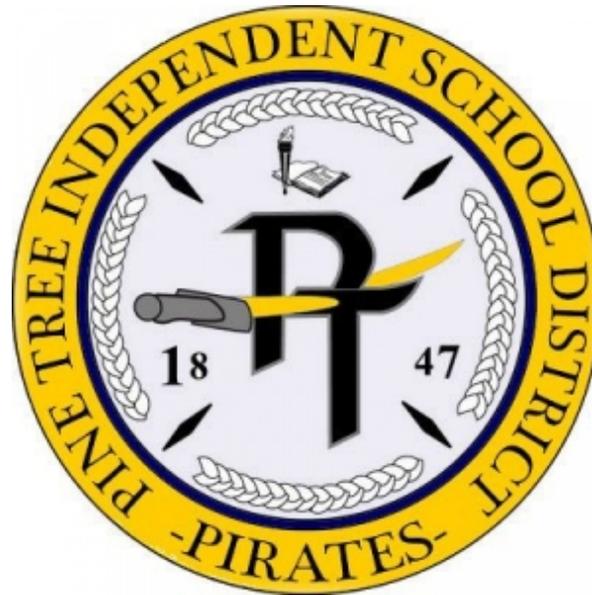


Pine Tree Independent School District

Pine Tree High School

2021-2022 Improvement Plan



Mission Statement

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

Vision

Tradition of Excellence

Vision for Reform: PTHS will cultivate a supportive culture where students take initiative for their own success.

Core Beliefs

We believe in:

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Pine Tree High School (PTHS) is a campus with 9th - 12th grade students. The enrollment for PTHS in 2019-2020 was approximately 1246. The enrollment for PTHS in 2020-2021 ended at 1263 with approximately 290 virtual students starting virtually and ending with 107. In 2021-2022 school year there are 1346 students enrolled and 0 virtual.

The 2019-2020 enrollment consisted of 22.39% African American/Black, 35.15% Hispanic, 36.60% Caucasian/White, 0.96%% Asian/Pacific Islander, 0.16% American Indian and 4.65% for Two or more races. Economically Disadvantaged is 51.20%. The 2020-2021 enrollment consisted of .23% American Indian, 1.5% Asian, 22.5 % Black, .07% Hawaiian, 35% White, 34.8% Hispanic, and 5.6% Two or more races. For the 2021-2022 school year there are .44% American Indian, 1.2% Asian, 22.4% Black, 35% White, 36% Hispanic, and 4.45% Two or more races.

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Total Enrollment	1246	1207	1266	1249	1255	1254
African American	22.39%	23.53%	23.5%	19.9%	20.6%	19.4%
Hispanic	35.15%	33.55%	34.5%	33.5%	30.6%	27.4%
White	36.60%	36.87%	36.8%	41.4%	43.7%	48.4%
American Indian	0.16%	0.17%	0.2%	0.2%	0.3%	0.3%
Asian/Pacific Islander	0.96%	1.24%	1.0%	1.2%	1.5%	1.6%
Two or More Races	4.65%	4.64%	4.0%	3.7%	3.3%	3.0%
Economically Disadvantaged	51.20%	51.4%	51.4%	44.2%	48.8%	47.7%

English Language Learners (ELL)	8.83%	7.21%	5.6%	4.6%	4.0%	3.6%
At-Risk	49.60%	50.95%	53.6%	47.2%	44.7%	40.5%

Program Enrollment

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Bilingual Education	0.0%	0.0%	4.4%	3.4%	2.3%	2.3%
Career & Technical Education	91.01%	91.47%	92.2%	90.8%	92.1%	91.3%
Gifted & Talented	8.03%	8.78%	7.8%	8.7%	8%	7.8%
Special Education	9.95%	9.28%	8.1%	7.8%	8.5%	9.3%

Attendance and Dropout Rate

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Attendance Rate	95.74%	95.2%	95.1%	95.3%	95.3%	95.6%
Dropout Rate			0.4%	0.4%	0.4%	0.3%

Demographics Strengths

PTHS has a diverse population comprised of mostly African American, White, and Hispanic students. PTHS strives to meet the needs of our diverse population by building relationships and creating a culture of high expectations. PTHS supports all students both academically and emotionally by creating a safe campus where students feel they can succeed.

PTHS students (91.01%) are enrolled in CTE classes and represent all our students.

All ethnicities participate in extra-curricular activities and are a vital part of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In some areas, Hispanic students are not performing as well as their white peers. **Root Cause:** Some of the students have significant deficits in literacy when they enter high school and in many cases, the English language is new and more time is needed to learn specific content vocabulary. Attendance is also an issue for some of our Hispanic students.

Problem Statement 2 (Prioritized): In some areas, African American students are not performing as well as their white peers. **Root Cause:** Students have significant deficits in numeracy and literacy when they enter high school so students can feel defeated. Also, attendance is sometimes an issue. Some students are not realizing that with hard work, they can be successful.

Problem Statement 3 (Prioritized): In academic areas, Special Education students as well as English Language Learners are performing lower on their state assessments. **Root Cause:** Students have significant deficits in numeracy and literacy when they enter high school and specific interventions are needed to close the academic achievement gap.

