

Pine Tree Independent School District

Pine Tree High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science



Mission Statement

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

Vision

Tradition of Excellence

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

Core Beliefs

We believe in:

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

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

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

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

Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

Demographics

The campus total enrollment for 2018-2019 is 1220 as of September 2018. The ethnic breakdown is 23% African American, 34% Hispanic, 36% White, and 4.5% Multi-Race.

The campus total enrollment as of the 2017-2018 PEIMS report was 1266 students. African American, Hispanic, and Multi-Race subgroups are increasing, while the White subgroup is decreasing.

	'17-'18	'16-'17	'15-'16	'14-'15
Total Enrollment	1266	1249	1255	1254
African American	23.5%	19.9%	20.6%	19.4%
Hispanic	34.5%	33.5%	30.6%	27.4%
White	36.8%	41.4%	43.7%	48.4%
American Indian	0.2%	0.2%	0.3%	0.3%
Asian	1.0%	1.2%	1.5%	1.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
Two or More Races	4.0%	3.7%	3.3%	3.0%
Economically Disadvantaged	51.4%	44.2%	48.8%	47.7%

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

Program Enrollment

	'17-'18	'16-'17	'15-'16	'14-'15
Bilingual Education	4.4%	3.4%	2.3%	2.3%
Career & Technical Education	92.2%	90.8%	92.1%	91.3%
Gifted & Talented	7.8%	8.7%	8%	7.8%
Special Education	8.1%	7.8%	8.5%	9.3%

Attendance and Dropout Rate

	'17-'18	'16-'17	'15-'16	'14-'15
Attendance Rate	95.1%	95.3%	95.3%	95.6%
Dropout Rate	0.4%	0.4%	0.4%	0.3%

Demographics Strengths

PTHS actively recruits a diverse population for involvement in all activities.

PTHS students (92.1%) are enrolled in CTE classes and represent all our students.

All ethnicities participate in extra-curricular activities.

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3: Our two or more ethnicity students missed the state target by one point in ELA/Reading. **Root Cause:** Students have significant deficits in literacy when they enter high school and specific interventions are needed.

Student Achievement

Student Achievement Summary

Student Achievement

In 2018, Pine Tree High School was rated as Met Standard. We are currently waiting on the information to determine if we received any Distinction Designations.

From the 2018 Accountability Summary, PTHS met the standard for each of the following:

Domain 1: Student Achievement

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

Domain 3: Closing the Gaps (ESSA Compliance)

Domain I - Student Achievement		85	Met Std	B				
STAAR Component (40%)	47	75	Met Std	C				
CCMR (40%)	59	89	Met Std	B				
Graduation Rate (20%)	99	95	Met Std	A				
Domain II - School Progress [The Domain II Overall Scale Score is the BETTER of Part A or Part B]					Best Scale Score: Domain I, Domain II-Part A	85	70%	59.5
Part A - Academic Growth	67	76	Met Std	C				
Part B - Relative Performance [To determine the Scale Score you will need the % EcoDis from above and the Part B Raw Score]	53	81	Met Std	B				
Domain III - Closing the Gaps	63	78	Met Std	C	Domain III Scale Score	78	30%	23.4
					Overall Score			83
					Overall Word Rating [Campuses Only]			Met Std
					Overall Letter Grade			B

2018 Performance Data

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

English I PTHS State

Approaches	66%	60%
Meets	44%	44%
Masters	2%	7%
English II PTHS State		
Approaches	65%	66%
Meets	46%	50%
Masters	5%	8%
Algebra I PTHS State		
Approaches	86%	83%
Meets	46%	56%
Masters	13%	34%
Biology PTHS State		
Approaches	87%	87%
Meets	55%	60%
Masters	15%	24%
US History PTHS State		
Approaches	90%	92%
Meets	67%	72%
Masters	35%	42%

In a simpler format, PTHS had the following percentages on the STAAR/End-of-Course Assessments:

English I - 66%

English II - 65%

Algebra I - 86%

Biology - 87%

U.S. History - 90%

English I performance data reveals that an academic achievement gap exists between ESL (14%), Limited English Proficient (LEP: 18%), Special Education (SPED: 28%), At-Risk (49%), and African American (52%).

English II performance data reveals that an academic achievement gap exists between Special Education (SPED: 0%), Limited English Proficient (LEP: 19%), ESL (20%), At-Risk (42%), African American (52%), and Economically Disadvantaged (53%).

Algebra I performance data reveals that an academic achievement gap exists between Special Education (SPED: 53%), ESL (57%), and Limited English Proficient (LEP: 61%).

Biology performance data reveals that an academic achievement gap exists between Special Education (46%), ESL (61%), and Limited English Proficient (LEP: 63%)

U.S. History performance data reveals that an academic achievement gap exists between Limited English Proficient (LEP: 38%), ESL (50%), and Special Education (SPED: 56%).

