

Pine Tree Independent School District
Excel High School
2018-2019 Campus Improvement Plan



Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

ExCEL High School of Choice is a 9th -12th grade campus in Pine Tree ISD. Operating as an academic school of choice, the demographic makeup is ever-changing due to several factors including but limited to the following:

- Graduation every semester
- Changes in the student population each grading period by transfer from the traditional high school if approved
- Recapturing of students who previously dropped out of school

The 2016-2017 TAPR Report's ethnic distribution at ExCEL HS is White (45.2%), African American (29%), Hispanic (24%), American Indian (0%), and Two or More Races (1.6 %). Sub-population distribution is EcoDis (50%), ELL (8.1%), Special Education (0%), and At-Risk (80.6%).

Demographics Strengths

The strength of this demographic is the diversity of experiences that students bring to the campus. Culture and climate is greatly enhanced when students and staff of diverse backgrounds learn together. Strong family atmosphere for students who don't fit in traditional school model.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance rate is 80% **Root Cause:** Parental engagement is deficient to support campus efforts to improve student attendance.

Student Achievement

Student Achievement Summary

Strategic Plan Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation 1.1 Pine Tree ISD will develop systems to foster an inclusive, collaborative culture 1.2 – Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is customized for each student 1.3 - Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student. Strategic Plan Goal #2-The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy 2.1 – Pine Tree ISD will create a digital environment that engages and empowers all learners 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.

For the 2017-2018 school year, ExCEL High School of Choice did not meet standard in College Career Military Readiness based on lagging data from previous years.

Student Achievement Strengths

- Social Studies: 2 out of 13 students Met Masters; 5 out of 13 Met Meets; 11 out of 13 Met Approaches
- Math: 6 out of 12 students Met Approaches, despite not having a math teacher all year
- Science: 3 out of 10 students Met Meets, 5 out of 10 students Met Approaches
- 20 students graduated in 2017-2018 school year
- 14 of 20 graduates were GLOBE Texas Scholars

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Passing rates for English I and II were a combined 13% **Root Cause:** Too much reliance on Edgenuity, more of a need for direct instruction for students with gaps in learning.

School Culture and Climate

School Culture and Climate Summary

Strategic Plan Goal #5 – The Board of Trustees and administration of Pine Tree ISD will recruit, develop, support, and retain the highest quality staff
5.1 – Pine Tree ISD will develop a system of professional relationships in order to increase the pool of applicants for all facets of the organization
5.2 – Pine Tree ISD will implement a comprehensive mentor/mentee program to acclimate new employees to the district
5.3 - Pine Tree ISD will strengthen the relationships among all PTISD staff members
5.4- Pine Tree ISD will improve the PTISD culture of working and learning through recognition and collaboration.

The current school culture and climate is atypical for an alternative school setting. The campus leadership has begun implementing a "Gung Ho!" culture that drives the overall campus expectations and ensures that the climate is conducive for academic, social, and behavioral success of students and staff.

Teachers and staff actively support the students in their academic environment and sincerely care about student success. There is a commitment to support the mission and vision of Pine Tree ISD of "continuing a tradition of excellence by providing a high-quality and challenging educational environment, maximizing opportunities for the success of all students, equipping them to become responsible, involved, and productive citizens".

The staff actively participates in relevant and intentional professional learning that aligns with the overall strategic plan and goals of the school district.

School Culture and Climate Strengths

- Diverse student and staff populations promotes learning environments that bring many different aspects of teaching and learning into the classroom.
- Teachers are dedicated to student success.
- All stakeholders are committed to a "Gung Ho!" attitude and expectations of the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Inconsistent systems of high expectations and accountability. **Root Cause:** Numerous changes in leadership due to natural attrition

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Strategic Plan Goal #5 – The Board of Trustees and administration of Pine Tree ISD will recruit, develop, support, and retain the highest quality staff. 5.1-Develop a system of professional relationships in order to increase the pool of applicants for all facets of the organization. 5.2-Implement a comprehensive mentor/mentee program to acclimate new employees to Pine Tree ISD. 5.3-Strengthen the relationships among all PTISD staff members. 5.4-Improve the PTISD culture of working and learning through recognition and collaboration.

ExCEL recruits and employs effective personnel that have the knowledge and expertise to plan instructional activities and implement the state TEKS in an effective and efficient manner. There are 7 total staff consisting of 4 core content teachers (math, Science, ELA, Social Studies), 1 educational aide, 1 campus secretary, and 1 campus administrator.