Student Achievement

Student Achievement Summary

Student Achievement

In-person attendance ended in March of the 2019-2020 school year due to the COVID-19 pandemic. End-of-Course assessments were waived for students who successfully completed the connected EOC course during the 2019-2020 school year. Learning continued to take place for the remainder of the year but state assessments were not given. AP exams will still be given and data will be available at the end of the summer.

From the 2018-2019 school year, Pine Tree High School is scored an 85 which is a B.

PTHS received five Distinction Designations:

- Academic Achievement in English
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Post Secondary Readiness

From the 2019 Accountability Summary, PTHS met the standard for each of the following:

Domain 1: Student Achievement

Domain 2: School Progress (Part A: Student Growth and Part B: Relative Performance)

Domain 3: Closing the Gaps (ESSA Compliance)

2019 Accountability Report Card

Raw	Scale
Score	Score

Domain I - Student Achievement		88	Met Std	B
STAAR Component (41%)	51	78	Met Std	
CCMR (40%)	74	95	Met Std	
Graduation Rate (20%)	99	95	Met Std	

Domain II - School Progress
[The Domain II Overall Scale Score is the BETTER of Part A or Part B]

Part A - Academic Growth	67	76	Met Std	C
Part B - Relative Performance				
[To determine the Scale Score you will need the % EcoDis from above and the Part B Raw Score]	63	88	Met Std	B

Best Scale Score:
Domain I, Domain II-Part A 88 70% 61.6
or
Domain II-Part B

Domain III - Closing the Gaps	62	78	Met Std	C
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Domain III Scale Score 78 30% 23.4
 Overall Score 85
 Overall Word Rating [Campuses Only] Met Std
 Overall Letter Grade B

2019 Performance Data

PTHS had the following percentages on the STAAR/End-of-Course Assessments:

English I PTHS State

Approaches	63%	66%
Meets	42%	50%
Masters	7%	12%

English II PTHS State

Approaches	69%	70%
Meets	54%	57%
Masters	4%	11%

Algebra I PTHS State

Approaches	87%	72%
Meets	56%	41%
Masters	30%	23%

Biology PTHS State

Approaches	79%	81%
Meets	49%	54%
Masters	13%	22%

US History PTHS State

Approaches	86%	88%
Meets	60%	69%
Masters	33%	43%

English I performance data reveals that an academic achievement gap exists for ESL, Limited English Proficient, Special Education, At-

Risk, and African American. Students retesting the English I EOC test struggle as well.

English II performance data reveals that an academic achievement gap exists for Special Education , Limited English Proficient, ESL, At-Risk, African American, and Economically Disadvantaged. Students retesting the English II EOC test struggle as well.

Algebra I performance data reveals that an academic achievement gap exists for Special Education, ESL, and Limited English Proficient.

Biology performance data reveals that an academic achievement gap exists for Special Education, ESL, and Limited English Proficient.

U.S. History performance data reveals that an academic achievement gap exists for Limited English Proficient, ESL, and Special Education.

Our campus is continuing to increase the percentage of students who are served in an inclusion model with the support of a teacher or paraprofessional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities. PTHS analyzes student data from our new ninth graders to identify students who have historically shown trends of needing support both academically and behaviorally. Students with below-level reading comprehension skills are identified and placed in a Literary Genres class to build the necessary tools and skills to make progress and increase reading comprehension/writing skills. The students are placed in Literary Genres if they are below grade levels in reading levels to give students time to improve their levels and grow as readers. Some of these students also work with a paraprofessional to give necessary support. If a student was unsuccessful on the 8th grade math STAAR assessment, the student is placed in Algebra I and Strategic Learning for High School Math (SLHSM) and the most struggling students are placed in a SLHSM class.

Student Achievement Strengths

Student Achievement Strengths

Students and teachers worked hard to continue learning in an online format. Most students successfully completed their courses for the year. Students completed AP testing as well.

2019 EOC data reveals that PTHS was rated as met standard and achieved the Designation Distinctions: Academic Achievement in English, Academic Achievement in Math, Academic Achievement in Science, Academic Achievement in Social Studies, and Post-Secondary Readiness.

From the 2019 Accountability Summary, PTHS met the standard in Domain 1 Student Achievement, Domain 2 School Progress, and Domain 3 Closing the Gaps.

PTHS scored above the state average in English I and English II although our scores are not where we want them.

PTHS differentiates instruction according to course offerings in English and math. Student assessments were used for placement.

PTHS had a graduation rate of 99%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Some students were performing below region and state percentages on the STAAR/EOC Assessments. This also involves needing more grade-level skills. **Root Cause:** Students have deficiencies in reading and/or math when they come to high school partly because interventions have not been consistent or successful.

Problem Statement 2 (Prioritized): Very few students are scoring Level 3 - Master's Grade Level on the state assessments. **Root Cause:** Classrooms need more depth and complexity of instruction beyond the knowledge and comprehension levels.

Problem Statement 3 (Prioritized): Many students are showing a lack of responsibility, motivation and interest in increasing their own student achievement. Some students do not connect that hard work will help them be academically successful. **Root Cause:** Students have not developed the stamina to work through the challenges of mastering academic content.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

Pine Tree High School believes that a faculty which operates with a spirit of cooperation and mutual support is a faculty that is better-suited to exhibit enthusiasm and inspire greatness among students. With this in mind, PTHS supports and maintains departmental collaborative planning for the dual purpose of increasing professional support and improving instruction. It is our goal to provide a welcoming and nurturing environment for our students, staff and parents.