Our campus is continuing to increase the percentage of students who are served in an inclusion model with the support of a teacher or paraprofessional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities. PTHS analyzes student data from our new ninth graders to identify students who have historically shown trends of needing support both

academically and behaviorally. Students with below-level reading comprehension skills are identified and placed in a reading support class and a Literary Genres class to build the necessary tools and skills to make progress and increase reading comprehension skills. The students are placed in Literary Genres if they are at least three grade levels below in reading levels to give students time to improve their levels and grow as readers. Some of these students are also placed in a reading class to give Leveled Literacy Instruction (LLI). If a student was unsuccessful on the 8th grade math STAAR assessment, the student is placed in Algebra I and Strategic Learning for High School Math (SLHSM) and the most struggling students are placed in a SLHSM class.

Student Achievement Strengths

Student Achievement Strengths

2018 EOC data reveals that PTHS was rated as met standard and achieved the Designation Distinctions: Academic Achievement in Math and Academic Achievement in Science.

From the 2018 Accountability Summary, PTHS met the standard in Domain 1 Student Achievement, Domain 2 School Progress, and Domain 3 Closing the Gaps.

Algebra I scores were a strength for PTHS with an 86% passing rate which topped the state average of 83%.

PTHS scored above the state average in Algebra I and English I in "approaches."

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

PTHS had a graduation rate of 99%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Some students are performing below region and state percentages on the STAAR/EOC Assessments. **Root Cause:** Students have deficiencies in reading and/or math when they come to high school partly because interventions have not been consistent or successful.

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

Problem Statement 3: Many students are showing a lack of responsibility, motivation and interest in increasing their own student achievement. **Root Cause:**

Students have not developed the stamina to work through the challenges of mastering academic content.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

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

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

- PTHS All In - 21st Century Skills
 - Critical Thinking
 - Collaboration
 - Communication
 - Creativity

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

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

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

PTHS will have an increased focus for the 2018-2019 school year on:

Discipline

Performance

Retention of Quality Employees

School Culture and Climate Strengths

School strengths and employee points of pride:

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our campus would like for all students to learn to function with high standards of respect to each other and to staff members. **Root Cause:** Sometimes poor behavior has been allowed and has resulted in lower academic performance.

Problem Statement 2: PTHS would like for our students to be able to understand the importance of taking ownership for their learning. **Root Cause:** Students depend on constant reminders from teachers rather than learning to take initiative.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

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

For the 2018-2019 school year, 23 new staff members joined the PTHS staff and three of these were staff members already in the district. Six of the new teachers are considered zero-based in terms of experience. The zero-based teachers will have mentors and will have access at all times through mentorship, camaraderie, and community. Last year for the 2017-2018 school year, there were 15 new staff members.

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

Every PTHS staff member participates in professional development targeted to increase proficiency in their subject area. Some examples include iTeach with iPads, AP Institutes, Texas Industrial Vocational Association (TIVA), Lead 4ward, Learning Keys, TMEA and Art conferences. Future professional development will be based upon the needs identified in this improvement plan and will be provided by outside consultants, in-house teacher leaders, in-house administrators and instructional specialists. PTHS will provide ongoing, targeted, job-embedded professional learning.

PTHS will support learning and data analysis during the 2018-2019 school year in the collaborative planning times. Administrators attend the collaborative planning meetings to provide support and resources to teachers. The Assistant Principal positions help support the campus goal of student cooperation and improved academic performance. One of the Assistant Principals works directly with the CTE department overseeing daily CTE activity. The other high school administrators support the other teachers/departments.

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

Staff Quality, Recruitment, and Retention Strengths

- PTHS has great, experienced teachers to serve as mentors for our new teachers.
- All teachers have an administrator over their departments for support
- PTHS offers teachers a variety of training opportunities
- 100% of the professional staff and 100% of the paraprofessional staff have participated in high-quality professional learning during the past year
- Every core subject area has common planning times to accommodate PLC activities such as alignment of curriculum, lesson planning, scope & sequence alignment, data analysis and common assessment writing
- Administrators are accessible and receptive to teacher's needs and the need for consistent discipline
- Teachers are provided with ample opportunity to use and learn about digital classroom tools which can help increase efficiency and promote student learning.
- The latest TAPR 2016-17 report shows the following in terms of years of experience:

• Beginning teachers	9.9%
• 1 - 5 years	35.7%
• 6 - 10 years	15.5%
• 11 - 20 years	19.6%
• 20+ years	19.4%
- The TAPR report show that 54.5% of the PTHS staff has six or more years of experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The turnover rate for PTHS employees is high. **Root Cause:** Teachers leave for better opportunities and the pressure is extremely intense in the education field today.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

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

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

The district is working toward strong vertical and horizontal alignment to ensure district wide fidelity in curriculum and instruction practices. At the campus level, departments frequently meet to discuss curriculum delivery and methods, as well as strengths and weaknesses across grade levels and content areas.

