD students with an alternative learning environment that fosters academic, social, and behavioral success, the school of choice mission and design is not currently conducive to meeting all of the underlying "Portrait of a Graduate" criteria due to the nature of the credit recovery aspects of the program.

Problem Statement 6 Areas: District Context and Organization

Problem Statement 8: ExCEL HS must increase education partnerships with community members (city organizations, colleges/universities, businesses, etc.) to maximize learning opportunities and support student SEL needs.

Root Cause 8: Limited staff opportunities to market the campus and its student needs.

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: November 06, 2019

Goal 1: We will create a customized learning environment that ensures a culture of innovation.




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

Evaluation Data Source(s) 1: STAAR data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Increase writing instruction to include Cornell Note-taking across all grades and content areas.	2.4, 2.6	Principal, Campus Teachers	Increase Reading passing rate from 47% to 60% for Approaches Grade Level; Increase Math passing rate from 75% to 100% Approaches Grade Level; Maintain US History EOC passing rate from 30% to 50% Masters; Increase Science passing rate from 75% Approaches Grade Level to 100%			
Funding Sources: 164- High School Allotment - 0.00						
2) Identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students.	2.4, 2.6	Principal, Campus Teachers, Educational Aide	Documentation of growth in student performance (Edgenuity Mypath/Course completion data, CBA and STAAR data)			

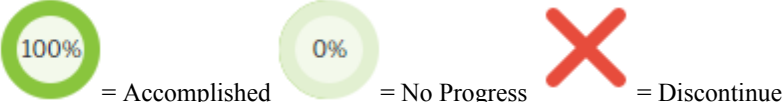
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) Improve Tier I Instruction and Intervention in every classroom to promote student growth for all students.	2.4, 2.5, 2.6	Principal, Campus Teachers, Educational Aide, Secondary ELAR Coordinator and Secondary Math Coordinator	Effective first-time individualized and differentiated instruction evidencing student growth; discipline management; positive school/classroom climate (Edgenuity, CBA, STAAR EOC data). Prepare students for their post-secondary endeavors; Develop innovative learning environment; promote social and emotional learning; implement advanced resources and digital literacy.			
4) Administer the PSAT exam to all ExCEL HS sophomores and promote ACT and SAT for all students.		Principal, Campus Teachers, Educational Aide	Number of PSAT assessments administered Individual student scores on the PSAT/SAT/ACT assessments			
Funding Sources: 164- High School Allotment - 0.00						
5) Include industry certification programs: Construction, Drone Piloting, Patient Care Technician, and Fire Fighting Academy to reduce the dropout rate.	2.5	Principal, Campus Teachers	Implement necessary supports for student learning in order to increase their performance and prepare students for their chosen endeavors.			
Funding Sources: 164- High School Allotment - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 1: We will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: 100% ExCEL HS of Choice staff will be proficient in the use of Edgenuity.

Evaluation Data Source(s) 2: Professional development results; regular instructional design and delivery integrated with technology

Summative Evaluation 2:

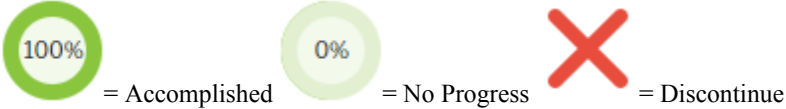
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) 1) On-going professional learning for teachers and staff.		Principal, Campus Teachers, Educational Aide	Training sessions with Edgenuity. On-campus technology ideas, training, and implementation by staff. All state-tested courses will be aligned with the PTISD scope and sequence.			
						

Goal 1: We will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: ExCEL HS of Choice staff will substantially increase the effective use of digital resources and tools to improve the learning environment and increase student achievement.