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 expectations which are emphasized daily and posted in classrooms and common areas throughout the campus.

PTHS All In - 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.

PTHS will continue to have a high expectation for respectful behavior and a well-disciplined student body. PTHS commits to hiring the best employees and retaining them. In 2021-2022, PTHS will still hold those high expectations and we will focus on helping our students learn to work hard to improve their academic performance. We will also focus on building school pride and ownership by encouraging all students to choose an extra-curricular activity which interests them. We want to build a school where people create good memories and develop a lifelong commitment to Pine Tree and the opportunities Pine Tree gives our students. We commit to our students and staff that we will Reach Potential.

School Culture and Climate Strengths

School strengths and employee points of pride:

- Contact and communication with students even during the COVID-19 pandemic
- Continuous learning of technology and how to use Google Classroom and other online resources
- Collaboration among staff members
- Positive school culture
- Diverse student body involved in campus and extra-curricular activities
- Strong relationship-building among staff members and students
- Improved performance of many athletic teams
- Increased CTE course and certification offerings
- Improved SAT and ACT scores
- Intentional focused academic assistance for students who struggle
- Outstanding fine arts program (band, choir, art, theater, etc.)
- Strong, efficient administrators - plans and systems that are efficient and effective
- Outstanding counseling staff
- A wide variety of course offerings

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Our campus would like for all students to learn to function with high standards of respect to each other and to staff members. **Root Cause:** Sometimes poor behavior results in lower academic performance. and students want to be passive learners.

Problem Statement 2 (Prioritized): PTHS would like for our students to be able to understand the importance of taking ownership for their learning. **Root Cause:** Students depend on constant reminders from teachers rather than learning to take initiative. Students sometimes lose hope and do not believe they can be successful.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

100% of staff members at PTHS are expected to hold high expectations for themselves and the students. Administrators attend job fairs, use social media, networking, local universities, service centers and personal contact to actively recruit quality applicants to PTHS and PTISD. The spring, because of the COVID-19 pandemic, we are using social media and Zoom or Webex meetings to conduct interviews.

For the 2021-2022 school year, approximately fourteen new staff members will join the PTHS family. At this point, six of our new teachers are considered zero-based in terms of experience. The zero-based teachers will have mentors and will have access at all times through mentorship, camaraderie, and community.

Pine Tree High School uses celebration teams to build relationships and design fun activities to encourage staff members. Campus administrators along with the help of the leadership class will celebrate teachers and staff several times throughout the year.

Every PTHS staff member participates in professional development targeted to increase proficiency in their subject area. Some examples include CAMT, AP Institutes, Texas Industrial Vocational Association (TIVA), Writing Academy, Lead4Ward Accountability TMEA and Art conferences. Future professional development will be based upon the needs identified in this improvement plan and will be provided by in-house teacher leaders, in-house administrators, guest speakers and instructional specialists. PTHS will provide ongoing, targeted, job-embedded professional learning. Much of our learning this next year will center around being prepared for online learning and best practices connected to this.

PTHS will support learning and data analysis during the 2021-2022 school year through subject-area teams. The Assistant Principal positions help support the campus goal of student cooperation and improved academic performance. The Lead Counselor works directly with the CTE department overseeing daily CTE activity. The other high school administrators support the other teachers/departments.

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 outcome 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 the 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 has quality, experienced teachers to serve as supports for our new teachers.
- All teachers have an administrator to contact for support
- PTHS offers teachers a variety of training opportunities
- 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 support collaboration, alignment of curriculum, lesson planning, scope & sequence alignment, data analysis and common assessment writing
- Administrators are accessible and receptive to teacher's needs and the need for consistent discipline
- Teachers are provided with ample opportunity to use and learn about digital classroom tools which can help increase efficiency and promote student learning using best practices.
- PTHS staff members are appreciated and understand the importance of their role in campus success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): While the turnover rate for PTHS employees has been high in the past., the concern now is that it is sometimes difficult to find secondary-certified teachers in areas such as science and math. **Root Cause:** Professionals in the areas of science and math can often get higher paying positions related to this content area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

PTHS utilizes the TEKS Resource System with an emphasis on the scope and sequence, year-at-a-glance (YAG), pacing guides, 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 monitored based on teacher collaboration, vertical and horizontal alignment, lesson plans, evaluation, discussion and planning that occurs during the weekly collaborative planning meetings.

Weekly core area collaborative planning meetings focus on instructional preparation, evaluating student work, and planning. Plans for intervention are made during collaborative planning meetings in an effort to close gaps in student learning.

The district is continuing to work toward strong vertical and horizontal alignment to ensure district wide fidelity in curriculum and instruction practices. 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, counselors and campus administrators. Assessment data are evaluated in collaborative planning meetings 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. Teachers and administrators consistently evaluate student engagement. Intentional evaluation of student learning is done through informal and formal assessments. The goal is to ensure students are learning and making connections with complex concepts and are exposed to real-world, higher level thinking and understanding. A plan for Response to Intervention is used to focus on specific students who have areas of need.

