

Pine Tree Independent School District
Pine Tree High School
2016-2017 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree High School educates students in the 9th through 12th grade as part of Pine Tree ISD. PTHS has approximately 1255 students enrolled for the 2016-17 school year. Approximate student groups are as follows: 20% African American, 29% Hispanic, 45% White, and 6% other. Economically disadvantaged students account for over 50% of our students.

Demographics Strengths

Demographic Strengths

1. The High School attendance rate for 2015-16 was 95.27%.
2. A decrease in student mobility will aid in student success.
3. The decrease in the dropout rate demonstrates the successes the high school has exhibited in regards to reaching and supporting students.

Demographics Needs

Demographic Needs

1. With the increase of economically disadvantaged students to 50%, extra instructional support is needed.
2. The TAPR report shows that faculty numbers are decreasing while student population is increasing. Specifically, the campus lost 1 teaching position from

2015-16 to 2016-17.

3. Class Size data demonstrates larger class sizes in some core areas at the high school.

4. Demographic data illustrates a need for a greater diversity in staff. While our student population is 49% minority only 13.6% of the staff is minority.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-16 school year, Pine Tree High School met all required targets. The data below is from the most recently released data

Index 1 - Student Achievement Pine Tree High School Score: 76 (state target score = 60)

Index 2 - Student Progress Pine Tree High School Score: 21 (state target score not yet released but approximately 17)

Index 3 - Closing Performance Gaps Pine Tree High School Score: 41 (state target score not yet released but approximately 30)

Index 4 - Post-Secondary Readiness Pine Tree High School Score: 81 (state target score not yet released but approximately 60)

These scores result in Pine Tree High School receiving a 2016 Texas Accountability Met Standard rating.

In 2016, Pine Tree High School earned three Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Postsecondary Readiness

Although we are proud of our scores, we know there is much more work to be done. On the 2016 STAAR, the following scores represent the percentages for all students including retesters:

English I 71% (District 63% and State 63%)

English II 68% (District 61% and State 66%)

Algebra I 78% (District 80% and State 81%)

Biology 86% (District 88% and State 91%)

U.S. History 90% (District 90% and State 94%)

Student Achievement Strengths

Pine Tree High School has a population of approximately 1250-1300 students. The campus is proud of many different student achievement strengths including:

Earning Designation Distinctions in Mathmetmatics, Social Studies, College Readiness

Scoring above the state in English I, English II

While our Algebra I EOC scores (we do not include the 8th grade Algebra I students) were not above the state level, our district was above the state average.

Student Achievement Needs

An analysis by demographic student groups give us areas of instructional focus.

Using our Systems Safeguards for the state we notice that the following groups scored below 60%:

English I African American students 55%, Special Education 12% and LEP 33%

English II African American students 53%, Two or more races 55%, Special Education 13% and LEP 13%

Algebra I Special Education students 23% and LEP 41%

Biology Special Education students 46%

U.S. History Special Education tudents 57% and LEP 43%

PTHS will also put strategies in place to increase the Level III scores in all tested subjects.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

A core belief of Pine Tree High School is that a faculty which operates with a spirit of cooperation and mutual support is a faculty that is better-suited to exude enthusiasm and inspire greatness among students. With this in mind, PTHS supports and maintains departmental Professional Learning Communities for the dual purpose of increasing professional support and improving instruction.

Another core belief of Pine Tree High School is that we have a responsibility to equip students with the skills necessary for success in the 21st century, both in high school and after graduation. A key component of our school's culture is the common language of success reflected in the following two sets of maxims which are emphasized daily and posted in classrooms and common areas throughout the campus.

- PTHS Get on Board - 21st Century Skills
 - Critical Thinking
 - Collaboration
 - Communication
 - Creativity

- PTHS Conditions for Success - Successful people...
 - ...arrive on time
 - ...show a positive and respectful attitude
 - ...give their best effort
 - ...contribute to the team

Another key component of the culture of Pine Tree High School is the belief that learning should be an engaging and enjoyable process. According to data collected systematically through staff surveys, PTHS teachers overwhelmingly agree that learning can and should be engaging and enjoyable.

PTHS employees feel respected by their colleagues and believe they work in an environment that is encouraging and supportive of both colleagues and students. When asked to describe the most interesting or intriguing aspect of working with their students, PTHS teachers repeatedly mention the reward of watching students grow and achieve their own personal goals, with many teachers commenting positively on the joys and challenges of teaching in a culturally and socially diverse school setting.

