

Pine Tree Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



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

The district total enrollment as of 2014-2015 TAPR report was 4,622, an decrease of 2 students from the prior year. The ethnic breakdown consists of: 20.8% African American, 29% Hispanic, and 46.3% White. There was a slight increase in both the African American and Hispanic subgroup while there was a slight decrease in the White subgroup. The district's economically disadvantage population increased to 61.7% in 2014-2015 from 60.7% in 2013-14. English Language Learners (ELL) increased by 0.6% to 14.7% and at-risk students increased to 51.3%. The district's enrollment by program for the 2014-15 include: Bilingual education (12.5%), Career & Technical Education (28.6%), Gifted & Talented (5.2%), and Special Education (8.3%). All program enrollment increased from the previous year with the exception of CTE, which declined .3%.

Student enrollment numbers have fluctuated over the past five years. In 2010-11, the student enrollment was 4,724; in 2011-12, the student enrollment was 4,711; in 2012-13, the student enrollment was 4,603; in 2013-14, the student enrollment was 4,624; and in 2014-15 the student enrollment was 4,622.

The district's attendance rate has remained consistent over the past four years: 95.2% (2010-11) 95.6% (2011-12), 95.4% (2012-13) and 96% (2013-2014). The dropout rate for grades 9-12 declined for three years, however, it increased during the 2013-2014 school year: 1.2% (2010-11), 0.6% (2011-12), 0.4% (2012-13), and 0.8 (2013-14)

Demographics Strengths

Increased student diversity in PTISD.

In the 2016-2017 school year, PTISD is reconfiguring their elementary and intermediate campuses. This will provide a more even distribution of ethnicity between campuses according to the work conducted by a demographer. This will also lessen the number of transitions from one campus to another for students.

The teacher/student ratios were very good allowing students more access to the teacher for support and learning.

Demographics Needs

Provide staff professional learning on high yield instructional strategies that are student centered to increase student engagement.

Staff demographics are not representative of student demographics.

Offer Spanish classes for teachers to learn the Spanish language in order to better communicate with the Spanish speaking students and parents.

Due to the growing number of low socioeconomic students, poverty training and cultural awareness training is needed to provide teachers tools to work effectively with the students.

Student Achievement

Student Achievement Summary

2016 STAAR Reading data reveals that an academic achievement gap exists between special education (34%), English Language Learners (ELL) (46%), and African American students (53%). The District's overall passing percentage on Reading is 68%.

2015 STAAR Reading data reveals that an academic achievement gap exists between white students and other student sub-populations including African American, Hispanic, ECD, SPED, and ELL. The lowest performing student sub-population is SPED with 43% passing in Reading.

2016 STAAR Math data reveals that an academic achievement gap exists between the SPED (35%), ELL (55%), African American (58%), and other student sub-populations.

2016 STAAR Writing data reveals that special education students are the lowest performing student sub-population with only 37% passing; an increase of 6% points from the 2015 results. This sub-population is followed by ELL (42%), African American students (53%), and Hispanic students (57%)

2015 STAAR Writing data reveals that SPED is the lowest performing student sub-population with 31% of students passing compared to 72% of White, 59% of Hispanic, and 52% of African American.

2016 STAAR Science data reveals that SPED and ELL sub-populations are the lowest performing groups with 38% passing. The District's overall passing percentage in Writing is 62%.

2015 STAAR Science data reveals that SPED is the lowest performing student sub-population with 33% of students passing compared to 85% of White, 76% of Hispanic, and 57% of African American.

2016 STAAR Social Studies data reveals that ELL is the lowest performing student sub-population with 35% of students passing followed by SPED (48%) and African American (63%).

2015 STAAR Social Studies data reveals that SPED is the lowest performing student sub-population with 33% of students passing compared to 89% of White, 62% of Hispanic, and 62% of African American.

All campuses are increasing the percentage of students who are served in an inclusion model with the support of a professional or para-professional employee.

PTISD offers a transition program for existing PTISD students who were unsuccessful on the 8th grade STAAR. The students are classified ninth grade students and are enrolled into ExCEL. While in the transition program, students are working on freshmen level courses while the teachers are scaffolding

previously taught material/skills from the 8th grade. The program has been redesigned for the 2016-17 SY. The students will be housed on the ExCEL campus the entire year and continue to work with the two designated transition teachers as well as the ExCEL and PTHS teachers.

In an effort to focus on continuous school improvement, the CIA department and campus principals have a data cohort meeting after each local assessment is administered to deconstruct the achievement data. An instructional plan is developed with specific recommendations. The CIA department coordinators, in addition to campus personnel, provide additional support to teachers.

To provide additional support to the District's identified gifted and talented students, the district employed a K-4 GT specialist and a 5-10 GT specialist. The K-4 specialist works with homogeneously grouped GT students during a pull out program. The 5-10 GT specialist works directly with the GT ELAR teachers to effectively differentiate student work based on individual student needs. PTISD's goal for the GT students is for 90% of the students to score Level III: Advanced Academic Performance on all STAAR assessments.

The district also employs reading/math specialists and instructional coaches on designated campuses.

Student Achievement Strengths

2015 STAAR data reveals that PTISD and all campuses were rated as met standard.

The following distinction designations were earned by Pine Tree HS: Academic Achievement in Reading/ELA, Mathematics, Science, and Social Studies and Postsecondary Readiness. Distinction designations for 2016 have not been assigned at date of publishing this document.

The district has employed a reading specialist on Birch and Parkway Elementary campuses, Middle, and High School campuses to work directly with Tier II and Tier III students. The district has employed a math specialist at the Middle School to work with Tier II and Tier III students. The district also has instructional coaches in both reading and math to provide coaching support to instructional staff to design and deliver engaging student lessons and work on all campuses with the exception of PTHS.

The junior high and high school campuses have additional support utilizing a content mastery model to provide students with additional support. The Junior High campus has separated the reading and writing classes to allow students additional time to learn both areas.

PTISD funds and administers the PSAT exam to all sophomores as well as the Readistep assessment to all 8th grade students.