Campus assessments have been used in the form of common assessments and benchmarks. For the 2021-2022 school year, benchmarks will be used as a way to evaluate student progress as well as common assessments. The assessments are sometimes created by teachers from each of the subject areas. Specific plans to address gaps and weaknesses are made. In 2021-2022, 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.

The district purchased calculators for the students to use on a daily basis so they could use the same kind of calculator for state testing.

Professional learning is addressed based on teacher input and administrator observation and is outlined in the campus improvement plan. Our goal is to support instruction and student success.

Curriculum, Instruction, and Assessment Strengths

Pine Tree High School has identified the following strengths:

1. Teacher leaders guide quality planning and effective instruction for student growth.
2. Common assessments are effectively used to drive instruction by evaluating gaps in learning. Staff members know their students well.
3. Our campus has learned effective lesson design so we are teaching the correct student learning objectives.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Our plans for allowing teachers to teach must continue to be simplified so their time is spent on effective instructional strategies and use of provided resources. **Root Cause:** Planning takes massive amounts of time and sometimes resources were scattered. rgy into the direct process of teaching and planning.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement

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. We want parents, members of the community and alumni to feel welcome and to attend campus events and activities.

PTISD and PTHS have provided meals throughout the COVID-19 pandemic and developed many positive relationships with our families.

The campus has a website which will help students, families, and the community know about the events and programs offered by our campus. This website is a prime communication tool for our campus and some other means of communication include Twitter, Remind, and the Anonymous Alert App.

Campus events that include community members and parents are held throughout the year. Some of the events are the Homecoming Carnival, Pirate University, Curriculum Nights, Innovation Showcase, CTE Advisory Board Meetings, Campus Improvement Team Meetings, College and Career Nights and various other events.

This year, PTHS will have the annual Title I meeting during registration and freshman orientation. Parent and teacher conferences will be held and Title I information will be shared. Our communications will be in both English and Spanish.

PTHS will expand its communication in both English and Spanish.

Teachers are given opportunities to request needed resources and desired trainings based on need.

Pine Tree added a College and Career position to help and support students and parents understand how to maneuver college and career choices.

Parent and Community Engagement Strengths

In the area of Family Involvement PTHS strengths include:

- PT commits its resources to meet community needs
- College and Career Readiness Specialist
- Community Cookouts
- Pirate University
- Freshmen 101 Orientation
- Meet the Teacher
- Curriculum Night
- Homecoming Carnival
- PTHS Junior Night
- Digital Citizenship Trainings for Students and Teachers
- College and Careers Readiness Training
- Attendance Tracking
 - Automatic phone calls to parents notifying them of student absences
- Spring Innovative Showcase (except during pandemic)
 - 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
- Pep Rallies
- Meet the Pirates Night

- Booster Club Meetings

In the area of Community Involvement PTHS strengths include:

- CTE Partnerships
 - Good Shepherd
 - Longview Regional
 - Local Pharmacies
 - Westlake
 - Eastman
 - LeTourneau University
 - Kilgore College
 - UT Tyler
- Dual Credit Partnerships
 - LeTourneau University
 - Kilgore College
 - University of Texas at Tyler
 - TSTC
- Leadership Class, Clubs and Organizations, PALS
 - Campus Blood Drive
 - Campus Food Drives
 - Coat Drives
 - Participation in a variety of community service events - i.e. city park clean-up

- Mentorships with younger students
- Student extra-curricular involvement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a limited amount of parental/family involvement in the student's day to day education. **Root Cause:** Families have limited time and resources to be involved on a day to day basis.

Problem Statement 2 (Prioritized): Parents and community members don't always get direct communication concerning events and opportunities for involvement. **Root Cause:** Parents don't always access the website and we need to utilize additional means of communication.

School Context and Organization

School Context and Organization Summary

School Context and Organization

School Context and Organization Summary

Pine Tree High School has a Principal, four Assistant Principals, four Counselors and approximately 87 teachers who partner together to create systems and processes that support maximum student learning and quality instruction. The campus has lead teachers for the core subjects, CTE, Fine Arts, and Special Education to ensure that each department has input and a way to communicate ideas and needs. The campus partners closely with our special education department to use interventions that help students. PTHS also works to meet the needs of 504, GT, AP, CTE, LEP/EL and RtI students. Our school bell schedule is a hybrid eight period day with classes being approximately 45-50 minutes and a modified block of 90 minutes for 2021-2022.

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 students who need academic support. We use data derived from multiple sources such as teacher input, PEIMS, common assessments, benchmark tests, and DMAC data to monitor progress. Goals, performance objectives, and strategies, are communicated through staff meetings, professional development, and collaborative planning. Data gathered from district and campuses will ensure constant review of targeted goals and will allow for mid-course adjustments as necessary.

Campus committees are organized to promote a positive school climate in areas such as Attendance, Discipline, Response to Intervention, Celebration Teams, Campus Improvement Team, Crisis Team, etc. Pine Tree High School offers a wide variety of courses to prepare students for college and/or a career including workforce courses, dual credit courses and PreAP/AP courses.