Staff Quality, Recruitment, and Retention Strengths

- Campus leadership is committed to investing in ongoing professional learning opportunities for all staff.
- All professional staff members meet the effective personnel requirement
- The staff has a combined 86 years of experience in public education with expertise in teaching diverse populations including economically disadvantaged, special education, At-Risk populations.
- The staff provides individualized instruction as well as support the fully-online curriculum delivery platform.
- The staff has a commitment to the tradition of excellence.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Instructional aide from last year resigned the week before school started creating a yet unfilled vacancy. **Root Cause:** Highly qualified applicants are not applying for the job

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation. 1.1-Pine Tree ISD will develop systems to foster an inclusive, collaborative culture 1.2-Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is for each student. 1.3-Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student.

Goal #2- The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1-Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12

ExCEL utilizes the Edgenuity On-line Learning Platform as its primary form of individualized curriculum delivery system. Edgenuity is a state and local school board approved resource for teaching and learning. The campus utilizes teacher-led, one-on-one instruction to support the individualized instruction platform to increase student engagement and overall student achievement. Formative assessment data is collected through teachers actively monitoring the online learning labs and student work through quizzes, classwork completed online, and ESPMs. Summative assessment data is collected through the online system.

Curriculum, Instruction, and Assessment Strengths

- Aligned to state standards.
- Fully-online platform provides immediate information to teachers for data-driven decisions.
- Fully-online platform allows students to work at their own pace with differentiated instruction.
- Fully-online platform provides students access when not at school.
- Teachers can easily adapt the course for RtI and special education modifications.
- Teachers can utilize the prescriptive in tandem with Marzano's research-based strategy (Advanced Cues, Questions, and Organizers) to maximize student learning opportunities.
- Teachers can readily monitor performance through detailed reports of student's progress
- Blended-Learning portal fosters small-group collaboration for differentiated learning environments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.

Parent and Community Engagement

Parent and Community Engagement Summary

Strategic Plan Goal #3- The Board of Trustees and administration of Pine Tree ISD will boldly support the social and emotional needs of all students. 3.1-Implement The CASEL (Collaborative for Academic, Social, and Emotional Learning) model in grades PK-12. 3.2-Establish a character development program for grades PK-12. 3.3-Equip staff to provide social and emotional support to all students.

Academic schools of choice often carry the stigma of being a place where students are sent because they pose problems in academics, discipline, or simply can not operate in the traditional school setting. The population is typically labeled At-Risk, EcoDis, SpEd, a combination of the previous, and students who have personal issues in life that force them into an alternative school setting. Research has shown that this population of student tend to have little to no parental involvement in schools. This stigma will also lend itself to very little to no community involvement.

ExCEL has placed itself in the community by participating in community service activities such as Teen Court and Hope for Youth.

Parent and Community Engagement Strengths

- The staff at ExCEL supports parental communication through conference periods and scheduled meetings.
- The ExCEL leadership collaborates with local community organizations such as the city of Longview, Longview Partners in Prevention, Longview Hope for Youth, and D.O.R.S. Youth Transition Services.
- Expectant Heart supports the young ladies through mentoring and social services.
- Home visits are a integral part of the school and home relationship.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: ExCEL HS had 6 dropouts (98's) during the 2017-2018. 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:** There is typically less parent involvement at the middle and senior high school levels, as students strive for greater autonomy and separation from their parents; students are disconnected from the responsibilities of the home; working students and parents make it difficult for increased parental involvement; single mothers; primary wage earners.

Problem Statement 2: 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:** Limited staff opportunities to market the campus and its student needs.

School Context and Organization

School Context and Organization Summary

Strategic Plan Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation. 1.1- Pine Tree ISD will develop systems to foster an inclusive, collaborative culture. 1.2-Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is customized for each student. 1.3-Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student. Strategic Plan Goal #2-The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1- Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.

ExCEL HS strives to be an organization focused on increasing student achievement through the utilization of data-driven decisions. As a professional learning community, administration and staff will collaborate ensure every decision is centered around student success. The principal is an instructional leader focused on creating a culture and climate that is safe and conducive to teaching and learning. Since ExCEL HS is an academic school of choice with a small campus community, the principal must be a visionary that builds teacher capacity through transformational leadership and shared decision making. At ExCEL HS, every staff member serves on the Campus Improvement Team (CIT) and contributes to the overall operation of the campus organization.

