

**Pine Tree Independent School District**  
**P.A.C.E Alternative School**  
**2017-2018 Campus Improvement Plan**



**Board Approval Date:** October 12, 2017

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Pine Tree P.A.C.E. Alternative School serves students from the other district campuses who have been non-compliant with an aspect of the student code of conduct. The Pine Tree ISD district is comprised of 39.5% White, 22.2% African-American, and 33.6% Hispanic in 2016-2017.

The campus has 9 staff members. One administrator, five teachers, 1 educational aide, 1 campus secretary, and a custodian. There is a diversity of ethnic groups at the campus. Three of the staff members helped establish the alternative program ten years ago.

The PACE Campus received a total of 89 placements during the 2016-2017 school year. The assigned students ranged from grades 5 to 12. The Pine Tree High School had 54 placements for 49 students, 60.67% of the total placements. The Pine Tree Jr. High School had 25 placements for 20 students, a percentage of 28.09%. The Pine Tree Middle School had 7 placements for 7 students, at 7.87% of the total placements.

African Americans comprised 38 of the 89 placements, a percentage of 42.7%. Hispanic placements were 25 or 28.09% and White placements were 28%. There were 25 placements for 72.4% were male and students, a percentage of 28.09%.

Of the placements, 65.2% were mandatory placements with 53 students for 58 placements; with 55.8% being African American, 17.2% Hispanic, and 27.9% white. Male students comprised 69 placements or 77.53% and females at 19 or 21.35%.

Discretionary Placements totaled 35.96% of the PACE placements, with 28 students for 32 placements; 25% were African American, 47.7% Hispanic, and 28% White. 28 of the placements were male students and 3 were female.

### Demographics Strengths

All ethnicities of students have been represented in the enrollment of the PACE Campus.

Students of different ethnicities work with each other in small groups and service projects.

Diversity of staff ethnicities, gender, and age.

The longevity and retention of staff providing consistent services.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The number of African American placements is noted much higher than other major ethnic groups. **Root Cause:** The fidelity of the current discipline system approach and interpretation of placement criteria per TEC Chapter 37.

## Student Achievement

### Student Achievement Summary

All students are provided the opportunity to participate in character building and self-discipline programs during their assignment at PACE.

Seventy-eight students comprised 89 placements for the 2016-2017 school year. The recidivism rate for the campus in the 2016-2017 school year was 14%. This was an increase of 3% from the prior 2015-2016 school year. However, it is noted that there was a decrease in the overall number of placements from the prior 2 school years. Both the 2015-2016 and 2014-2015, school years yielded approximately 110 assignments to the PACE Campus. These years also had a recidivism rate of 10% to 11%.

The majority of students who have completed PACE assignments have transitioned back to the home campus and become involved in different campus activities exhibiting leadership skills and being productive members of the home campus. PACE staff visit students on the home campus using restorative practices.

### Student Achievement Strengths

Students participate in self-discipline, character education, restorative discipline and personal awareness activities that help promote student growth in all areas.

Students are engaged in transitional process with staff and family prior to return to home campus.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The recidivism rate remains above 10% of students. **Root Cause:** The consistency of the transitional program with a follow-up meeting which includes a classroom teacher.

**Problem Statement 2:** The recidivism rate remains above 10% of students. **Root Cause:** The discipline approach of staff towards students who have returned to the home campus.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The Pine Tree PACE Alternative Campus exhibits a positive, safe, and nurturing environment. The students and staff engage in relationship building activities on a daily basis. The PACE S.T.R.O.N.G. Program focuses on specific areas of character development by which the students and staff are challenged to abide by in the daily activities. The campus is highly structured with a focus on discipline, self-awareness, and personal growth.

In 2016-2017, the PACE Alternative Campus established a Students Against Violence Everywhere Chapter #2189 that advocates against youth violence and empowers students with a voice to speak out against violence.

In 2016-2017, the PACE Alternative Campus hosted a National Youth Violence Prevention Week Campaign which was highlighted by a Youth Violence Prevention Seminar that hosted over 100 youth and adults from the three local school districts and the community.

In 2016-2017, the PACE Alternative Campus added a transition system to build relationships among the district staff. The transitional program provided individualized meetings for each student prior to their transition back to the home campus. This helped to bridge gaps during the students' transition back to the campus and the classroom.

Pine Tree PACE Campus is a partner with Partners in Prevention's Hope for Youth Organization. The partnership will sponsor an anti-bullying campaign for the local school districts and host a professional wrestling event to raise funds for this cause.

Pine Tree PACE Campus utilizes Restorative Discipline Practices in the everyday engagement and disciplinary approach of each student. This promotes social and emotional wellness for the whole campus.