School Context and Organization Strengths

School Context and Organization Strengths

Variety of academic classes offered

Relationship building opportunities for staff and students

Support from administration to try new strategies and to provide the resources needed

Our campus team is committed to building relationships and providing positive opportunities for students and staff. The administrators are visible and make it a top priority to be in classrooms and in all areas of the campus. Content area collaborative planning meetings occur 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 collaborative planning meetings. Supervision schedules and duty rosters for administrators are generated within the administrative team. Students can eat breakfast before school and during second chance breakfast when we are on-campus. Tutoring is available before and after school when we are on campus. 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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Some students are not showing incremental academic growth from year to year and we want to enrich, extend and intervene in student learning with the appropriate instruction and intervention as needed. Without additional supports, some students cannot make the amount of growth necessary in one year. **Root Cause:** Appropriate interventions must be used consistently and used with a specific purpose for individual students.

Technology

Technology Summary

Technology

PTHS students have access to many classroom Chromebook carts and/or computer labs. Our campus is dedicated to using technology tools to increase learning and student engagement.

PTHS has seven computer labs and wireless access points are 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 system 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.

PTHS Technology Plan and Purpose 2021-2022

Usage:

- Each student will have access to technology with classroom sets of Chromebook carts
- Students will use the devices to communicate and collaborate with their teachers and peers using Google Classroom, Google Docs, Sheet, or Slide, etc. It is our goal to increase the number of Chromebooks available for student use.
- Devices could be used to access classroom textbooks and resource materials

Purpose

- To create a personalized learning environment
- To enrich and enhance instruction
- To give students the opportunity to create learning products
- To offer students a variety of ways to demonstrate what they have learned

- To increase collaboration between students and their peers
- To improve communication between teachers and students
- To expedite quality feedback between teacher to student and student to student
- To increase technology skills and abilities
- To increase student directed instruction

Implementation

- The teachers will implement technology activities to enhance student learning and to train for online-learning
- Training will be provided for teachers to increase technology use with Google Classroom, Google Slides, Google Docs, Remind, Plickers, Kahoot, and a variety of other programs.

Student Outcomes

- Student technology skills and digital citizenship/responsibility levels will be areas of focus.
- Students will participate in Digital Citizenship Week.
- Student will create products to include the following: audio visual productions and presentations, Google slide presentations, charts, shared documents, portfolios, assessment tools, etc.
- Student engagement and student choice will increase.

Technology Strengths

- Expertise on using Google Classroom and other online learning tools
- 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
- Classrooms contain a standard set of technology tools

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Students need stamina to use technology consistently for instruction and learning. **Root Cause:** Online learning requires commitment and focus and we are in a transition period. We are still learning best practices for digital learning. are aging and cannot always run the applications needed for students so some teachers do not incorporate the use of iPads in daily instruction.

Priority Problem Statements

Problem Statement 1: In some areas, Hispanic students are not performing as well as their white peers.

Root Cause 1: Some of the students have significant deficits in literacy when they enter high school and in many cases, the English language is new and more time is needed to learn specific content vocabulary. Attendance is also an issue for some of our Hispanic students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In some areas, African American students are not performing as well as their white peers.

Root Cause 2: Students have significant deficits in numeracy and literacy when they enter high school so students can feel defeated. Also, attendance is sometimes an issue. Some students are not realizing that with hard work, they can be successful.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our campus would like for all students to learn to function with high standards of respect to each other and to staff members.

Root Cause 3: Sometimes poor behavior results in lower academic performance. and students want to be passive learners.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: While the turnover rate for PTHS employees has been high in the past., the concern now is that it is sometimes difficult to find secondary-certified teachers in areas such as science and math.

Root Cause 4: Professionals in the areas of science and math can often get higher paying positions related to this content area.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Our plans for allowing teachers to teach must continue to be simplified so their time is spent on effective instructional strategies and use of provided resources.

Root Cause 5: Planning takes massive amounts of time and sometimes resources were scattered. rgy into the direct process of teaching and planning.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There is a limited amount of parental/family involvement in the student's day to day education.

Root Cause 6: Families have limited time and resources to be involved on a day to day basis.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Some students are not showing incremental academic growth from year to year and we want to enrich, extend and intervene in student learning with the appropriate instruction and intervention as needed. Without additional supports, some students cannot make the amount of growth necessary in one year.

Root Cause 7: Appropriate interventions must be used consistently and used with a specific purpose for individual students.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Students need stamina to use technology consistently for instruction and learning.

Root Cause 8: Online learning requires commitment and focus and we are in a transition period. We are still learning best practices for digital learning, are aging and cannot always run the applications needed for students so some teachers do not incorporate the use of iPads in daily instruction.

Problem Statement 8 Areas: Technology

Problem Statement 9: Some students were performing below region and state percentages on the STAAR/EOC Assessments. This also involves needing more grade-level skills.

Root Cause 9: Students have deficiencies in reading and/or math when they come to high school partly because interventions have not been consistent or successful.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Very few students are scoring Level 3 - Master's Grade Level on the state assessments.

Root Cause 10: Classrooms need more depth and complexity of instruction beyond the knowledge and comprehension levels.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Many students are showing a lack of responsibility, motivation and interest in increasing their own student achievement. Some students do not connect that hard work will help them be academically successful.

Root Cause 11: Students have not developed the stamina to work through the challenges of mastering academic content.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: PTHS would like for our students to be able to understand the importance of taking ownership for their learning.