School Culture and Climate Strengths

Strengths based on data collected in the 2016 School Climate Survey:

- 52% of PTHS teachers have taught here for at least 6 years.
- 100% of teachers say they enjoy seeing the results of their work with students.
- 100% of teachers believe learning can be engaging and enjoyable.
- 100% believe that the PTHS building and grounds are clean and well-maintained.
- 99% believe the PTHS office staff willingly supports students and teachers
- 96% of employees believe the safety and security of the campus is evident to students, employees, and the community.
- 96% believe the principal is visible, accessible, and available.
- 96% believe the assistant principals and academic dean deal firmly, but fairly with students and staff.
- 94% of employees say they look forward to coming to work every day.
- 91% of employees believe PTHS has a positive culture that supports instruction.

School strengths and employee points of pride based on data collected at Pine Tree High School in January and February, 2016:

- Diverse student body

- Strong relationship-building among staff members and students
- Improved performance of many athletic teams
- Increased CTE course and certification offerings
- SAT and ACT scores
- Intentional focus reading assistance for students who struggle
- Outstanding fine arts program (band, choir, art, theater)
- Strong, efficient administrators - plans and systems that are efficient and effective
- Outstanding counseling staff
- A wide variety of course offerings

School Culture and Climate Needs

- Teachers are concerned with large class sizes and heavy class loads in the core subject areas, especially in English classes.
- Teachers would like to develop new incentives for students who are apathetic about academic performance.
- More content-specific staff development is needed in order for teachers to grow and improve as instructors.
- More opportunities need to be created for employees to spend time together in less formal situations that promote camaraderie and school pride.
- Teachers are concerned with increased student preoccupation with technology devices for non-learning purposes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

100% of staff members at PTHS are expected to hold high expectations for themselves and the students.

30 new staff members joined PTHS this year with four of them being zero-based in terms of experience. The zero-based teachers will have mentors and will have access to support at all times through mentorship, camaraderie, and community. Every PTHS staff member participates in professional development targeted to increase proficiency in their subject area. Some examples include iTeach with iPads; Texas Industrial Vocational Association (TIVA), Lead 4ward, Learning Keys, TMEA and Art conferences. Future professional development will be based upon the needs identified in this improvement plan and will be provided by outside consultants, in-house teacher leaders, in-house administrators and instructional specialists. PTHS will provide ongoing, targeted, job-embedded professional learning.

PTHS will support learning and data analysis during the 2016-17 school year in the Professional Learning Community (PLC). PLC times are monitored closely to ensure that meetings occur as scheduled. Administrators attend many of the PLC meetings as deemed necessary to ensure fidelity of purpose and procedures. The services of the Academic Dean position and the Associate Principal/CTE Director help support the principal's mission to better serve all school stakeholders. The Academic Dean works directly with the ELA department and oversees many academic programs on campus. The Associate Principal/CTE Director works directly with the CTE department overseeing daily CTE activity.

One of the hallmarks of PTHS is the development and nurturing of strong and meaningful relationships between administration and all other staff members. It is our belief that every positive event starts with a positive relationship and to that end, we want every voice to be heard at PTHS. Teachers are encouraged to work through their PTHS Lead-Teachers who are empowered to guide curricular departments based on the needs of students. Teachers are encouraged to be the leaders and advocates of their own programs, classrooms and subject areas. Administrators fully support this advocacy by attempting to remove barriers to teacher and student success.

Staff Quality, Recruitment, and Retention Strengths

- PTHS staff values professional learning and seeks to find ways to increase the quality of professional development sessions and the relevance for teachers.
 - 100% of the professional staff and 100% of the paraprofessional staff have participated in high-quality professional learning during the past year.
 - Every core subject area has common planning times to accommodate PLC activities such as alignment of curriculum, lesson planning, scope & sequence alignment, data analysis and common assessment writing.
 - Teachers are provided with ample opportunity to use and learn about digital classroom tools which can help increase efficiency and promote student learning.
 - The latest TAPR report shows the following in terms of years of experience:
- | | <u>PTHS</u> | <u>STATE</u> |
|----------------------|-------------|--------------|
| • Beginning teachers | 11.2% | 8.5% |
| • 1 - 5 years | 30.4% | 26.1% |
| • 6 - 10 years | 11.0% | 22.6% |
| • 11 - 20 years | 24.9% | 26.9% |
| • 20+ years | 22.5% | 16.0% |
- The staff survey showed that 52% of the PTHS staff has been here for at least six years.