School Context and Organization Strengths

- Protocols are in place for systematic operation of the organization.
- Campus operates as a Professional Learning Community.
- The campus utilizes the RtI system to monitor student academic and behavioral needs and develops strategies to target those areas of need.
- Global communication to keep all staff on the same page with organizational changes, issues, concerns.

- Campus-wide email
- Shared files through Google Docs
- Group Me
- Transformational Leadership design
- Shared-decision making design

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 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:** 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.

Technology

Technology Summary

Strategic Plan Goal #2- The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1-Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.

In an effort to enhance instruction and learning with the use of technology, All stakeholders have access to the PTISD wireless portal for teaching and learning purposes. All stakeholders must be in compliance with digital citizenship Acceptable Use Policy expectations.

Technology Strengths

- All staff have a district-issued laptop.
- Students will have access to additional technology to enhance the learning environment and opportunities such as Kahoot.
- All staff receive on-going training for use of the Edgenuity Online Learning Platform.

Problem Statements Identifying Technology Needs

Problem Statement 1: ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey 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

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
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Revised/Approved: October 08, 2018

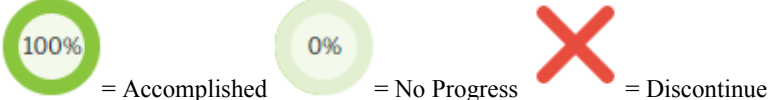
Goal 1: We will create a customized learning environment that ensures a culture of innovation.

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

Evaluation Data Source(s) 1: STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Increase writing instruction to include Cornell Note-taking across all grades and content areas.</p>	2.4, 2.6	Principal, Campus Teachers	Increase Reading passing rate from 13% to 50% for Approaches Grade Level; Increase Math passing rate from 33% to 70% Approaches Grade Level; Increase US History EOC passing rate from 30% to 50% Masters; Increase Science passing rate from 50% Approaches Grade Level to 70%			
<p>Problem Statements: Student Achievement 1 Funding Sources: 164- High School Allotment - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>2) Identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students.</p>	2.4, 2.6	Principal, Campus Teachers, Educational Aide	Documentation of growth in student performance (Edgenuity Mypath/Course completion data, CBA and STAAR data)			
<p>Problem Statements: Student Achievement 1 Funding Sources: 164- High School Allotment - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Improve Tier I Instruction and Intervention in every classroom to promote student growth for all students.</p>	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.			
	<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 164- High School Allotment - 0.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Administer the PSAT exam to all ExCEL HS sophomores and promote ACT and SAT for all students.</p>		Principal, Campus Teachers, Educational Aide	Number of PSAT assessments administered Individual student scores on the PSAT/SAT/ACT assessments			
	<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: 164- High School Allotment - 0.00</p>					
<p>Critical Success Factors CSF 1</p> <p>5) Identify and remove barriers that force students to request opting out of the endorsement program. Connect students with business/industry and educational opportunities that are available, including Career and Technical Education (CTE) and implement strategies that will open up these opportunities for students.</p>	2.5	Principal, Campus Teachers	Implement necessary supports for student learning in order to increase their performance and prepare students for their chosen endeavors.			
	<p>Problem Statements: School Context and Organization 1</p> <p>Funding Sources: 164- High School Allotment - 0.00</p>					
						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Passing rates for English I and II were a combined 13% Root Cause 1: Too much reliance on Edgenuity, more of a need for direct instruction for students with gaps in learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2. Root Cause 1: Students are currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.
School Context and Organization




Problem Statement 1: 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 1:** 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.

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.			
<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 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Implement flipped/blended classroom for every student to include effective use of instructional technology.</p>		Principal, Campus Teachers, Educational Aide	Weekly flipped/blended format evidenced in master schedule and classroom walkthroughs.			
Funding Sources: 164- High School Allotment - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.</p>		Principal, Campus Teachers, Educational Aide	Monthly training and implementation of one new application; grading cycles 2-6.			
Funding Sources: 164- High School Allotment - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.</p>		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.			
Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Administer the TSI to all eligible ExCEL HS students.</p>		Principal, Campus Teachers, Educational Aide	Number of TSI assessments administered Individual student scores on the TSI assessment			
Funding Sources: 164- High School Allotment - 0.00						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Technology

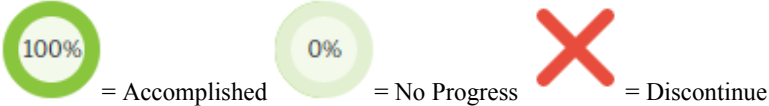
Problem Statement 1: ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause 1:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

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 an "F" to a "C" in the next accountability year.