Root Cause 12: Students depend on constant reminders from teachers rather than learning to take initiative. Students sometimes lose hope and do not believe they can be successful.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: Parents and community members don't always get direct communication concerning events and opportunities for involvement.

Root Cause 13: Parents don't always access the website and we need to utilize additional means of communication.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: In academic areas, Special Education students as well as English Language Learners are performing lower on their state assessments.

Root Cause 14: Students have significant deficits in numeracy and literacy when they enter high school and specific interventions are needed to close the academic achievement gap.

Problem Statement 14 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 18, 2021

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

Performance Objective 1: All student groups will show academic growth and meet or exceed the state and regional average percentage passing for each STAAR/End-of-Course Assessment . These acceptable percentages should also be reflected in our non-EOC subjects also.

Evaluation Data Sources: Student Assessment Data, MAP data, EOC/STAAR Scores

Strategy 1 Details

Strategy 1: PTHS will identify, monitor and support the performance of at-risk students and provide accelerated instruction for identified students through : reading intervention, math intervention, English support classes, Literary Genres classes and Independent Study Math classes. These classes will provide specific instruction to support literacy and numeracy growth.

Strategy's Expected Result/Impact: Student performance will improve as evidenced by common assessment data, benchmark data, Edgenuity data, MAP Data, and STAAR/EOC data.

Staff Responsible for Monitoring: English teachers (1 FTE),
Math teachers,; Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: MAP - 163- Comp Ed Funds - \$7,568, ExCEL Teacher Salary & Benefits - 211- Title I Funds - \$70,825, Edgenuity - 282 ESSER III - \$52,564, Salary & Benefits - 163- Comp Ed Funds - \$193,407

Strategy 2 Details

Strategy 2: PTHS will provide Rosetta Stone for ESL students in need of additional language intervention.

Strategy's Expected Result/Impact: Student performance will improve as evidenced by increased reading levels.

Staff Responsible for Monitoring: ESL Teacher (.25 FTE),
Campus Administrators

Title I Schoolwide Elements: 2.6

Funding Sources: ESL Teacher Salary - 163- Comp Ed Funds - \$22,275

Strategy 3 Details

Strategy 3: PTHS will monitor and evaluate students' performance who receive services in special programs including dyslexia, advanced academics (GT), PreAP and AP courses, special education and English as a Second Language (ESL).

Strategy's Expected Result/Impact: Collaborative RtI/Data meetings will pinpoint progress or lack of progress

Staff Responsible for Monitoring: Content Mastery Teachers

(.80 FTE)

Content Mastery Paraprofessionals (.70 FTE)

ESL Teacher ,

SE Aides (7.15 FTE)

Campus Administrators

Title I Schoolwide Elements: 2.4

Funding Sources: System 44/Read 180 - 163- Comp Ed Funds - \$7,448, SE Aides Salary & Benefits - 224- IDEA B- SPED - \$177,278, Salary & Benefits - 163- Comp Ed Funds - \$81,892

Strategy 4 Details

Strategy 4: PTHS will address the needs of RtI students through the creation of an Advisory Period where math and English RtI needs are identified and met by highly qualified certified math and English teachers. Targeted students will be administered the MAPS assessment as part of this RtI process.

Strategy's Expected Result/Impact: Students will receive the identified support needed to improve student performance and success.

Staff Responsible for Monitoring: Teachers, Counselors

Campus Administrators, Math teachers; English teachers ; paraprofessional

Title I Schoolwide Elements: 2.4, 2.6

Funding Sources: MAP - 163- Comp Ed Funds - \$7,569

Strategy 5 Details

Strategy 5: The English teachers are implementing NoRedInk for all classes. NoRedInk is an online web-based language-learning platform designed to help students improve their writing skills and ACT/SAT scores. Chromebooks are needed to make this easily accessible for students.

Strategy's Expected Result/Impact: Academic Growth

Improved writing and communication skills

Staff Responsible for Monitoring: English teachers

Administrators

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

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

Performance Objective 2: Students will be provided opportunities that empower them for careers and success past high school

Evaluation Data Sources: Real-world experiences, classes offered, field trips, competitions, partnerships

Strategy 1 Details
<p>Strategy 1: PTHS will recruit students for AP classes, Dual-Credit classes, and Work Force classes to provide opportunities for students to experience college-level courses and career training. Research shows exposure to even one college-level course increases the success rate in college. Dual-credit courses will be offered in an online setting with a high school staff member as the facilitator.</p> <p>Strategy's Expected Result/Impact: Students will have increased opportunities.</p> <p>Staff Responsible for Monitoring: AP Teachers, Dual Credit Teachers, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 2 Details
<p>Strategy 2: Provide STEM, science, technology, engineering, arts, robotics and mathematics opportunities for students through classes, field trips and competitions whether virtual or in person.</p> <p>Strategy's Expected Result/Impact: Students will have expanded opportunities</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 3 Details
<p>Strategy 3: Provide learning opportunities connected to careers through area hospitals, pharmacies, various businesses in the community, the East Texas Advanced Manufacturing Academy and the Kilgore College Fire Academy if chosen by students.</p> <p>Strategy's Expected Result/Impact: Students will be given real-life hands-on experiences in the community.</p> <p>Staff Responsible for Monitoring: Teachers, Community businesses, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 4 Details
<p>Strategy 4: Promote participation in UIL competitions and other extra-curricular activities as they are available.</p> <p>Strategy's Expected Result/Impact: Students will learn through involvement in activities and competitions in specific areas</p> <p>Staff Responsible for Monitoring: UIL Director, UIL coaches, sponsors</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 5 Details
<p>Strategy 5: The PAES Lab will provide functional and vocational training of students with special needs. Students will learn computer skills as well as acquiring experience with tools, cooking, sewing and using a cash register along with many other real-life skills.</p> <p>Strategy's Expected Result/Impact: Students will learn skills that will increase quality of life for them. This will also increase their functionality and training for vocations.</p> <p>Staff Responsible for Monitoring: PAES Lab Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>