Staff Quality, Recruitment, and Retention Needs

- PTHS will pursue avenues to find a diverse population to recruit.
- PTHS, along with the district, will continue to seek ways to support campus personnel and provide quality training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction at Pine Tree High School follow the TEKS Resource System with an emphasis on the scope and sequence, year-at-a-glance (YAG) and the instructional focus document (IFD). Assessments are generated based on the content taught using this curriculum guide. Curriculum and instruction are aligned to the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS). The planning, pacing, and delivery of instruction are closely aligned to the (YAG) and the TEKS Verification Document outlined in TEKS Resource. Teachers implement the district's curriculum with fidelity and closely adhere to the year at a glance. Alignment is evident based on administrator evaluation and discussion and planning that occurs in weekly professional learning communities meetings.

Weekly or bi-weekly core area PLCs are held. A campus administrator and district coordinator(s) are in attendance to facilitate the meetings and provide instructional support as appropriate. The PLC meetings focus on instructional preparation, evaluating student work, and planning. Plans for intervention are made during the PLC data meetings in an effort to close gaps in student learning.

The district is working toward strong vertical and horizontal alignment to ensure district wide fidelity in curriculum and instruction practices. Vertical alignment meetings take place, and teachers across grade levels have the opportunity to discuss best practices and collaborate on instructional needs. At the campus level, departments frequently meet to discuss curriculum delivery and methods, as well as strengths and weaknesses across grade levels and content areas.

Student progress is closely monitored by teachers and campus administrators. Assessment data are evaluated in PLCs after each administration of curriculum based assessments. Reports generated using DMAC are implemented through this process. Discussions focus on closing gaps for low performing students, differentiation to support high achieving students, and future content planning based on the scope and sequence. Teachers participate in goal setting for increased student performance. In some instances, students participate in goal setting to track individual progress. However, this is an area that can be more widely implemented at the campus level. Administrators and teachers consistently evaluate student engagement. Authentic student engagement is the overall goal while compliant engagement is acceptable when appropriate. Intentional evaluation of student engagement is done to ensure students are making connections with complex concepts and are exposed to real-world, higher level thinking and understanding.

Campus assessments have been used in the form of curriculum based assessments. For the 2016-17 school year benchmarks will be used as a way to evaluate student progress. The assessments are created by lead teachers or curriculum leaders from each of the core departments. For the 2016-17 school year, district coordinators for the core areas will create assessments. CBAs are administered at the conclusion of each grading period to check for student progress/mastery. Data are evaluated within PLCs, and plans to address gaps and weaknesses are made. In 2016-17 benchmarks will be administered prior to state testing. Assessments are closely aligned with the written and taught curriculum and include higher level thinking skills and multi-step processing. Readiness, supporting and process standards are addressed in the assessments. LEAD4ward heat maps are used to ensure these standards are targeted and addressed in the assessments.

Professional learning is addressed based on teacher input and administrator observation and is outlined in the campus improvement plan. The district direction for professional learning is intentional, and the goal is to support instruction and student success.

Curriculum, Instruction, and Assessment Strengths

Pine Tree High School has identified the following strengths:

1. The focus and alignment of curriculum and instruction planning
2. Effective lesson plan design
3. Effective use of common assessments to evaluate gaps in learning and drive instruction

Curriculum, Instruction, and Assessment Needs

The following needs are observed:

1. Continued teacher training and implementation of the new math TEKS.
2. Support to help English teachers adjust to the Lead4Ward ELAR Academy training.
3. More intentional and varied use of classroom assessments separate from district created CBAs and/or benchmarks. Assessments should be performance based products and presentations not only paper pencil multiple choice exercises.
4. Teachers should map specific standards taught in particular six weeks periods. Questions to guide this process should be: What key components are taught? What is the standard or expectation? What teaching practices will be used? What resources will be used? How will the targets be accomplished?

Family and Community Involvement

Family and Community Involvement Summary

Pine Tree High School prides itself on being a family-friendly school. We work to maintain a positive rapport with parents and to be responsive to their inquiries and concerns. We also strive to be informative to parents and to deliver information in a variety of formats across multiple media. We constantly look for ways to improve upon our established relationship with our students' families and with members of the community.

The district and campuses have a new website which will help students, families and the community to know about the events and programs offered by our campuses. This website will be a prime communication tool for our district and campuses.