PTISD instituted the writing plans and the collection of student writing samples, portfolios, during the 2015-16 SY to distribute to subsequent teachers during the following school year.

PTISD will pay for student dual credit tuition and fees for the 2016-17 SY to increase both student achievement and diversity in these classes.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs.

These include SPED student achievement in all tested subjects; ELL student achievement in all tested subjects; Hispanic student achievement in Writing; African American student achievement in Reading, Math, Writing, and Social Studies.

A root cause for the academic achievement gap between sub-populations includes the development of skills to differentiate instruction, aligning methods and techniques to address diverse student needs. This is especially in the area of SPED academic achievement.

Individualized student instruction is needed to decrease the achievement gap that exists between student sub-populations.

At least two distinction designations need to be earned for each campus for the 2016 accountability year. These have not been assigned at date of publishing this document.

Implement an effective, systemic RtI process across the district.

The student enrollment in AP and dual enrollment courses are not representative of the District population.

The District offered summer learning programs above what the state requires for accelerated learning.

District Culture and Climate

District Culture and Climate Summary

Each year, the district conducts a climate survey of either the community or the district staff. In the Spring 2016, campus principals wrote and administered a campus climate survey and campus planning included the results from these surveys.

The district had to write a corrective action plan for Data Validation Monitoring-Discipline for SPED discretionary ISS and OSS placements.

The district offered a six week English class for native Spanish speaking parents during the Spring 2016. The district also provided day care during the classes to increase parent participation and attendance.

District Culture and Climate Strengths

The district has a consistent positive behavior support model, CHAMPS, that is utilized from PreK through 8th grade.

The district is implementing the OLWEUS Bullying Prevention Program at all campuses. The program allows for weekly student meetings to teach students how to proactively react to bullying situations.

All campuses implement positive behavior interventions to address student discipline concerns.

District Culture and Climate Needs

Continue to increase the utilization of positive reinforcement and restorative justice practices.

Restorative justice practice professional learning is needed for all staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PTISD has a mentor program for the zero based teachers called Anchor Academy. The academy meets more frequently during the first six weeks of school and includes assigning of a mentor, support from district administrators, and a book study. District administrators will work individually with the zero-based teachers by performing classroom walkthroughs and providing individualized feedback. On the primary, elementary, middle, and junior campuses instructional coaches are able to provide additional 'coaching' support regarding the classroom environment, classroom management, and instructional guidance in both the design and delivery phases.

The district has created and implemented a Leadership academy that met monthly during the 2015-16 SY. The Leadership Academy was open to anyone in the district regardless of job title in an effort to build leadership skills and qualities (capacity). An opportunity to shadow a leader of the participant's choosing is an integral part of the process. The Leadership Academy is also engaging in a book study, *Leaders of Learning*. The academy will be offered every other year.

Instructional Coaches (ICs) are an integral part of our professional learning program for teachers in grades PreK-8. PTISD employs instructional coaches in the areas of reading and mathematics. ICs in conjunction with curriculum coordinators and campus administrators participated in a three day, intensive Intentional Coaching Model provided by Learning Keys. Intentional Coaching will enhance the participant's knowledge and quality regarding instructional coaching focused on the high yield (Key) instructional strategies and the Ten Qualities of Engaging School Work.

All PTISD employees participate in an exit interview process noting specific reasons why they are leaving the district. This information is used to modify existing practices in an attempt to retain personnel.

Staff Quality, Recruitment, and Retention Strengths

PTISD has a mentoring program for campus teachers.

Continue to host a PTISD job fair in early spring in an effort to recruit personnel.

Staff Quality, Recruitment, and Retention Needs

Continue to strengthen the mentoring program to increase teacher capacity and improve retention.

PTISD staff are not representative of the student population. Approximately eighty-six percent of PTISD's teachers are white, 4.6% are African American, and 7.5% are Hispanic. Only 13.9% of PTISD's teachers hold graduate degrees. Approximately twenty-four percent of PTISD's teaching staff have between 11-20 years of experience. For the 2014-15 SY, PTISD has a 26.5% turnover rate for teachers compared to 16.6% at the state level.

Develop a strong recruitment and induction process that involves all district employees. Employ application screening and interview processes that include specific 'look fors'.

Expand the district's capacity for recruitment outside the regional area including out of state and out of country opportunities.

Build partnerships with local universities and colleges that offer undergraduate, educational degrees to recruit student teachers to PTISD.

Certified bilingual teachers continue to be an area of shortage for PTISD. Expand the district's recruitment efforts to our of state and out of country applicants.

Review the district's teacher pay scale to ensure that it is competitive in the Longview area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PTISD utilizes the TEKS Resource System as the curriculum management portal.

The bilingual classrooms, Prek-5, utilize the Gomez and Gomez dual language enrichment model.

The ELAR classrooms, Prek-4, utilize the Reader's and Writer's workshop framework to instruct both Reading and Writing.

Elementary math teachers have participated in aligning math strategies during both vertical alignment meetings during the school year and summer professional learning.

Teachers across the district collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement, and examining student work to ensure alignment in content, context, and cognition type of the student expectations in the TEKS.

The district has a thorough assessment calendar implementing a combination of curriculum based assessments (CBAs) and benchmark assessments to monitor student achievement. Local assessments are administered every nine weeks. Each campus has developed a schedule of teacher created common assessments.

Implementation of Data Walks results (data) into PLC conversations to increase student engagement and focus on research based instructional strategies. Focus PLC collaboration on student data, student work, and deconstructing the TEKS to ensure alignment of instruction, activities and student work to the TEKS.

Implementation of the Lead4Ward Academy for grades 5-12, ELAR teachers. Continue implementation of Reader's and Writer's workshop in grades PreK through 4 by offering professional learning sessions during the Spring 2015 semester and summer 2016.

Revision of the YAG in ELAR and Math focusing on the identified 'priority' TEKS, based on student achievement data.

Continue vertical alignment meetings in ELAR, Math, and Science to ensure alignment of TEKS, instructional strategies, and resources across all grade levels. Ensure that vertical conversations are communicated to all campus staff.