Evaluation Data Source(s) 3: STAAR data, Discipline data, Attendance data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.		Principal, Campus Teachers, Educational Aide	Monthly training and implementation of one new application; grading cycles 2-6.			
2) Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.		Principal, Campus Teachers	The total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning will meet or exceed five (5) digital resources utilized in classrooms throughout the school year.			
Funding Sources: 164- High School Allotment - 0.00						
3) Administer the TSI to all eligible ExCEL HS students.		Principal, Campus Teachers, Educational Aide	Number of TSI assessments administered Individual student scores on the TSI assessment			
						

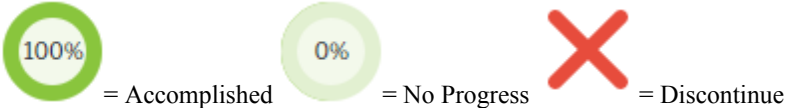
Goal 2: We will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: ExCEL HS of Choice will raise its score in the area of College Career and Military Readiness from a "B" to an "A" in the next accountability year.

Evaluation Data Source(s) 1: 2020 School Report Card

Summative Evaluation 1:

Targeted or ESF High Priority

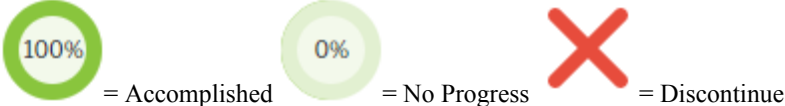
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Implement blended classroom for every student to include effective use of instructional technology.	2.4, 2.6	Principal, Campus Teachers, Educational Aide	Intervention block built into the school day			
	Funding Sources: 164- High School Allotment - 0.00					
2) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.		Principal, Campus Teachers, Educational Aide	Continually training and support from Edgenuity consultants; Kahoot It; Class Dojo			
	Funding Sources: 164- High School Allotment - 0.00					
3) Plan and implement innovative ideas to increase student achievement (blended classrooms, digital literacy, project-based learning).	2.5	Principal, Campus Teachers	Increased student achievement data coupled with decreased classroom discipline data.			
	Funding Sources: 164- High School Allotment - 0.00					
						

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

Performance Objective 2: ExCEL HS of Choice will increase passing rate on TSI by 20%.

Evaluation Data Source(s) 2: School Report Card 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Research, identify options for ExCEL HS students to earn post-secondary credit.		Principal, Campus Teachers	Dual-credit course offerings are made available for ExCEL HS students during the 2019-2020 school year.			
Funding Sources: 164- High School Allotment - 0.00						
						




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

Performance Objective 3: ExCEL HS of Choice will enroll 5 or more students in dual credit classes

Evaluation Data Source(s) 3: School Report Card 2020

Summative Evaluation 3:

Targeted or ESF High Priority

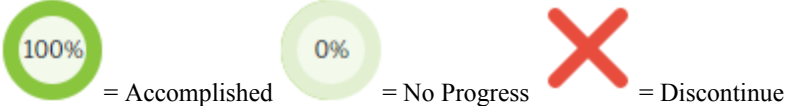
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will take TSI exam to qualify for enrollment in dual credit courses from Kilgore College.		Principal	The number of ExCEL students enrolled in dual credit classes will increase significantly.			
<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>						

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

Performance Objective 4: ExCEL HS of Choice will increase the number of students interested in joining the armed forces by 10%

Evaluation Data Source(s) 4: School Report Card 2020

Summative Evaluation 4:

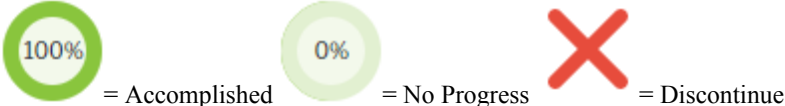
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Representatives from the Armed Forces will be invited on campus to meet students twice a year.		Principal	More students will choose military as a viable career choice.			
						

Goal 3: We will boldly support the social and emotional needs of all students.

Performance Objective 1: ExCEL HS of Choice will decrease student discipline referrals by 50%.