Family and Community Involvement Strengths

In the area of Family Involvement PTHS strengths include:

- Freshman 101 Orientation
- Meet the Teacher
- Fall Curriculum Night in conjunction with Homecoming Carnival - activities encouraging family fun and knowledge of curriculum and courses at PTHS
- PTHS Junior Night
- Digital Citizenship Trainings for Students and Parents
- College And Career Readiness Training through Counselors at All Campuses
- Attendance Tracking
 - Automatic phone calls to parents notifying them of student absences
- Spring Innovation Showcase
 - District -wide event highlighting end products of student learning
 - Activities encouraging family fun and PTHS pride
 - Providing families with important information pertaining to post-secondary opportunities

- Financial Aid Nights
 - Providing assistance to families in completing and submitting the FAFSA

In the area of Community Involvement PTHS strengths include:

- CTE Partnerships
 - Good Shepherd
 - Local Pharmacies
 - Westlake
 - Eastman
 - LeTourneau University
 - Kilgore College
 - UT Tyler
- Dual Credit Partnerships
 - LeTourneau University
 - Kilgore College
 - University of Texas at Tyler
- Leadership Class
 - Campus Blood Drives
 - Campus Food Drives
 - Participation in a variety of community service events - i.e. city park clean-up
- I'm Smart Events

Family and Community Involvement Needs

- Greater parent involvement in academic areas
- Campus interpreter for all forms of communication
- Campus website updated in a timely manner

School Context and Organization

School Context and Organization Summary

The district and campus goals are stated in the respective district and campus plans. The high school targeted subject areas are English I & II, Algebra I, Biology and U.S. History. Also, we have targeted interventions to raise the scores of our African-American and Hispanic ethnic groups in those areas. We will use data derived from multiple sources such as PEIMS, benchmark tests, and DMAC data to monitor our progress. Goals, performance objectives, and strategies, are communicated through staff meetings, professional development, and professional learning communities. We expect all formative and summative review to be aligned with the curriculum. Data gathered from district and campuses will ensure constant review of targeted goals and will allow for midcourse adjustments as necessary.

School Context and Organization Strengths

Our campus administrative team is highly visible and makes it a top priority to be around the campus and in classrooms. The team performs Data Walks to gauge the instructional climate and educational environment to make sure instruction is enhanced and not interrupted. Content area PLCs meet during common conference periods to discuss and analyze data and to review goals and objectives. Teachers have a voice and contribute to the decision-making process through the site-based committee, and through the content area PLCs. Supervision schedules and duty rosters for administrators are generated within the administrative team. Students can eat breakfast before school and during Second Chance Breakfast. Tutoring is presently available before and after school. PTHS has an extended tutorial time on Tuesday afternoons until 4:30. Our school map shows teachers are grouped by department and are usually in close proximity to promote a sense of team and to support each other. Our office staff is friendly and welcoming to students, staff and the community.

School Context and Organization Needs

PTHS is an extremely large physical campus so it is vital to communicate the same information to the entire campus.

Our front office is a center for activity and it would be helpful to have another administrative assistant to share the constant demands in the office.

Technology

Technology Summary

All PTHS students have access to iPads and our campus is dedicated to using all technology tools to increase learning and student engagement.

History of iPad Program:

In the fall of 2014, PTHS expanded its 1:1 iPad Pilot program to encompass all grade levels 9th-12th. Each student at PTHS was eligible to receive an iPad for use at school and at home. In school year 2014-15, at least 1,180 iPad tablets were distributed to students. Wireless access points were installed throughout the buildings to ensure uninterrupted web connectivity throughout campus for an estimated 5 wireless devices per user. The Technology Department, in combination with the PTISD Education Foundation purchased wireless keyboards for each English classroom to have a class set. These keyboards facilitate students as they type longer and more detailed compositions. The Technology Department also purchased a mass charging unit for the PTHS Media Center so students could easily get a quick charge when needed. The PTHS Media Center upgraded its facilities to include several “cafe’-style” high bar tables with multiple charging stations and several lighting upgrades as well.

Also in the fall of 2014, an iPad 2 was issued to each teacher at PTHS. The Director of Digital Learning and the Instructional Technology Coordinator held several professional development sessions over the use of technology in the classroom. Several teachers attended iPadapalooza in Austin, summer 2014 and the “iTeach with iPads” session held at Mineola ISD in early April. The Instructional Technology Coordinator dedicated three days per week to work exclusively with PTHS teachers during the spring semester. Her work, along with the group professional development sessions, spurred a marked upsurge in the use of digital tools in the classroom. Many more teachers are using these technology tools in the classroom with some going 100% paperless in the use of Learning Management Systems (LMS) such as Google Classroom, Edmodo, and Canvas. Several teachers and administrators are working on presentations and journals for local, state, and national audiences.