Continue the Learning Keys professional learning throughout the year focused on intentional coaching, RtI, research based instructional strategies, and student motivation strategies.

In all core content areas, common formative assessments and curriculum based assessments will be designed prior to a unit of study to ensure teachers design

lessons aligned with the content, context, and cognition of the TEKS being taught.

Curriculum, Instruction, and Assessment Strengths

The district curriculum coordinators reconfiguration to elementary ELAR/SS and Math/Science coordinators and secondary ELAR/SS and Math/Science coordinators. This reconfiguration allows coordinators to work with campus staff on designing instruction and student work aligned to the TEKS' content, context, and cognition.

Principal data cohort meetings ensured a focus on curriculum based, common formative, and STAAR assessment data to improve instruction across the campus. Attendance and individual teacher data was discussed and specific areas of need were addressed.

Curriculum coordinators wrote content curriculum based assessments to ensure alignment to the TEKS and the rigor of the STAAR. They also completed data walks and walk-throughs to gain an understanding of individual teacher and campus curriculum and instruction needs. This information was utilized during PLC collaboration discussions, to determine professional learning needs, and discuss with campus administrators and instructional coaches.

Writing plans were developed and implemented district-wide to ensure consistent writing in all grade levels, including writing portfolios which moved to the subsequent grade level with student.

The district developed the PTISD design and delivery protocol to guide the planning process and discussion during the 2016-17 SY. The protocol connects the 'Big Four PLC Questions', Backwards Design, and Learning Keys professional learning. The content coordinators are customizing the IFD's to include released assessment items and district/campus resources as a result of the ELAR/Bilingual/ESL curriculum management audit from October 2015.

Curriculum, Instruction, and Assessment Needs

Ensure alignment between the written, taught, and tested curriculum in all core content subject areas.

PTISD needs a consistent math, instructional framework/structure across the district to ensure alignment across grade levels and alignment of the teaching/learning to the TEKS.

Ensure alignment between the written, taught, and tested curriculum in all core content areas.

Continue training across the district to ensure all teachers have a deep understanding of how to implement the research-based instructional strategies that are key to effective teaching and learning and ensure improved student achievement.

Family and Community Involvement

Family and Community Involvement Summary

The district will host English language classes to the bilingual parents in an effort to increase their English verbal and written skills.

The district hosts campus meet the teacher nights, fall and spring curriculum nights, GT parent nights, Spring semester Innovation Showcase, College Readiness Series, digital citizenship, and transition and campus orientation meetings for parents and students.

Dyslexia parent meetings are scheduled to discuss dyslexic characteristics, the dyslexia identification process and tips to help their identified dyslexic students.

A parent special education training is offered a minimum of one time a year in the spring semester. This meeting is scheduled to provide parents with information related to disabilities, community resources, and resources that can be used in the home.

Family and Community Involvement Strengths

PTISD utilizes School Messenger, district, campus, and teacher websites, and campus newsletters to communicate district/campus/classroom activities.

PTISD offers parent and student information in more than one language and for all programs in the district. In addition, the district uses Remind101 and Twitter to communicate.

The district employed a translator to translate district and campus documents as well as district/campus meetings.

The district welcomes community volunteers at all campus functions. The elementary campuses has volunteers to work with individual students on reading skills (Literacy Army).

Family and Community Involvement Needs

Increase parental participation to academic meetings at the secondary campuses.

Continue to increase community and district partnerships and utilize the community resources offered to the district.

District Context and Organization

District Context and Organization Summary

Each campus has a designated leadership team consisting of grade level, lead teachers that meet regularly with the campus principal. This allows for two-way feedback regarding campus happenings and decision making. Most campuses meet weekly with their staff during faculty meetings. Other campuses have once a month faculty meetings. Each campus has a campus improvement committee that meet periodically to review student academic achievement, the progression of the campus plan, and provide feedback regarding subsequent year's improvement planning.

CHAMPS and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program.

All campuses will designate a Response to Intervention (RtI) task force to plan, implement, and evaluate both the campus and district's RtI program.

District Context and Organization Strengths

The district meets often with campus principals as a group and individually to gather information regarding campus needs related to human capital and instructional/curriculum concerns. The curriculum coordinators work with campus staff on a daily basis.

District Context and Organization Needs

Instructional planning and collaboration time during the regularly scheduled school day for all campuses.

Technology

Technology Summary

PTISD will integrate technology to enrich the curriculum and expand learning opportunities for all students. The district will also provide state of the art technology that assists students in the acquisition and dissemination of knowledge and skills. The district purchased digital devices for all 9th-12th grade students during the 2014-15 SY and will expand the 1:1 initiative to grades 7-8 during the 2016-17 SY. The district will also increase the number of iPad carts at the middle school campus and five iPads per classroom in grades Prek-4.

As part of the five year professional learning plan, the instructional technology coordinator in collaboration with campus designees will provide support and professional learning opportunities regarding the SAMR model of technology integration as well as basic technology usage. Students beginning in kindergarten have computer classes built into their weekly schedules. The intermediate, middle, and junior high campuses have a limited number of iPad carts for teacher check-out to use during instruction.

Technology Strengths

One-to-One initiative at PTHS and PTJH.

Purchase of keyboards for the MS, JH, and HS campuses to use with the iPads.

Purchase of iPads for the primary and elementary campuses.

New laptops for professional staff across the district.

Virtualized student computer labs across the district.

Technology technicians helping staff more efficiently and in a timely manner.

Effective technology infrastructure across the district.

Technology Needs

Updated LED projectors, cabling, and sound for all classrooms across the district.

Update student computers in the classroom with virtual desktops

Provide training for all levels for basic 'How To's', technology updates, and expectations.

Improve the technology infrastructure backhaul for additional owned fiber with higher capacity for future growth.

Improve server infrastructure for capacity of growth.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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: All student groups will meet and/or exceed the state average percentage passing for each each STAAR/STAAR EOC grade level and subject.