Strategy 6 Details

Strategy 6: PTHS will partner with state agencies and the community to establish supported employment internships, job shadowing opportunities and constructive employment for students with special needs.

Strategy's Expected Result/Impact: Work exposure and experience to real-world careers

Staff Responsible for Monitoring: Transitions Specialist (.85 FTE)

Administrators

Funding Sources: Salary, Benefits, & Stipend - 224- IDEA B- SPED - \$38,548

Strategy 7 Details

Strategy 7: PTHS will partner with Texas Workforce Commission to provide students with work opportunities through the SEAL program.

Strategy's Expected Result/Impact: Work opportunities

Staff Responsible for Monitoring: Administrators

Transition Specialist

TEA Priorities: Connect high school to career and college

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

Performance Objective 1: PTHS will emphasize and focus on digital citizenship, and the use of digital tools.

Evaluation Data Sources: Participation in activities during Digital Citizenship Week, classroom observation

Strategy 1 Details
<p>Strategy 1: PTHS will plan activities for Digital Citizenship Week to emphasize and focus on responsible digital citizenship as mentioned in the PTISD Strategic Plan.</p> <p>Strategy's Expected Result/Impact: Increased interest in digital learning and an understanding of responsible digital citizenship.</p> <p>Staff Responsible for Monitoring: STEM Team Teachers, Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Digital tools will be used by teachers and students to enhance learning in individual classes as determined by the teacher. The PTHS teachers would like to use Chromebooks so online resources such as Google Classroom, Khan Academy tutorials, NRI, SAVVAS Textbook System, Google Suite, McGraw Hill StudySync; CommonLit and Vocabulary.com can be used with students.</p> <p>Strategy's Expected Result/Impact: Learning will be enriched for students.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>
Strategy 3 Details
<p>Strategy 3: Digital training will be provided to staff members as needed to improve their effective use of virtual tools and presentation of lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to learn updated technology standards and methods of delivery.</p> <p>Staff Responsible for Monitoring: Teachers, Technology staff, administrators</p> <p>Title I Schoolwide Elements: 2.5</p>

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

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

Evaluation Data Sources: Tardy data, discipline data and referrals

Strategy 1 Details
<p>Strategy 1: Establish a campus culture of Pride and Potential with all personnel sharing a common commitment to do whatever it takes to help every student work hard, succeed, graduate and become productive citizens.</p> <p>Strategy's Expected Result/Impact: Campus climate will be one of teamwork and commitment to support all students.</p> <p>Staff Responsible for Monitoring: PTHS Staff, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: During the Advisory program, Integrate activities/lessons to give students a greater understanding of social and emotional well-being including violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution and safety. LEA counselors developed a local system to support the social and emotional well-being of students PK-12 to support PTISD students based on their needs.</p> <p>Strategy's Expected Result/Impact: Reduction in student discipline referrals and a greater understanding of coping strategies.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p>
Strategy 3 Details
<p>Strategy 3: PTHS staff members will greet students and interact intentionally to encourage students and build relationships. Our focus will be on helping students learn the benefits of working hard.</p> <p>Strategy's Expected Result/Impact: Students will improve academically and behaviorally as their needs are met with a whole child approach.</p> <p>Staff Responsible for Monitoring: Teachers, Staff Members, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>
Strategy 4 Details
<p>Strategy 4: The PT Bucs will begin "Buc the Bullies" as an anti-bullying prevention program for the lower grades (K-6).</p> <p>Strategy's Expected Result/Impact: Younger students will learn coping strategies for being bullied and older students will become valuable role models.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Buc Sponsor/Students</p>

Strategy 5 Details

Strategy 5: PTHS will focus on student attendance throughout the school year through educating parents on the importance of daily attendance, attendance incentives and celebrations, and increase parental communication concerning attendance.

Strategy's Expected Result/Impact: Improved attendance and learning time

Staff Responsible for Monitoring: Campus Administrators

Teachers

Assistant Superintendent, Research and Innovation

Title I Schoolwide Elements: 2.5

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

Performance Objective 1: Develop student leadership skills.