PTHS utilized the Clarity BrightBytes survey instrument this spring to gather data about digital technology. At PTHS, a large majority of teachers and students were satisfied with the access they had to all sorts of digital tools at school and home. Overall, teachers and students felt comfortable with their skills in using multimedia tools in a computer setting. Both teachers and students felt that the use of the 4’Cs (communication, collaboration, critical thinking, and creativity) was less than it should be. Both teachers and students also felt that the digital citizenship resources and lessons were lacking. Teachers requested more professional development sessions, as well as more just-in-time support for instructional technology and technical issues.

PTHS conducted a student panel on May 27, 2015 to discuss school technology use. Approximately 25 students in grades 9-11 were randomly selected to participate. Students were asked about iPad problems and only two reported any issues. One student named a classroom where the wifi was not strong and another noted difficulty using an iTunes gift card with his account. The panel students reported about a 50/50 mix of iPad use from daily to never in multiple classes. Projects mentioned included reports, research, tests, videos, pictures, and use of several LMS (mentioned above). When asked what students would like their teachers to know about digital technology use, students reported they wanted to use the devices more; they wanted to have access to the devices when needed in class if they were used responsibly; they liked that email and LMS made it harder for teachers to lose papers; they specifically mentioned

Google Classroom as a tool they enjoyed using. One student was fairly adamant that she learned better with more traditional methods, but the majority of students enjoyed working in a digital environment.

In the Spring of 2016, a group of seniors met with school leaders and expressed their dislike of iPads in the sense they used the iPads for games, etc. During this next year, we are working to help our staff members manage the correct use of the iPads to create positive learning environments and to learn to use the tools effectively.

Technology Strengths

- Teacher access to mobile technology tools
- Student access to mobile technology tools
- Student access to computer labs
- Wireless access infrastructure
- Majority of students like the digital learning environment
- All classrooms contain a standard set of technology tools

Technology Needs

- No longer have the services of the Director of Digital Learning and Instructional Technology Coordinator which is a fairly time-consuming job that will need to be absorbed on the campus.
- More professional development sessions covering pedagogy and classroom management
- More implementation of digital citizenship by teachers
- More technology services for repairs and maintenance
- More refinement of processes for 1:1 program

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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






Goals

Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 1: Increase EOC scores for English I from 71% and English II from 68% to meet and/or exceed the statewide passing standard and at least 80% of all students show growth.

Summative Evaluation: EOC scores






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level. State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%</p>	Principal, Assistant Principals, Academic Dean, Reading Specialist - FTE (1), Teachers	Increase in the percentage of students meeting or exceeding the state passing standard on the EOC. CBA data and benchmark data that show progress.			
Funding Sources: 163- Comp Ed Funds - \$44825.00					
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) 9th Grade MAPS Class Use the TEA innovative course called Methodology for Academic and Personal Success (MAPS) with a select group of ninth graders. This course is designed to focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. State System Safeguard Focus: African American, Economically Disadvantaged, and Special Ed for English I and Special Ed in Biology and Algebra I.</p>	Principal, Assistant Principals, Academic Dean, Teacher - FTE (.55)	Student Engagement, Student Success in Classes and on EOC Assessments			
Funding Sources: 163- Comp Ed Funds - \$20696.50, 199 - General Funds					

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.</p>	Principal, Assistant Principals, Academic Dean, Teachers	Student Growth, CBAs and Benchmarks EOC Success, Receiving of credit for all classes			
Funding Sources: 199 - General Funds, 163- Comp Ed Funds					
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize PLC teams to plan instructional strategies, assessments and discuss data for students who are taking EOC tests.</p>	Principal, Assistant Principals, Academic Dean, Teachers	Weekly PLC Meetings, Student Data Student Progress, Student EOC Success			
Funding Sources: 199 - General Funds					
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Use RtI model to intervene for all students who do not show adequate progress.</p> <p>State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed</p>	Teachers, Administrators, Academic Dean, Content Mastery, Paraprofessionals	Student Progress Student EOC Success			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 2: PTHS will increase EOC scores for Algebra I from 78%, Biology from 86% and U.S. History from 90% to meet and/or exceed the statewide standard and at least 80% of all students will show growth.