Evaluation Data Source(s) 1: STAAR data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.</p>	9	Campus Administrators; CIA Department; Reading & Math Specialists; Instructional Coaches; Academic Dean	Local and State Assessment Data			
Funding Sources: 211- Title I Funds - \$185520.00, 211- Title I Funds - \$294210.00, 163- Comp Ed Funds - \$4590.00, 163- Comp Ed Funds - \$3000.00, 164- High School Allotment - \$1500.00, 199 - General Funds - \$365.00, 199 - General Funds - \$5000.00, 163- Comp Ed Funds - \$10694.06, 163- Comp Ed Funds - \$38780.00, 163- Comp Ed Funds - \$35430.00, 163- Comp Ed Funds - \$87025.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The district will identify, monitor, and support the performance of at-risk and/or RTI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.</p>	9	Campus Administrators; Reading & Math Specialists; Instructional Coaches; Academic Dean; CIA Department	Common Assessment Data; Running Record Data; Numeracy Data; Benchmark Data; CBA Data; STAAR Data			
Funding Sources: 211- Title I Funds - \$185520.00, 211- Title I Funds - \$294210.00, 199 - General Funds - \$12587.00, 211- Title I Funds - \$56552.65, 211- Title I Funds - \$87950.00, 211- Title I Funds - \$37491.00						

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>3) Increase writing instruction at all grade levels by creating student portfolios.</p>	2	Campus Administrators; Teachers; Instructional Coaches; CIA Department	Writing Assessments (State, Local, and Classroom); State longitudinal data; Writing Portfolios			
<p align="center">Critical Success Factors CSF 1</p> <p>4) Achieve at least two Distinction Designation Awards per campus based on STAAR performance in Reading and Mathematics. Achieve the Postsecondary Readiness Distinction Designation Award for the District.</p>	1	Campus Administrators; CIA Department; Teachers	STAAR Data; TAPR report; Accountability Data			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Support, monitor the implementation, and evaluate the effectiveness of special programs district-wide. Special programs including dyslexia, advanced academics, bilingual, and English as a Second Language (ESL).</p>	2, 9	Campus Administrators; Teachers; CIA Department	PBMAS Data; TAPR Report; Program Reviews (Fidelity checks); Student Data (Local and State)			
Funding Sources: 199 - General Funds - \$365.00, 163- Comp Ed Funds - \$995884.66, 163- Comp Ed Funds - \$152635.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Integrate technology programs into the curriculum for Tier III Math and Reading support for identified students.</p>	9	CIA Department; Technology Department; Campus Administrators; Assistant Superintendents; Superintendent	Program User Reports; Individual Student Performance Reports; Local and State Assessment Results			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Identify and monitor Pre-Kindergarten students at-risk for learning difficulties.</p>	7, 8, 9	Campus Administrators; Instructional Coaches; Teachers; Elementary ELAR Coordinator; Elementary Math Coordinator	Running Record data; Numeracy data			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) Train and support administrators and teachers on high yield instructional strategies to use in the regular education classrooms to support struggling learners and provide instructional differentiation.</p>	2	Campus Administrators; Instructional Coaches; Math Specialist; Reading Specialist(s); CIA Department; SPED Department; Behavior Specialist	Referral (Rate) Data; Discipline Data; PEIMS Data; Assessment Data			

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>9) Conduct Principal Cohort Data meetings after each CBA and Benchmark assessment to track individual student and sub-population progress utilizing DMAC. Create and maintain data spreadsheets for each campus.</p>	8, 9	Campus and District Administrators; CIA Department Coordinators; Teachers	Campus Data Room Results; Individual student assessment results			
<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: PTISD will increase the student attendance rate from 95.66% in 2015-16 to 97% in 2016-17.

Evaluation Data Source(s) 2: PEIMS Data (Attendance), State Reports

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Treat truancy as a detriment to student success and adhere to PTISD's attendance policies/guidelines and verify students' residency in a timely manner.</p>	6, 10	Campus Administrators; Director of Student Services; Campus Attendance personnel; Registrars; Teachers	Enrollment Data; Student Transfer data; PEIMS/Attendance Data, Discipline Data			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue student attendance incentives and awards at each campus.</p>	6, 10	Campus Administrators; Director of Student Services; Campus Attendance personnel; Registrars; Teachers	Enrollment Data; Student Transfer data; PEIMS/Attendance Data; Incentive award results (how many, how often, how students receive awards)			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Utilize telephone calls, Skyward, letters, and home visits for excessive absenteeism and tardiness. Involve the SRO and Truancy Officer when appropriate.</p>	6, 10	Enrollment Data; Student Transfer data; PEIMS/Attendance Data Discipline Data; SRO; Communications Director; Director of Student Services	Enrollment Data; Student Transfer data; PEIMS/Attendance Data; Discipline Data; parent surveys			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Continue to research and locate student leavers and maintain accurate documentation of student leaver status. Train administrators on PEIMS coding.</p>	6	Campus Administrators; Assistant Superintendent; Director of PEIMS; Campus Registrars	PEIMS data			






<p align="center">Critical Success Factors CSF 1</p> <p>5) Support students through pregnancy related services with homebound instruction.</p>	10	Campus Administrators; Assistant Superintendent; Director of PEIMS; CIA Department, Homebound Teacher	PEIMS attendance data; individual academic data for students; Assessment results (state and local)			
<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 3: The number of students performing at Level III: Advanced Academic Performance on all STAAR/STAAR EOC assessments across all tested grades and student groups will increase by 15%.