### **School Culture and Climate Strengths**

Strong and active partnerships with community agencies is an important component of the PACE Campus character education and self-discipline programs.

Being involved in a national anti-violence organization helps create the zero tolerance for negative activities on the campus.

The use of restorative discipline practices provides for restoration of relationships and awareness of harm that negative actions may have caused.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** All staff are not trained in the use of restorative discipline practices. **Root Cause:** The restorative discipline practices are still in initial phases of implementation.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The PACE Alternative Campus staff has been intact since 2016-2017 when one new elementary teacher was added. The 2017-2018 school year is strong with trained and quality individuals who are vested in the vision and mission of the PACE Campus Program. There are 8 staff members which includes: one administrator, 5 teachers, one educational aide, and one secretary.

Staff will be recognized and appreciated via: campus celebrations and district recognition programs.

### **Staff Quality, Recruitment, and Retention Strengths**

The 2017-2018 school year has the same staff as the prior year without any changes.

Of the eight staff, seven have a minimum of 10 years of educational/teaching experience in some capacity.

All new staff are provided a mentor during the first year.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The staff have limited collaboration with other professionals in same subject area. **Root Cause:** There is only one teacher for each subject area on the campus.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The PACE Alternative Campus teachers work closely with the home campus teachers to ensure learning opportunities for the PACE students. The PACE teachers participate in professional learning communities to strengthen working relationships with home campus teachers.

The PACE teachers utilize the tools provided and uses the TEKS Resource System as the curriculum management portal in alignment with district protocol. The Essential Standards tool for Math, ELAR, and Science will be utilized to support and guide instruction in addition to that which is provided by the home campuses. Teachers also use formative assessments to measure student progress. The campus and district based assessments are administered by the PACE teachers according to the district testing calendar.

The weekly PACE Campus PLC focuses on the use of data to determine interventions for students based on local and state assessment scores using the backwards design model and differentiation. Progress on the essential standards will be monitored through a BOY, MOY, AND EOY assessment focused on the essential standards in Math, Science, and ELAR.

Weekly Data Walks will be implemented on the PACE Campus to increase student engagement and focus on the use of research based instructional strategies. Results of data walks will be incorporated into PLC sessions.

### **Curriculum, Instruction, and Assessment Strengths**

Access to the home campus teachers via conferences and professional learning communities.

Small group settings to provide interventions and enrichment for students as appropriate.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Direct teaching instruction is a challenge for the classroom teachers. **Root Cause:** Each classroom group is comprised of various subject levels of students (7-12).



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

The PACE Alternative Campus continues to build strong family and community involvement.

Parents are invited to participate in weekly learning sessions focused on character education and social/emotional learning components.

Parents are provided an optional referral to the Community Healthcore's STAR Program for further resources and continuous support for the family and the student even after PACE assignment is completed.

Volunteers are welcome to provide services to the campus per district guidelines.

A partnership with the district PTA is planned for the 2017-2018 school year.

### **Family and Community Involvement Strengths**

A well-rounded group of community organizations and agencies in partnership with the PACE Campus for the past 3 years.

The use of the campus website, Facebook, Twitter, Remind Messenger App, School Messenger, and other newsletter and communications are used to inform parents and the community of the campus activities.

A strong working relationship between the campus and community provide a solid foundation for resource referral and wrap around services for the students.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** All students are not able to engage in all programs available. **Root Cause:** The students have varying assignments which may not allow engagement in a program group already in progress.

## School Context and Organization

### School Context and Organization Summary

The PACE Campus utilizes the district Strategic Plan as the foundational basis for decision-making. CHAMPS and OLWEUS are incorporated on the campus via the collaboration with district counselors. The PACE Campus uses the Google drive to organize ease of access for campus procedures. The campus staff are organized with leadership responsibilities.

### School Context and Organization Strengths

The PACE Campus strives to remain aligned with the district policies and procedures for all areas of the educational process.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** It is a challenge to incorporate all of the processes of the district and campuses within the PACE Campus program. **Root Cause:** The PACE Campus has a small number of staff and limited resources.

**Problem Statement 2:** It is a challenge to incorporate all of the processes of the district and campuses within the PACE Campus program. **Root Cause:** The communication process from campuses is often very limited.

## Technology

### Technology Summary

The PACE Campus has adequate amount of virtual based computers in the classrooms to allow for completion of assignments that require technology. Ipads are available for student use based on the requirement for an assignment. Staff engage students in the use of technology as often as possible in the classroom and in extra projects. Students will have opportunity to engage in game design projects.

### Technology Strengths

There is a sufficient number of technology tools for the students to gain access for academic progress.

The technology is current and up to date.