Evaluation Data Source(s) 1: 2019 School Report Card

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Implement flipped/blended classroom for every student to include effective use of instructional technology.</p>	2.4, 2.6	Principal, Campus Teachers, Educational Aide	Two hour intervention block built into the school day			
<p>Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.</p>		Principal, Campus Teachers, Educational Aide	Continually training and support from Edgenuity consultants; Kahoot It; Class Dojo			
<p>Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Plan and implement innovative ideas to increase student achievement (blended classrooms, digital literacy, project-based learning).</p>	2.5	Principal, Campus Teachers	Increased student achievement data coupled with decreased classroom discipline data.			
<p>Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - 0.00</p>						
						

Performance Objective 1 Problem Statements:

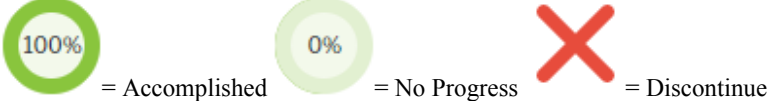
Technology
<p>Problem Statement 1: ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. Root Cause 1: Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".</p>

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

Performance Objective 2: ExCEL HS of Choice will increase the number of students taking the TSI by 10%.

Evaluation Data Source(s) 2: School Report Card 2019

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Research, identify options for ExCEL HS students to earn post-secondary credit.</p>		Principal, Campus Teachers	Dual-credit course offerings are made available for ExCEL HS students during the 2017-2018 school year.			
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 164- High School Allotment - 0.00</p>						
						

Performance Objective 2 Problem Statements:

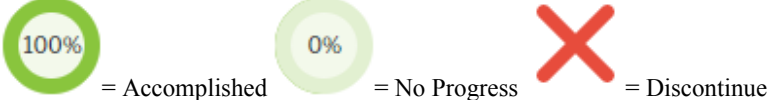
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2. Root Cause 1: Students are currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.</p>

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 2019

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 6 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.			
Problem Statements: Curriculum, Instruction, and Assessment 1						
						

Performance Objective 3 Problem Statements:




Curriculum, Instruction, and Assessment
Problem Statement 1: ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2. Root Cause 1: Students are currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.

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 2019

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Representatives from the Armed Forces will be invited on campus to meet students twice a year.</p>		Principal	More students will choose military as a viable career choice.			
<p>Problem Statements: School Context and Organization 1</p> <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:

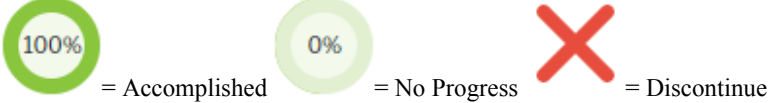
School Context and Organization
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Goal 3: We will boldly support the social and emotional needs of all students.

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
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Continue the implementation of PBIS Restorative Discipline practices. Infuse Safe and Civil Schools protocols.</p>		Principal, Campus Teachers	Decreased classroom discipline data. Overall school climate is improved considerably.			
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 164- High School Allotment - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Promote school, parent, and community engagement through parent organizations and student organizations such as Student Council.</p>		Principal, Campus Teachers	Monthly parent/community dialogue with the principal, teacher-parent contacts, and home visits.			
<p>Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: 164- High School Allotment - 0.00</p>						
<p>3) Utilize character education programs and a Young Women's Mentoring Program to promote social and emotional learning (SEL) and student student self-efficacy.</p>		Principal, Campus Teachers	Increased student involvement in schools (including extra curricular activities); reduction in discipline referrals; increased attendance (PEIMS data)			
<p>Funding Sources: 164- High School Allotment - 0.00</p>						
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Inconsistent systems of high expectations and accountability. Root Cause 1: Numerous changes in leadership due to natural attrition
Parent and Community Engagement
Problem Statement 1: ExCEL HS had 6 dropouts (98's) during the 2017-2018. 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 1: There is typically less parent involvement at the middle and senior high school levels, as students strive for greater autonomy and separation from their parents; students are disconnected from the responsibilities of the home; working students and parents make it difficult for increased parental involvement; single mothers; primary wage earners.




Problem Statement 2: 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 2:** Limited staff opportunities to market the campus and its student needs.