Evaluation Data Sources: Leadership curriculum, Leadership classes, student leadership and community opportunities

Strategy 1 Details
<p>Strategy 1: PTHS students will demonstrate respect for others and take responsibility for their actions. Strategy's Expected Result/Impact: Students will respect themselves and others. Staff Responsible for Monitoring: Teachers, PTHS Staff, Campus Administrators Title I Schoolwide Elements: 3.1</p>
Strategy 2 Details
<p>Strategy 2: PTHS will promote involvement in extra-curricular activities and clubs and organizations to give opportunities to learn leadership skills through teamwork. Strategy's Expected Result/Impact: Increased involvement in extra-curricular activities which result in increased PT Pride and commitment. Staff Responsible for Monitoring: Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators Title I Schoolwide Elements: 2.5</p>
Strategy 3 Details
<p>Strategy 3: PTHS will focus on attendance and tardy expectations among all students. A digital tardy system is used to help respond to tardies quickly and effectively. In addition, a system is created to track students leaving early and interventions are implemented. Strategy's Expected Result/Impact: Higher attendance rates and fewer tardies which will impact student learning and achievement Staff Responsible for Monitoring: Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 4 Details
<p>Strategy 4: PTHS will use the current leadership class for juniors and seniors to reach out to other students to participate in community and school service projects. PTHS students will learn to become givers and dreamers by serving others. Strategy's Expected Result/Impact: Students will commit to service projects and learn to be good citizens and people. Staff Responsible for Monitoring: Teachers, PTHS Staff, Administrators Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 5 Details
<p>Strategy 5: PTHS will support each other through The Crew. The Crew is open to all students to display school spirit by attending extra-curricular activities and cheering for their peers. Members are provided a t-shirt to show unity, pride and spirit. Strategy's Expected Result/Impact: Campus climate will improve and students will learn to support others. Staff Responsible for Monitoring: PTHS Staff Title I Schoolwide Elements: 2.5</p>

Goal 5: Pine Tree ISD will recruit, develop, support, and retain the highest quality staff.

Performance Objective 1: PTHS will reduce the teacher turnover rate by developing and supporting teachers in the classroom and on the campus.

Evaluation Data Sources: Reduced teacher turnover rate; employees who enjoy their jobs

Strategy 1 Details
<p>Strategy 1: Lead teachers and administrators will team with teachers and staff members to give support to the teachers. In addition, Leadership3 Cohort supports Anchor Academy teachers to grow teachers to grow students. The goal is to empower teachers to engage students successfully whether through a virtual or in-person format.</p> <p>Strategy's Expected Result/Impact: Student engagement and cooperation will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Lead Teachers (.25 FTE), Campus Administrators, Executive Director, Quality of Education</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: Stipend IC - 211- Title I Funds - \$5,000, Lead Teacher Salary - 163- Comp Ed Funds - \$18,646</p>
Strategy 2 Details
<p>Strategy 2: Teacher Celebration Teams will plan times for the high school campus to celebrate together and promote camaraderie.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and encouraged and develop peer relationships.</p> <p>Staff Responsible for Monitoring: PTHS Staff</p>
Strategy 3 Details
<p>Strategy 3: Campus administrators will support staff members by being visible and accessible to staff and students.</p> <p>Strategy's Expected Result/Impact: Teachers will feel respected and supported.</p> <p>Staff Responsible for Monitoring: PTHS Staff and Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: PTHS will provide the necessary training, guidance and resources for all staff members to ensure quality instruction for student success.</p> <p>Strategy's Expected Result/Impact: Teachers will have the training and resources needed to help students be successful and to maneuver the demands of COVID-19 challenges.</p> <p>Staff Responsible for Monitoring: PTHS Staff, Campus Administrators, Executive Director, Quality of Education</p>
Strategy 5 Details
<p>Strategy 5: The campus will attend job fairs if available, network with local colleges and universities and build relationships with student teachers to promote recruitment.</p> <p>Strategy's Expected Result/Impact: Expanded applicant pool</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Director, Human Resources</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>

Goal 6: Pine Tree ISD will partner with parents and community members to build capacity in families to better support and meet the needs of all students.

Performance Objective 1: PTHS will increase parent, family, and community engagement

Evaluation Data Sources: sign-in sheets, parent surveys

Strategy 1 Details
<p>Strategy 1: The campus will host events to involve parents in their student's educational experience such as: Title I Annual Meeting FAFSA Nights Athletic events Extra-curricular events Other campus events</p> <p>Strategy's Expected Result/Impact: Well-attended meetings Informed students and parents Ownership of child's education and opportunities</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers Staff Members</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: The campus will develop, distribute and revise the Parent and Family Engagement Plan as well as the School and Family Compact through the SBDM process involving all stakeholders.</p> <p>Strategy's Expected Result/Impact: Sense of shared responsibility between students, parents and staff</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Counselors Teachers Staff Members</p> <p>Title I Schoolwide Elements: 3.1</p>
Strategy 3 Details
<p>Strategy 3: Improve communication with parents, families, and community using the district parent liaisons and College and Career Readiness Specialist.</p> <p>Strategy's Expected Result/Impact: Improved parental engagement</p> <p>Staff Responsible for Monitoring: College and Career Readiness Specialist, Parent Liaisons</p> <p>Funding Sources: Parent Liaison Salary & Benefits - 282 ESSER III - \$58,000</p>

Strategy 4 Details

Strategy 4: The campus will participate and promote Community Engagement events such as Community Cook-Outs, District-Wide Fall Festival and opportunities to promote pride and potential.

Strategy's Expected Result/Impact: Increase parent, community, and family engagement

Staff Responsible for Monitoring: Campus Administrators

Teachers

Special Programs Coordinator (1 FTE)