Evaluation Data Source(s) 3: STAAR Data, State reports

Summative Evaluation 3:

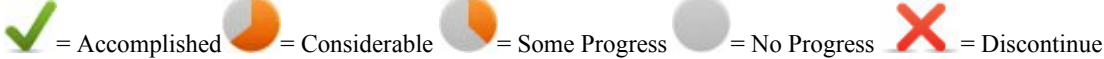
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Continue to provide training regarding depth and complexity to GT/AP teachers in an effort to increase the number of GT/AP students achieving Level III: Advanced Academic Performance on all STAAR assessments. Ensure all Pre AP and AP teachers attend AP training every other year.</p>	4	Campus Administrators; GT Specialists; Director of Assessment, Accountability, and Advanced Academics; GT designated Teachers	STAAR results; Local Assessment results (to determine if we are on track for this goal)			
Funding Sources: 255- Title II Funds, 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Continue the GT pull-out program in grades K-4 and homogeneously grouped ELAR classes in grades 5-11, that are structured to provide advanced learning opportunities for identified gifted learners. Add Problems and Solutions elective at Pine Tree High School for 11th and 12th grade GT students.</p>	3, 8	Campus Administrators; GT Specialists; Director of Assessment, Accountability, and Advanced Academics; GT designated Teachers	Data reflecting number of GT students Identified (PEIMS data); STAAR results; Local Assessment results; graduation rates and results			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 1: PTISD will increase the College-Ready Graduates in both Math and English Language Arts from 51% in 2014-15 to a minimum of 70% in 2016-17.

Evaluation Data Source(s) 1: TAPR report for the class of 2014

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Fund and administer the PSAT exam to all sophomores and Readistep to all 8th grade students in the district.</p>	8	Campus Administrators; Director of Assessment, Accountability, and Advanced Academics; Teachers; CFO; CIA Department; Counselors	SAT results			
Funding Sources: 199 - General Funds						
2) Fund and administer the TSI to Pine Tree High School students.		Lead Counselor; Academic Dean; Director of Assessment, Accountability, and Advanced Academics	Number of TSI assessments administered Individual student scores on the TSI assessment			
Funding Sources: 199 - General Funds						
						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 2: Improve the district 4-year longitudinal graduation rate from 94.7% to 99%; Hispanic graduation rate from 91.5% to 96%; White graduation rate from 96% to 99%; Special Education graduation rate from 86.4% to 95%; Economically Disadvantaged graduation rate from 94% to 97% and the African American graduation rate from 94.1% to 96%. This data is from the 2014-15 TAPR report.

Evaluation Data Source(s) 2: TAPR report

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) Monitor attendance of at-risk students and sub-populations and examine retention rates of students at each grade level.</p>	1, 2	Campus Administrators; Assistant Superintendent of Student Services; Campus Attendance personnel; Registrars; Teachers	PEIMS/Attendance Data; Discipline Data; Graduation Rate; PBMAS; TAPR			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Utilize Edgenuity software to provide opportunities to earn course credit and provide individualized instruction for at-risk students.</p>	9	PTHS and ExCEL campus administrators and teachers; Lead Counselor	Retention Rate, Graduation Rate			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 5</p> <p>3) Continue to offer the College & Career Readiness Series to all high school students throughout the school year.</p>		Lead Counselor; Director of Student Services; Principal	College & Career Readiness Series calendar of meetings; meeting agendas; meeting sign in sheets			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 3: Increase the Advanced Course/Dual Enrollment Completion from 29.1% to 30% districtwide. This data is from the 2014-15 TAPR report.

Evaluation Data Source(s) 3: TAPR report

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Develop systems and methods to increase diversity throughout all student organizations and advanced/dual credit courses. (i.e. PTISD paying for student tuition and fees associated with dual credit during the 2016-17 SY).</p>	2	Campus Administrators; Assistant Superintendent; CIA Department; Community Relations Department; Teachers	The number of students taking the AP assessments and the passing rate on the AP exams; the number of students competing at advanced levels of UIL competition			
Funding Sources: 199 - General Funds						
						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 4: Increase the number of graduates graduating on an advanced graduation plan from 82.1% districtwide to 85% (longitudinal). This data is from the 2014-15 TAPR report.

Evaluation Data Source(s) 4: Based on TAPR report and new graduation plan information (HB 5).

Summative Evaluation 4:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Identify and monitor business/industry and educational opportunities that are available to Career and Technical Education (CTE) students and implement strategies that will prepare students for those opportunities. Investigate the expansion of new CTE programs and courses.</p>	8, 10	Campus Administrators; Assistant Superintendent; CIA Department; Community relations department; Teachers	PEIMS data; Course enrollment data; Individual student results in courses			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 5: Increase the SAT and ACT scores by 1%.

Evaluation Data Source(s) 5: SAT and ACT results

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Promote the SAT and ACT instructional courses and promote students taking the practice exams.</p>	8	Campus Administrators; Director of Assessment, Accountability, and Advanced Academics; Teachers; Curriculum Department; Counselors	SAT and ACT results			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pine Tree ISD will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 6: Increase STEAM, science, technology, engineering, arts, and mathematics, opportunities for all students in all grades.

Evaluation Data Source(s) 6: Number of participating students per grade level across the district; increased student participation in robotics competitions

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide robotics opportunities at all campuses for all students and provide professional learning opportunities for 1-4 teachers concerning instructional practices that enhance student engagement; i.e. cooperative learning, project based learning (PBL), and Engineering design processes.</p>	1, 2, 3, 4	Assistant Superintendent; Curriculum Coordinators; Principals; and teachers	Increased number of participating student per grade level; increased student participation in robotics competitions; data walks data focused on instructional strategies			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: Pine Tree ISD will provide a safe and orderly school climate that is conducive to student learning.

Performance Objective 1: Decrease student discipline referrals by 10% districtwide.
 Data Walks data report: Increase the classroom safe environment from 93.9% to 100%

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.</p>	2	Campus Administrators; Assistant Superintendent; Campus Staff (teachers, paraprofessionals, etc.)	PEIMS data for Discipline; PBMAS report; TAPR report			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Utilize character education programs in grades K-6 to improve discipline and student character.</p>	2	Campus Counselors; Lead Counselor; Campus Administrators	Increase student involvement in schools (increase in extra curricular, clubs, UIL, etc.); reduction in discipline referrals; increased attendance (PEIMS data)			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 3</p> <p>3) Provide CHAMPS/Safe and Civil Schools training to PreK-8 teachers.</p>	1, 2, 4	Campus Administrators; Special Programs Coordinator; Safe and Civil Schools Consultant	Discipline Data; Observation of CHAMPS on campuses; improved classroom behavior and participation (Learning Keys Data Walk Information); RTI results, Data on Special Education Referrals			
Funding Sources: 199 - General Funds, 255- Title II Funds						
<p>Critical Success Factors CSF 6</p> <p>4) Continue to monitor security equipment on all campuses. Continue to evaluate campus security processes and procedures and adjust equipment as needed.</p>	2	Campus administrators; SRO; Assistant Superintendent; Director of Technology; Director of Facility Services; CFO	Campus Data (reduction in campus crime); Discipline Reports (reduction of behavior concerns and data used from recordings to implement the student code of conduct)			