Summative Evaluation: EOC scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3</p> <p>1) Maintain a class size of 20 students or fewer in each section of Algebra I and Biology.</p>	Principal, Assistant Principals, Academic Dean, Counselors	Improvement in overall student success in Algebra I class and Biology class. Increase the percentage of students meeting and/or exceeding the statewide passing standard on the EOC.			
Funding Sources: 199 - General Funds					
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Strategically place and build classes based on student need and achievement. Provide content mastery support based on student need.</p>	Principal, Assistant Principals, Academic Dean, Counselors and Teacher (FTE - 1)	Improvement in overall student success in Algebra I class. Increase the percentage of students meeting and/or exceeding the statewide passing standard on the EOC.			
Funding Sources: 163- Comp Ed Funds - \$22412.50					
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.</p>	Principal, Assistant Principals, Academic Dean, Counselors	Improvement in overall student success in Algebra I class. Increase the percentage of students meeting and/or exceeding the statewide passing standard on the EOC.			
Funding Sources: 199 - General Funds					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 3: Increase the percentage of students by 10% who reach Level III on the passing standard on all EOC tests.






Summative Evaluation: Final EOC scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide an Advanced Academics class in English I, II and III to support gifted learners who demonstrate creativity and initiative in learning and thinking.</p>	<p>Principal, Assistant Principals, Academic Dean, Teachers - FTE (.43)</p> <p>Funding Sources: 199- State GT - \$19559.25</p>	<p>Gifted learners achieving level III on EOCs. Student response to these classes was extremely positive.</p>			
			<p>2) Offer Pre-AP and AP classes in all core subjects and closely analyze quintile reports to track and target the needs of high achieving students.</p>	<p>Principal, Assistant Principals, Academic Dean, Teachers</p> <p>Funding Sources: 199 - General Funds</p>	<p>Larger percentage of students achieving Level III on EOCs.</p>
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: Increase the student attendance rate from 95.27% to 97%.

Performance Objective 1: Increase Pine Tree High School student attendance rate from 95.27% to 97%.

Summative Evaluation: Six-weeks attendance rates
Semester attendance rates

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Senior students are allowed to have off-campus lunch on Fridays if they have perfect attendance three weeks in a row.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds					
2) Consider using second semester exam exemptions for all grade levels to increase attendance.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds					
3) Use cash incentives to increase attendance.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds					
Critical Success Factors CSF 6	Student Services Department, Principal, Assistant Principals, Registrar	Six-weeks attendance reports Semester attendance reports			
4) Work with the Student Services Department on residency and transfer students to ensure regular student attendance.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 3: Increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 1: Provide at least five community choices for academic and career opportunities for students to gain real-world experiences.

Summative Evaluation: Staff Training, Evaluations, Work

Key Assessment scores, number of students taking work-force dual-credit courses, number of students earning industry-recognized certifications


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Administer the Work Keys Assessment to PT juniors and partner with LEDCO on the Longview Work Ready Community Project.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Principal	Number of students who successfully complete the Work Keys Assessment earning a Work-Ready Distinction.			
Funding Sources: 199 - General Funds					
<p>2) Internships through the PTHS Health Science Program. Expand our health care science classes to provide real-world experiences and internships.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Principal	Number of students enrolled in practicum programs such as Good Shepherd, etc.			
<p>Critical Success Factors CSF 5</p> <p>3) Collaborate with Texas State Technical College (TSTC) to offer dual-credit opportunities in welding.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Lead Teacher, Principal, Teacher(s)	Progress of students taking these courses. Number of students taking these courses. Students who successfully complete courses for this program.			
<p>4) Collaborate with LeTourneau University to provide opportunities and prepare students who have an interest in nursing. Students will have the opportunity to earn one year of college credit toward a BSN before they graduate from high school.</p>	Assistant Principals, Lead Counselor, Counselors, CTE Director, CTE teachers, Lead Teacher, Principal, Teachers	Progress of students taking these courses. Number of students taking these courses. Students who successfully complete courses for this program.			
<p>Critical Success Factors CSF 5</p> <p>5) Provide students with opportunities to engage in STEM focused classes such as AV Broadcast, Robotics, Computer-Aided Drafting (CAD), 3D Modeling and Design with Science/Technology/Engineering and Math.</p>	Academic Dean, Assistant Principals, Lead Counselor, Counselors, Principal, Sponsors, Teachers	Active participation in various programs. Completion of projects, Successful application of skills through competitions, events at stadium, and broadcasts at all campuses.			
Funding Sources: 199 - General Funds					

6) Provide multiple College Readiness Lecture Sessions for senior students throughout the year to help prepare them for their post-secondary transition and provide PTHS Junior Night to introduce the college application process.	Principal, CTE Director, Lead Counselor, Counselors	Number of students and parents attending sessions			
7) Provide a wide variety of opportunities for students to earn industry-recognized certifications.	Principal, CTE Director, CTE Teachers	Number of students earning certifications			
Funding Sources: 199 - General Funds					
Critical Success Factors CSF 5 CSF 6	Lead Counselor, Counselors	Awareness and implementation of college and career-ready strategies			
8) Collaborate with all counselors to promote college and career-ready components on all campuses.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Provide a safe and orderly school climate that is conducive to student learning

Performance Objective 1: Provide bi-weekly and monthly training and practice for establishing a safe and orderly school climate that creates a positive environment for learning.