Evaluation Data Source(s) 1: Six weeks Discipline data

Summative Evaluation 1:

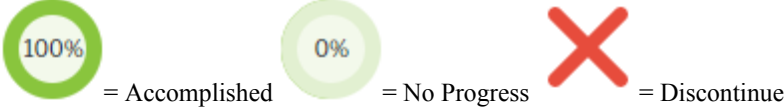
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue the implementation of PBIS Restorative Discipline practices. Infuse Safe and Civil Schools protocols including violence prevention.		Principal, Campus Teachers	Decreased classroom discipline data. Overall school climate is improved considerably.			
	Funding Sources: 164- High School Allotment - 0.00					
2) Promote school, parent, and community engagement through parent organizations and student organizations such as Student Council.		Principal, Campus Teachers	Monthly parent/community dialogue with the principal, teacher-parent contacts, and home visits.			
	Funding Sources: 164- High School Allotment - 0.00					
3) Utilize character education programs and a Young Women's Mentoring Program to promote social and emotional learning (SEL) and student self-efficacy.		Principal, Campus Teachers	Increased student involvement in schools (including extra curricular activities); reduction in discipline referrals; increased attendance (PEIMS data)			
	Funding Sources: 164- High School Allotment - 0.00					
						

Goal 3: We will boldly support the social and emotional needs of all students.

Performance Objective 2: ExCEL HS of Choice will ensure that 100% of all stakeholders commit to the culture of the organization.

Evaluation Data Source(s) 2: School and community collaboration on and off campus. School and community matrix.

Summative Evaluation 2:

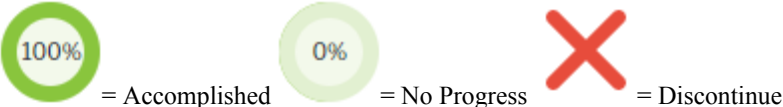
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Promote overall campus development of cultural responsiveness utilizing AVID strategies (Socratic Seminar and Philosophical Chair) and SRI Protocols (Group Development and MicroLabs), Safe and Civil Schools protocols.		Principal, Campus Teachers, Community Partnerships	Weekly dialogue with stakeholders centered around culture to create consistency. (Agendas, stakeholder feedback)			
	Funding Sources: 164- High School Allotment - 0.00					
2) ExCEL will improve student attendance by creating a culture of belonging and emotion and physical safety.	2.4, 2.5, 2.6	Principal, Classroom Teachers	Improve attendance by 5% from 2017-2018.			
						

Goal 3: We will boldly support the social and emotional needs of all students.

Performance Objective 3: ExCEL HS of Choice will develop or partner with community organizations to provide social and emotional learning opportunities.

Evaluation Data Source(s) 3: Attendance and discipline data, academic data (Edgenuity, CBA, state assessments); feedback from counselors, social workers.

Summative Evaluation 3:

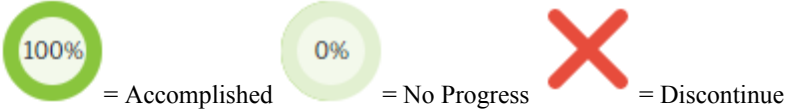
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1)) Develop plans to teach SEL: a) Self-awareness: strengths, needs, values b) Social awareness: empathy, diversity and respect for others c) Responsible decision-making: problem solving, moral and ethical responsibility d) Self-management: goal-setting, organization, and impulse control e) Relationship management: cooperation and collaboration	2.6	Principal, Campus Teachers, Educational Aide	Bi-weekly sessions with students addressing at least one of the SEL modules each grading cycle			
						

Goal 4: We will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: 75% of all students will have at least 1 parent actively engaged in school operations.

Evaluation Data Source(s) 1: Sign in sheets at events, parent feedback, parent participation in community groups.

Summative Evaluation 1:

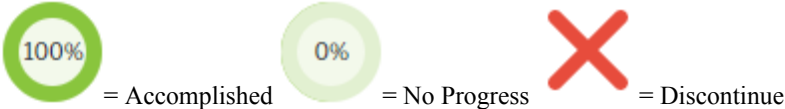
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Involve students, parents, and community members in the campus improvement process and CIT.		Principal, Campus Teachers	Membership of 3 parents and 2 students and 1 community member on the CIT.			
	Funding Sources: 164- High School Allotment - 0.00					
2) Create democratic environment through establishment of a Student Council.		Principal, Campus Teachers, Students	The campus will have an organized Student Council.			
	Funding Sources: 164- High School Allotment - 0.00					
						

Goal 5: We will recruit, develop, support, and retain the highest quality staff.