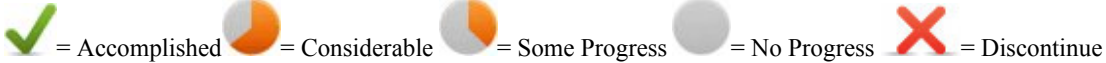
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Develop appropriate strategies to reward positive student behavior.</p>	2, 7	Campus administrators; LSSPs; Behavior specialist; Teachers; Diagnosticians; Coordinator of Special Programs	Reduced Discipline Referrals; State and Local Assessment Success Increase; PEIMS Data; TAPR report; PBMAS report			
Funding Sources: 199 - General Funds						
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Continue to support students with behavioral challenges. Develop and Implement the RtI behavior plan for the district.</p>	7, 9	Campus Administrators; Coordinator of Special Programs; Behavioral Specialist	RTI data; Reduction in special education referrals; reduction in discipline referrals			
Funding Sources: 199 - General Funds						
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>7) Continue to train staff on the District Emergency Plan.</p>	2	Assistant Superintendent	Campus Plans; Data reflecting positive results during an emergency situation and during drills			
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 6</p> <p>8) Institute classroom meetings districtwide, once a week, to reduce bullying incidences amongst students (reference the Olweus Program)</p>	2	Campus Administrators; Lead Counselor; Campus Counselors; Teachers	Reduction in reports of bullying; Agenda and Sign in sheet; reduction in discipline referrals; reduction in parent complaints			
Funding Sources: 199 - General Funds						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Pine Tree ISD will provide a safe and orderly school climate that is conducive to student learning.

Performance Objective 2: Reduce violent and illegal drug use amongst students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Continue to participate in Red Ribbon week activities and host special programs presented (Adopt a School) during the school year related to drug and alcohol abuse.</p>	6, 10	Campus Administrators; Campus Counselors; Lead Counselor; Community Resource Coordinator	Reduction in discipline referrals; reduction in the student incarceration rate			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Continue to build relationships between the district staff and community agencies associated with reducing drug use and violence.</p>	1, 2, 4, 6	Campus administrators; Campus Counselors; Teachers	Increased involvement of agencies at PTISD campuses; increased involvement of district staff at community functions			
Funding Sources: 199 - General Funds						
						

Goal 3: Pine Tree ISD will provide a safe and orderly school climate that is conducive to student learning.

Performance Objective 3: Increase student awareness of behavior expectations and the consequences of misbehavior.

Evaluation Data Source(s) 3: Signed Handbook Receipts, Behavior contracts, social groups, decreased discipline referrals

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Integrate activities/lessons to support the counseling staff with the implementation of interventions related to violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution, and safety.</p>	2, 6, 10	Campus Administrators; Campus Counselors; Lead Counselors	Reduction in student discipline referrals and criminal activity; increased academic success (state and local assessment data); PEIMS discipline data			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Support students diagnosed with autism and teachers of autistic students.</p>	4, 5, 7	Campus Administrators; Director of Special Education; Behavioral Specialist; LSSPs; Teachers	Increase in the number of inclusion students; PBMAS; TAPR report; Counseling Notes; Student individual IEPs; District based Autism Training			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: Pine Tree ISD will promote parent, school, and community relationships that foster increased student achievement.

Performance Objective 1: Increase parental and community involvement on every campus by 50%.

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Offer an English language class to our Bilingual parents to increase their English oral and written skills.</p>	6	Special Programs Coordinator; Campus Administrators; Bilingual Teachers	Class sign in sheet; parent survey			
<p>Critical Success Factors CSF 5</p> <p>2) Improve attendance for all parents and community members at Meet the Teacher, Open House, Family Nights, Campus Transition/Orientation Meetings, Innovation Showcase, Curriculum Nights, and other district sponsored events.</p>	6, 7	Campus Administrators; CIA Department; Assistant Superintendent of CIA	Sign in sheets from each event; agenda from each event			
<p>Critical Success Factors CSF 5</p> <p>3) Notify parents via various media outlets including, but not limited to, Twitter, district website, teacher/campus websites, Instagram, etc. regarding district events and student opportunities.</p>	6	Campus Administrators; Director of Communications and Public Relations	Parent survey; copy of parent communication sent home via email or mail; log of media communication and/or telephone communication; printed social media communication			
<p>Federal System Safeguard Strategy Critical Success Factors CSF 5</p> <p>4) Host GT Parent meetings in the Fall and Spring semesters to discuss program arrangements, service models, nomination, and testing protocols.</p>	6	Director of Assessment, Accountability, and Advance Academics; GT Specialists; Academic Dean	Agenda and sign in sheets; parent feedback; parent survey			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 5</p> <p>5) Provide a College Readiness Series for parents and students in grades 8-12 to include information regarding SAT/ACT workshops to increase student success on College Readiness Assessments and opportunities for state and national acknowledgements.</p>	2, 6	Director of College Career Readiness & Digital Learning; Lead Counselor; Campus Counselors; Campus Administrators	Agenda and sign in sheets; parent feedback; parent survey			

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> <p>6) Provide information to students and parents, to increase participation, regarding course offerings and campus programs/organizations (i.e. Title I; CTE programs, Fine Arts, UIL, etc.) through parent communication in the form of parent meetings, letters, and phone calls.</p>	6, 7	Campus administration; Campus Counselors; Curriculum Department; Communication Director	District Parent Involvement Compact; PEIMS data collection; Program participation data; Retained copies or logs of communication provided			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Pine Tree ISD will provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