Summative Evaluation: Reduce discipline referrals,
Implement Olweus sessions,
Hold monthly campus safety drills

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Reduce discipline referrals so that students are present in classrooms for instruction.	Assistant Principals, Principal, Counselors, Teachers	Number of discipline referrals reduced			
<p>Critical Success Factors CSF 6</p> 2) Implement bi-weekly Olweus sessions in the 4th period classes to train students to recognize and respond to characteristics of bullying.	Assistant Principals, Principal, Counselors, Teachers	Orderly campus atmosphere Reduced discipline referrals for bullying related incidents			
Funding Sources: 199 - General Funds					
3) Hold monthly campus safety drills to prepare staff and students for safety-related situations.	Assistant Principals, Principal, Teachers	Orderly and safe campus atmosphere Monthly drills			
4) 4) Conduct data walks weekly on each teacher and give feedback in monthly staff meetings.	Principal, Assistant Principals, Academic Dean	Cumulative data from walkthrough information			
					

Goal 5: Promote parent, school, and community relationships that foster increased student achievement.

Performance Objective 1: Provide at least ten opportunities for campus and community service and host at least five meetings for community and parents throughout the year.

Summative Evaluation: Event participation in campus and community service projects
Sign-in sheets for campus meetings






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Support and advertise opportunities for campus and community service through the Leadership Class, PALS, Principal's Advisory Committee and other student organizations.</p>	Assistant Principals, Principal, Sponsors, Teachers	Student Participation in various opportunities for service Projects completed			
		Funding Sources: 199 - General Funds			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Collaborate with students, cheerleaders, band, drill team, athletic department, PT staff, Pine Tree Education Foundation, parents and community members to celebrate athletic and academic successes.</p>	Assistant Principals, Principal, Sponsors	Participation in events Completed events			
		Funding Sources: 199 - General Funds			
<p>Critical Success Factors CSF 5</p> <p>3) Collaborate with the Pine Tree Education Foundation to provide support as well as projects for the fall fund-raiser gala.</p>	PT Foundation, Principal, Teachers	Completed projects			
		Funding Sources: 199 - General Funds			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Start a Go Pirates campaign to build school spirit</p>	Entire PTHS Staff	Increased positive feedback and spirit participation			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Provide financial support for dual-credit opportunities for qualifying students.</p>	Principal, CTE Director, Academic Dean, Lead Counselor, Counselors	Enrollment and success in dual-credit courses			
					

Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Performance Objective 1: PTHS teachers and staff will participate in professional learning opportunities to promote high quality and relevant instructional strategies that will impact student achievement through classroom instruction.

Summative Evaluation: Teachers will develop SMART goals and year-end review with administrator

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Train core teachers, CTE teachers and foreign language teachers on the design components of Learning Keys. The benefits will be the use of instructional strategies leading to higher order and critical thinking skills.</p>	Lead Teachers, Teachers, Principal, Assistant Principal(s), Academic Dean	Walk-thrus, Data Walks, Observations, PLC meeting agendas and notes			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 7</p> <p>2) Provide LEAD4WARD ELAR training for English I and II teachers with Gayla Wiggins</p>	Lead English Teacher, Academic Dean, Assistant Principal, Principal	Walk-thrus, PLC agendas and meeting notes, classroom observations			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 7</p> <p>3) Use the LEAD4WARD Math training: Out with the Old and in with the New to implement new math TEKS in Geometry and Algebra I and II.</p>	Lead Math Teacher, Academic Dean, Assistant Principal, Principal	Walk-thrus, PLC agendas and meeting notes, classroom observations.			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Use Learning Keys strategies and methods to design instruction at the higher levels of Blooms' Taxonomy</p>	Lead Teachers, Teachers, Principal, Academic Dean, Assistant Principal(s)	Data walks, Walk-thrus, summative evaluations, PLC meetings, Lesson Plans			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) PLC Teams: Utilize PLC teams to design effective instruction and collaborate on research based, appropriate strategies and evaluate student data to drive future teaching goals.</p>	Principal, Assistant Principal(s), Academic Dean	PLC meeting agendas and notes, Walk-thrus, lesson plans			
Funding Sources: 199 - General Funds					