Performance Objective 1: 100% of all ExCEL HS of Choice staff will engage in high quality professional learning opportunities in an effort to increase staff capacity and student achievement.

Evaluation Data Source(s) 1: Copy of PLC Agenda and Sign in Sheets, improved classroom instruction resulting in higher assessment results (state and local), staff facilitating learning

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) On-going professional learning for all teachers and staff to include but not limited to the following: Learning Keys, Data Walks, Edgenuity, SIOP, Driven by Data, ELPS, Culturally Responsiveness and Restorative Discipline, and book studies.		Principal, Campus Teachers, Educational Aide	Weekly PLC meetings for professional learning, data analysis, and instructional planning. District-facilitated Professional Learning Region 7 Workshops			
	Funding Sources: 199 - General Funds - 0.00					
2) Ensure that each core teacher attends and participates in relevant and intentional professional learning (ie. state and regional conference) to create a sense of competence in relation to their job duties and responsibilities.	2.4, 2.5, 2.6	Principal, Campus Teachers	Budgetary allotments are efficiently utilized and each teacher will submit a summary and presentation of their learning to the team.			
	Funding Sources: 164- High School Allotment - 5500.00					
3) On-going professional learning for teachers and staff.		Principal, Campus Teachers, Educational Aide	Training sessions with Edgenuity. On-campus technology ideas, training, and implementation by staff. All state-tested courses will be aligned with the PTISD scope and sequence.			
4) Campus administrator will attend local and regional job fairs in order to maintain a quality pool of applicants.		Principal	Recruit highly effective teachers			
						

Goal 6: ExCEL will actively engage parents, family, and community.

Performance Objective 1: Provide opportunities to parents, family, and community members

Evaluation Data Source(s) 1: Sign in sheets, agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Promote school, parent, and community collaboration through events such as Open House, Targeted Improvement Plan night, Meet the Teacher Night, and other events of this nature.						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase writing instruction to include Cornell Note-taking across all grades and content areas.
1	1	2	Identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students.
1	1	3	Improve Tier I Instruction and Intervention in every classroom to promote student growth for all students.
1	3	1	Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.
1	3	2	Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.
2	1	1	Implement blended classroom for every student to include effective use of instructional technology.
2	1	2	Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.
2	1	3	Plan and implement innovative ideas to increase student achievement (blended classrooms, digital literacy, project-based learning).
3	1	1	Continue the implementation of PBIS Restorative Discipline practices. Infuse Safe and Civil Schools protocols including violence prevention.
3	1	2	Promote school, parent, and community engagement through parent organizations and student organizations such as Student Council.
3	1	3	Utilize character education programs and a Young Women's Mentoring Program to promote social and emotional learning (SEL) and student student self-efficacy.
3	2	1	Promote overall campus development of cultural responsiveness utilizing AVID strategies (Socratic Seminar and Philosophical Chair) and SRI Protocols (Group Development and MicroLabs), Safe and Civil Schools protocols.
4	1	1	Involve students, parents, and community members in the campus improvement process and CIT.
5	1	1	On-going professional learning for all teachers and staff to include but not limited to the following: Learning Keys, Data Walks, Edgenuity, SIOP, Driven by Data, ELPS, Culturally Responsiveness and Restorative Discipline, and book studies.
5	1	3	On-going professional learning for teachers and staff.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cleo Wadley	Principal
Classroom Teacher	Chuck Davis	Teacher
Paraprofessional	LaTosha Anaya	Break Through Coach Secretary
Parent	Karl Hall	Parent
Student	Marla Rodriguez	Student
District-level Professional	Valerie Baxter	District Office
Community Representative	Steven Vance	Community Representative

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
164- High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	2			\$5,500.00
Sub-Total					\$5,500.00
Grand Total					\$5,500.00