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

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) The district will update a three-year professional development/learning plan based on the results of the curriculum management audit for all district employees that supports increased student achievement.</p>	3, 4	CIA Department; Campus Administrators	Agendas; Sign In Sheets; PEIMS data; Assessment data (local and state); PBMAS; TAPR report all reflecting improvement in the areas trained, complying with the recommendations of the curriculum audit, updated curriculum management plan			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.</p>	4	Campus administrators; Para-professionals; Teachers;	Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results)			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Support the Gomez and Gomez Dual language implementation in the bilingual program by conducting fidelity checks and professional learning for our Bilingual teachers and para-professionals. Work with the bilingual teachers to integrate Reader's and Writer's workshop into the Gomez and Gomez model of instruction.</p>	9	Special Programs Coordinator; Bilingual Teachers; Bilingual Para-professionals; Campus Administrators	Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results)			
Funding Sources: 255- Title II Funds						


<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.</p>	1, 4	Special Programs Coordinator; Teachers; Campus Administrators	Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results); PBMAS; TAPR report			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Continue to utilize the Reader's and Writer's workshop framework, grades K-4, during the English Language Arts & Reading block.</p> <p>Also continue to utilize the Lead4Ward academy for grades 5-12.</p>	4, 9, 10	Campus administrators; Instructional Coaches; Elementary ELAR/SS Coordinator; ELAR teachers	Walk through observation documentation; PLC agendas; Lesson Plans; PBMAS report; TAPR report; sign in sheets; agendas from trainings			
Funding Sources: 255- Title II Funds						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Continue to provide professional learning on vertical alignment, lesson design including deconstructing the state standards, Marzano's High Yield Instructional Strategies, and Schlechty's Design Elements.</p>	2, 4	Campus Administrators; CIA Department Coordinators; Instructional Coaches; Teachers; Academic Dean	Student assessment results (local and state), Walk through observation documentation, Data walk results, PLC agendas/notes, Lesson Plans, PBMAS report, TAPR report, sign in sheets, agendas from trainings			
Funding Sources: 255- Title II Funds						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Continue to provide professional learning to district administrators and teacher leaders in conducting classroom walkthroughs to increase student motivation, engagement, and achievement.</p>	2, 4	District and Campus Administrators; Teacher Leaders	Learning Keys sign in sheets; agendas; data walk reports; Summaries of data walk documentation results; improved academic performance per state and local assessment results; PBMAS report; TAPR report			
Funding Sources: 211- Title I Funds - \$1200.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Pine Tree ISD will integrate technology to enrich the curriculum and expand learning opportunities for all.

Performance Objective 1: Improve technology knowledge and skills for all PTISD staff to increase integration into instructional practices.

Evaluation Data Source(s) 1: Professional development results; regular instructional design and delivery integrated with technology

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue to provide technology professional learning sessions to increase teaching staff competency to include Foundational, Online, and Multimedia Skills as well as Digital Citizenship.</p>	4, 5	Director of College and Career Readiness & Digital Learning	Sign in sheets; Agendas from training opportunities provided; BrighBytes survey results; Lesson Plans; teacher technology competencies			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Continue to increase the technology access according to the PowerOnPT technology, three- to five-year plan by going one to one at the junior high and adding additional carts to the middle school. Additional Ipads will be added to the PK-4 classrooms.</p>	3, 4, 5	Curriculum and Instruction Department, Technology Department, Superintendent, Assistant Superintendent of Curriculum and Instruction	Sign in sheets, Agendas from training opportunities provided, BrighBytes results, Lesson Plans, increased access to technology devices			
						

Goal 7: Pine Tree ISD will recruit, develop, and retain exceptional, highly-motivated staff to optimize student engagement and learning.

Performance Objective 1: Reduce the instructional staff resignation rate by 10%.

Evaluation Data Source(s) 1: Exit Interviews; Teacher Retention Data Collection

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Continue the Anchor Academy, a mentoring program for all first year teachers.</p>	3, 4, 5	Curriculum and Instruction Department, Human Resources Department, Campus Administrators	Sign in Sheets; Agendas; Instructional Results PBMAS and TAPR report; Assessment results (state and local); retention rate of new teachers; exit interviews; documentation of highly qualified core content area teachers			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Monitor the bilingual program in terms of staffing, training, and recruitment of highly qualified, bilingual teachers.</p>	1, 3, 4	Human Resources Department; Special Programs Coordinator; Campus Administration; CIA Department	Sign in Sheets; Agendas; Instructional Results PBMAS and TAPR report; Assessment results (state and local); Retention rate of bilingual teachers; Exit interviews; District Highly Qualified Status Report			
<p>3) Continue to attend college/university recruitment fairs and host a PTISD job fair.</p>	5	Human Resources Department; Assistant Superintendent	Sign in Sheets; Number of Participants that attend PTISD job fair; Number of employees hired as a result of attending PTISD job fair			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Implement a leadership academy to effectively grow and mentor new district and campus level administrators.</p>	4, 5	Superintendent; Assistant Superintendents; Campus Administrators, CIA Department; CFO	Agenda; Sign in Sheets; Number of participants			
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
1	1	2	The district will identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.
1	1	3	Increase writing instruction at all grade levels by creating student portfolios.
1	1	5	Support, monitor the implementation, and evaluate the effectiveness of special programs district-wide. Special programs including dyslexia, advanced academics, bilingual, and English as a Second Language (ESL).
1	1	6	Integrate technology programs into the curriculum for Tier III Math and Reading support for identified students.
1	1	7	Identify and monitor Pre-Kindergarten students at-risk for learning difficulties.
1	1	8	Train and support administrators and teachers on high yield instructional strategies to use in the regular education classrooms to support struggling learners and provide instructional differentiation.
1	1	9	Conduct Principal Cohort Data meetings after each CBA and Benchmark assessment to track individual student and sub-population progress utilizing DMAC. Create and maintain data spreadsheets for each campus.
3	1	2	Utilize character education programs in grades K-6 to improve discipline and student character.
3	1	3	Provide CHAMPS/Safe and Civil Schools training to PreK-8 teachers.
5	1	1	The district will update a three-year professional development/learning plan based on the results of the curriculum management audit for all district employees that supports increased student achievement.
5	1	2	The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.
5	1	3	Support the Gomez and Gomez Dual language implementation in the bilingual program by conducting fidelity checks and professional learning for our Bilingual teachers and para-professionals. Work with the bilingual teachers to integrate Reader's and Writer's workshop into the Gomez and Gomez model of instruction.
5	1	4	Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.
5	1	5	Continue to utilize the Reader's and Writer's workshop framework, grades K-4, during the English Language Arts & Reading block. Also continue to utilize the Lead4Ward academy for grades 5-12.