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
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>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.</p>		Principal, Campus Teachers, Community Partnerships	Weekly dialogue with stakeholders centered around culture to create consistency. (Agendas, stakeholder feedback)			
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 164- High School Allotment - 0.00</p>						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:




School Culture and Climate
Problem Statement 1: Inconsistent systems of high expectations and accountability. Root Cause 1: Numerous changes in leadership due to natural attrition

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			
Problem Statements: Parent and Community Engagement 1						
<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 3 Problem Statements:

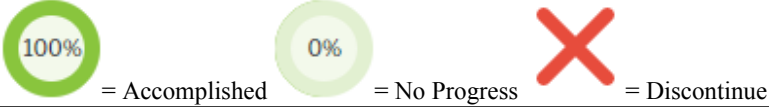
Parent and Community Engagement
<p>Problem Statement 1: ExCEL HS had 6 dropouts (98's) during the 2017-2018. We must ensure all students receive the appropriate academic, social, and behavioral supports to maintain student enrollment (School-Community Collaboration, Family Engagement, mentoring, etc.) Root Cause 1: There is typically less parent involvement at the middle and senior high school levels, as students strive for greater autonomy and separation from their parents; students are disconnected from the responsibilities of the home; working students and parents make it difficult for increased parental involvement; single mothers; primary wage earners.</p>

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
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Promote school, parent, and community collaboration.		Principal, Campus Teachers, Educational Aide	Monthly parent/community dialogue with the principal, teacher-parent contacts, and home visits.			
	Problem Statements: Parent and Community Engagement 2 Funding Sources: 164- High School Allotment - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 2) 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.			
	Problem Statements: Parent and Community Engagement 2 Funding Sources: 164- High School Allotment - 0.00					
3) Create democratic environment through establishment of a Student Council.		Principal, Campus Teachers, Students	The campus will have an organized Student Council.			
	Problem Statements: Parent and Community Engagement 2 Funding Sources: 164- High School Allotment - 0.00					
						

Performance Objective 1 Problem Statements:

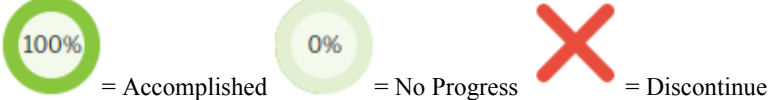
Parent and Community Engagement
Problem Statement 2: ExCEL HS must increase education partnerships with community members (city organizations, colleges/universities, businesses, etc.) to maximize learning opportunities and support student SEL needs. Root Cause 2: Limited staff opportunities to market the campus and its student needs.

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
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>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.</p>		Principal, Campus Teachers, Educational Aide	<p>Weekly PLC meetings for professional learning, data analysis, and instructional planning.</p> <p>District-facilitated Professional Learning</p> <p>Region 7 Workshops</p>			
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 199 - General Funds - 0.00</p>						
<p>Critical Success Factors CSF 7</p> <p>2) Ensure that each core teacher attends and participates in relevant and intentional professional learning (ie. state and regional conference).</p>		Principal, Campus Teachers	Budgetary allotments are efficiently utilized and each teacher will submit a summary and presentation of their learning to the team.			
<p>Funding Sources: 164- High School Allotment - 5500.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) On-going professional learning for teachers and staff.</p>		Principal, Campus Teachers, Educational Aide	<p>Training sessions with Edgenuity.</p> <p>On-campus technology ideas, training, and implementation by staff.</p> <p>All state-tested courses will be aligned with the PTISD scope and sequence.</p>			
<p>Problem Statements: Technology 1</p>						
						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Passing rates for English I and II were a combined 13% **Root Cause 1:** Too much reliance on Edgenuity, more of a need for direct instruction for students with gaps in learning.

Technology

Problem Statement 1: ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause 1:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

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	Implement flipped/blended classroom for every student to include effective use of instructional technology.
1	3	2	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	3	Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.
2	1	1	Implement flipped/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.
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	Promote school, parent, and community collaboration.
4	1	2	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.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Cindy Anderson	
Paraprofessional	LaTosha Anaya	
Classroom Teacher	Brittney Jones	
Classroom Teacher	Shelby Strickland	
Administrator	Cleo Wadley	
Classroom Teacher	Jennifer Wilbur	
Parent	Tammy Rice	
Student	Tyler D'Elio	Student

Campus 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	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$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
4	1	3			\$0.00

5	1	2			\$5,500.00	
					Sub-Total	\$5,500.00
					Grand Total	\$5,500.00