The technology requests are completed in a timely manner.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** The staff is often challenged in monitoring student progress and activities when using technology. **Root Cause:** The staff does not have a monitoring program when students are on the desktop computers.

# 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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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


# Goals

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

**Performance Objective 1:** Pine Tree PACE Campus will utilize an individualized and targeted tutorial program to address student areas of weakness based on diagnostic screenings and performance on locally developed assessments.

**Evaluation Data Source(s) 1:** Program Procedures, Team Meetings, Spreadsheet

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Implement use of Tier 1 intervention programs focused on progression in targeted academic areas for students based on performance on Essential Standard Progress Monitors for 100% of assigned students.	Principal Lead Teacher All Staff	Increase in student progress in targeted academic areas.			
2) Implement use of multi-tiered literacy focused intervention programs for ELAR based on Renaissance STAR diagnostic screenings for 100% of assigned students.	Principal Lead Teacher All Staff	Increase in student progress and closing of achievement gap.			
					

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

**Performance Objective 1:** Pine Tree PACE Campus will use various technological resources to maximize learning for each student at least twice per week during PACE assignment.

**Evaluation Data Source(s) 1:** Documentation Log, Elective Schedule

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Students will have access to use computers, Ipad, educational apps, and online learning programs to engage in learning assignments and campus projects.	Principal Lead Teacher Staff				
					

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

**Performance Objective 2:** Pine Tree PACE Campus will partner with community agencies and programs to provide students with opportunities for learning using advanced resources and digital literacy for 100% student participation.

**Evaluation Data Source(s) 2:** Participation Log  
Activity Log

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Game design mentoring program opportunities for students demonstrating interest in the concept.	Principal Lead Teacher	Increase in number of students pursuing an interest in game design techniques.			
2) Community partners providing learning using digital resources and tools during presentations and learning activities.	Principal Lead Teacher Partners in Prevention Special Health Resources of East Texas Wellness Pointe	Increase in student knowledge about uses of digital resources and tools.			
					




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

**Performance Objective 1:** Pine Tree PACE will implement Social Emotional Learning (SEL) in the self-discipline program for 100% of assigned students.

**Evaluation Data Source(s) 1:** Documentation of SEL strategies  
Session Logs

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Teach and explore one new aspect of social emotional learning to students using the Collaboration for Academic, Social, and Emotional Learning (CASEL) framework.	Principal Lead Teacher Counselor	Students will learn new coping and life skills.			
2) Teach and explore one new aspect of social emotional learning to all staff using the Collaboration of Academic, Social, and Emotional Learning (CASEL) framework.	Principal Lead Teacher Counselor	Staff will be equipped with information to support students and teach new coping and life skills.			
					

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

**Performance Objective 2:** Pine Tree PACE Campus will provide restorative discipline opportunities for 100% of students assigned to the PACE Campus.

**Evaluation Data Source(s) 2:** Documentation Log; Point Sheets

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Student Talking Circles will be provided at minimum 2 times per week for student participation.	Principal Lead Teacher Restorative Lead Staff				
2) Students will be provided the opportunity to participate in restorative talking circles after transition to home campus at minimum once per grading period.	Principal Lead Teacher Home Campus Asst Principal Restorative Lead Staff				
					

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

**Performance Objective 1:** Pine Tree PACE Campus will provide 100% of assigned students with various leadership opportunities within the PACE Program and local school community based on individual interests.

**Evaluation Data Source(s) 1:** Documentation of provided opportunities.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Students will participate in leadership roles on the PACE Campus via: gardening, campus chores, Talking Circles, service projects, mentoring programs, etc.	Principal Lead Teacher	Increased leadership capacity for individual students.			
					

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

**Performance Objective 1:** Pine Tree PACE Campus will provide a minimum of two professional development opportunities for ongoing professional development for 100% of staff.

**Evaluation Data Source(s) 1:** Certificates/Documentation of professional development training.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Staff will choose to attend professional development specific to subject area and/or another area of interest.	Principal	Increased knowledge and skill set in specified area of professional development.			
2) All staff will facilitate a learning session based on the knowledge gained from professional development sessions.	Principal	Staff will share knowledge gained with peers to strengthen the PACE program.			
					

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

**Performance Objective 2:** Pine Tree PACE Campus will ensure that 100% of staff have a minimum of two opportunities to participate in leadership roles within the school, the district, and local community.

**Evaluation Data Source(s) 2:** Documentation of leadership performance.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Committee memberships will be made available to each staff member within the campus and/or district.	Principal	Staff will gain capacity for leadership and input in affecting positive growth on the campus and in the district.			
2) All staff will have a leadership role on the PACE Campus using their individual talents and skills.	Principal	Staff will use their talents and skills to strengthen the PACE Programs.			