<p align="center">Critical Success Factors CSF 3</p> <p>6) STEM Program Provide students with opportunities to engage in higher-order reasoning through the combination of programs such as AV Broadcast, Robotics, Computer-Aided Drafting (CAD), 3D Modeling and Design with Science/Technology/Engineering/Math.</p>	<p>Academic Dean, Assistant Principals, Counselor(s), Principal, Sponsors, Teacher(s)</p>	<p>Formative - Active participation in various programs Summative: Completion of projects, successful application of skills through competitions, at stadium, broadcasts at all campuses</p>			
<p align="center">Funding Sources: 199 - General Funds</p>					
<p align="center">Critical Success Factors CSF 7</p> <p>7) Instructional Strategies: Use research-based strategies such as those outlined in Marzano's Instructional Strategies that Work.</p>	<p>Academic Dean, Assistant Principals, Principal, Teacher(s)</p>	<p>Walkthrus, PLC agendas and meeting notes and lesson plans</p>			
<p align="center">Funding Sources: 199 - General Funds</p>					
<p align="center">Critical Success Factors CSF 7</p> <p>8) Provide ELA teachers extra PLC opportunities at several times throughout the year.</p>	<p>Assistant Superintendent for Curriculum and Instruction, Principal, Academic Dean and ELA teachers</p>	<p>Meeting minutes Sign-in sheets</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 7: Integrate technology to enrich the curriculum and expand learning opportunities for all.

Performance Objective 1: PTHS will provide access to high quality digital tools and professional learning to enrich the curriculum and expand learning opportunities for all.

Summative Evaluation: Use of digital tools and attendance at the professional learning trainings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Every PTHS student will have the opportunity to have a school-issued iPad to use throughout the day and at home.</p>	Technicians, Principal, Assistant Principals, Academic Dean	Student use of iPads			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) PTHS will combine the power of our online announcements with the timeliness of our school newspaper (PT Cutlass) to provide a real-time hub for school news, information and announcements.</p>	Technicians, Principal, Assistant Principals, Academic Dean, Teachers	Well-informed students, staff and parents/community			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) PTHS teachers will have access to an iPad and laptop that can be used to expand learning opportunities for students.</p>	Technicians, Principal, Academic Dean, Teachers	Increased learning opportunities for students			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) PTHS computer labs will become virtual desktop environments providing nearly unlimited storage, communication and speed capacity allowing them to create advanced digital content.</p>	Technicians, Principal, Academic Dean, Assistant Principals, Teachers	Increased learning opportunities for students			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 4 CSF 6</p> <p>5) PTHS will share two technicians to provide tech support.</p>	Technicians, Principal, Assistant Principals, Academic Dean, Teachers	Effective use of instructional technology to improve instruction			
Funding Sources: 199 - General Funds					
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>6) Teachers will participate in a series of professional learning opportunities throughout the fall in preparation for a greater focus on student-centered instruction in the spring.</p>	Technicians, Principal, Assistant Principals, Academic Dean, Teachers	Increased staff knowledge of student-centered instructional tools and effective use of instructional technology to improve instruction			
Funding Sources: 199 - General Funds					

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>7) Work with Region 7 to host iPadPalooza</p>	<p>CTE Director, Principal, Technicians, Teachers</p>	<p>Attendance at iPadPalooza</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level. State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%
1	1	2	9th Grade MAPS Class Use the TEA innovative course called Methodology for Academic and Personal Success (MAPS) with a select group of ninth graders. This course is designed to focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. State System Safeguard Focus: African American, Economically Disadvantaged, and Special Ed for English I and Special Ed in Biology and Algebra I.
1	1	3	Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.
1	1	5	Use RtI model to intervene for all students who do not show adequate progress. State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed
1	2	2	Strategically place and build classes based on student need and achievement. Provide content mastery support based on student need.
1	2	3	Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level. State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%
1	1	3	Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.
1	1	5	Use RtI model to intervene for all students who do not show adequate progress. State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed
1	2	1	Maintain a class size of 20 students or fewer in each section of Algebra I and Biology.
1	2	3	Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
7	1	1			\$0.00

7	1	2			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
Sub-Total					\$0.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$44,825.00
1	1	2			\$20,696.50
1	1	3			\$0.00
1	2	2			\$22,412.50
Sub-Total					\$87,934.00
199- State GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$19,559.25
Sub-Total					\$19,559.25
Grand Total					\$107,493.25