Goal	Objective	Strategy	Description
5	1	6	Continue to provide professional learning on vertical alignment, lesson design including deconstructing the state standards, Marzano's High Yield Instructional Strategies, and Schlechty's Design Elements.
5	1	7	Continue to provide professional learning to district administrators and teacher leaders in conducting classroom walkthroughs to increase student motivation, engagement, and achievement.
7	1	1	Continue the Anchor Academy, a mentoring program for all first year teachers.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
1	1	2	The district will identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.
1	1	3	Increase writing instruction at all grade levels by creating student portfolios.
1	1	5	Support, monitor the implementation, and evaluate the effectiveness of special programs district-wide. Special programs including dyslexia, advanced academics, bilingual, and English as a Second Language (ESL).
1	1	6	Integrate technology programs into the curriculum for Tier III Math and Reading support for identified students.
1	1	7	Identify and monitor Pre-Kindergarten students at-risk for learning difficulties.
1	1	8	Train and support administrators and teachers on high yield instructional strategies to use in the regular education classrooms to support struggling learners and provide instructional differentiation.
1	1	9	Conduct Principal Cohort Data meetings after each CBA and Benchmark assessment to track individual student and sub-population progress utilizing DMAC. Create and maintain data spreadsheets for each campus.
1	2	2	Continue student attendance incentives and awards at each campus.
3	1	5	Develop appropriate strategies to reward positive student behavior.
3	1	6	Continue to support students with behavioral challenges. Develop and Implement the RtI behavior plan for the district.
3	1	8	Institute classroom meetings districtwide, once a week, to reduce bullying incidences amongst students (reference the Olweus Program)
4	1	4	Host GT Parent meetings in the Fall and Spring semesters to discuss program arrangements, service models, nomination, and testing protocols.
4	1	6	Provide information to students and parents, to increase participation, regarding course offerings and campus programs/organizations (i.e. Title I; CTE programs, Fine Arts, UIL, etc.) through parent communication in the form of parent meetings, letters, and phone calls.
5	1	1	The district will update a three-year professional development/learning plan based on the results of the curriculum management audit for all district employees that supports increased student achievement.
5	1	2	The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.

Goal	Objective	Strategy	Description
5	1	3	Support the Gomez and Gomez Dual language implementation in the bilingual program by conducting fidelity checks and professional learning for our Bilingual teachers and para-professionals. Work with the bilingual teachers to integrate Reader's and Writer's workshop into the Gomez and Gomez model of instruction.
5	1	4	Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.
5	1	5	Continue to utilize the Reader's and Writer's workshop framework, grades K-4, during the English Language Arts & Reading block. Also continue to utilize the Lead4Ward academy for grades 5-12.
5	1	7	Continue to provide professional learning to district administrators and teacher leaders in conducting classroom walkthroughs to increase student motivation, engagement, and achievement.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
163 e 11 6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$64,472.23
163 e 11 6145	6145 Unemployment Compensation	\$1,268.20
163 e 11 6146	6146 Teacher Retirement/TRS Care	\$58,058.24
	6100 Subtotal:	\$123,798.67

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		\$365.00
1	1	1	Dyslexia Contracted Services for testing		\$5,000.00
1	1	2	DMAC Service Agreement		\$12,587.00
1	1	5	Dyslexia Supplies		\$365.00
1	2	2	Student Attendance Incentives		\$0.00
1	3	1	GT Resources		\$0.00
2	1	1	PSAT Assessments		\$0.00
2	1	2			\$0.00
2	2	2	Edgenuity Program		\$0.00
2	3	1	AP Assessments		\$0.00
3	1	3	Safe & Civil School Resources		\$0.00
3	1	5	Behavior Specialist		\$0.00
3	1	6	Behavior Specialist		\$0.00
3	1	8	OLWEUS Bullying Program Resources		\$0.00
3	2	2			\$0.00
4	1	4	GT Specialists		\$0.00
6	1	1			\$0.00
Sub-Total					\$18,317.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math & Reading Specialists		\$185,520.00
1	1	1	Instructional Coaches		\$294,210.00
1	1	2	Reading & Math Specialists		\$185,520.00
1	1	2	Instructional Coaches		\$294,210.00

1	1	2	Campus Title I supplies		\$56,552.65
1	1	2	Curriculum department consultants		\$87,950.00
1	1	2	Title I Travel for Title I designated campuses		\$37,491.00
5	1	7	Instructional Specialist Travel		\$1,200.00
Sub-Total					\$1,142,653.65
255- Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	GT Consultant		\$0.00
3	1	3	Safe & Civil School Consultant		\$0.00
5	1	3	Gomez & Gomez Consultant		\$0.00
5	1	5	Reader's/Writer's Workshop Consultant		\$0.00
5	1	6	Instructional Coaches		\$0.00
Sub-Total					\$0.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$4,590.00
1	1	1	Dyslexia Travel		\$3,000.00
1	1	1	Educational Aide/ Content Mastery at JH		\$10,694.06
1	1	1	SPED/Content Mastery Teacher		\$38,780.00
1	1	1	HS Reading Specialist		\$35,430.00
1	1	1	Transition Teacher Salaries		\$87,025.00
1	1	5	Bilingual Teacher/ESL Teachers		\$995,884.66
1	1	5	Dyslexia Teacher Salaries		\$152,635.00
Sub-Total					\$1,328,038.72
164- High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At risk Supplies at ExCEL		\$1,500.00
Sub-Total					\$1,500.00

	Grand Total \$2,490,509.37
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