Student progress is closely monitored by teachers, counselors and campus administrators. Assessment data are evaluated in collaborative planning meetings after each administration of curriculum based assessments. Reports generated using DMAC are implemented through this process. Discussions focus on closing gaps for low performing students, differentiation to support high achieving students, and future content planning based on the scope and sequence. Teachers participate in goal setting for increased student performance. In some instances, students participate in goal setting to track individual progress. Teachers and administrators consistently evaluate student

engagement. Intentional evaluation of student learning is done through informal and formal assessments. The goal is to ensure students are learning and making connections with complex concepts and are exposed to real-world, higher level thinking and understanding.

Campus assessments have been used in the form of common assessments and benchmarks. For the 2018-2019 school year, benchmarks will be used as a way to evaluate student progress as well as common assessments. The assessments are created by teachers from each of the subject areas. Data are evaluated within the collaborative planning meetings, and plans to address gaps and weaknesses are made. In 2018-2019, benchmarks will be administered prior to state testing. Assessments are closely aligned with the written and taught curriculum and include higher level thinking skills and multi-step processing. Readiness, supporting, and process standards are addressed in the assessments.

The campus would also like to purchase calculators so the calculators used for testing are the same calculators the students use on a daily basis.

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

Curriculum, Instruction, and Assessment Strengths

Pine Tree High School has identified the following strengths:

1. The focus and alignment of curriculum and instruction planning are more simplified this year
2. Our campus has learned effective lesson design so we are teaching the correct student learning objectives
3. Effective use of common assessments to evaluate gaps in learning to drive instruction
4. Planning occurs together in content teams to support student growth

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our plans for allowing teachers to teach must be simplified so their time is spent on instruction. **Root Cause:** Our systems had gotten so complicated that teachers were spending their time completing paperwork rather than being allowed to put their energy into the direct process of teaching and planning.

Problem Statement 2: PTHS needs to use informal and formal data to impact planning and instruction. **Root Cause:** Too many days were being used for testing and informal assessment was not being used effectively.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement

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

The campus has a website which will help students, families, and the community know about the events and programs offered by our campus. This website is a prime communication tool for our campus and some other means of communication include Twitter, Remind 101, and the Anonymous Alert App.

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

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

Parent and Community Engagement Strengths

In the area of Family Involvement PTHS strengths include:

- Pirate University
- Freshmen 101 Orientation
- Meet the Teacher
- Curriculum Night
- Homecoming Carnival
- PTHS Junior Night

- Digital Citizenship Trainings for Students and Teachers
- College and Careers Readiness Training
- Attendance Tracking
 - Automatic phone calls to parents notifying them of student absences
- Spring Innovative Showcase
 - District-wide event highlighting end products of student learning
 - Activities encouraging family fun and PTHS pride
 - Providing families with important information pertaining to post-secondary opportunities
- Financial Aid Nights
- Providing assistance to families in completing and submitting the FAFSA
- Pep Rallies
- Meet the Pirates Night
- Booster Club Meetings

In the area of Community Involvement PTHS strengths include:

- CTE Partnerships
 - Good Shepherd
 - Local Pharmacies
 - Westlake
 - Eastman
 - LeTourneau University
 - Kilgore College
 - UT Tyler
- Dual Credit Partnerships
 - LeTourneau University
 - Kilgore College
 - University of Texas at Tyler
 - TSTC
- Leadership Class, Clubs and Organizations, PALS

- Campus Blood Drive
- Campus Food Drives
- Coat Drives
- Participation in a variety of community service events - i.e. city park clean-up
- Mentorships with younger students
- Student extra-curricular involvement

Problem Statements Identifying Parent and Community Engagement Needs

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

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

School Context and Organization

School Context and Organization Summary

School Context and Organization

School Context and Organization Summary

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

Campus committees are organized to promote a positive school climate in areas such as Attendance, Discipline, Response to Intervention, Celebration Team, Campus Improvement Team, Crisis Team, etc.

The high school campus has a Principal, four Assistant Principals, and four Counselors who partner together to create systems and processes that support maximum student learning and quality instruction. The campus has lead teachers for the core subjects, CTE, Fine Arts, and Special Education to ensure that each department has input and a way to communicate ideas and needs. The campus partners closely with our special education department to use interventions that help students. PTHS also works to meet the needs of 504, GT, AP, CTE, and RtI students.

School Context and Organization Strengths

School Context and Organization Strengths

Variety of academic classes offered

Relationship building opportunities for staff and students

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

Our campus administrative team is highly involved in monitoring instruction on campus. The administrators are visible and make it a top priority to be in classrooms and in all areas of the campus. Content area collaborative planning meetings occur during common conference periods to discuss and analyze data and to review goals and objectives. Teachers have a voice and contribute to the decision-making process through the site-based committee, and through the content area collaborative planning meetings. Supervision schedules and duty rosters for administrators are generated within the administrative team. Students can eat breakfast before school and during second chance breakfast. Tutoring is presently available before and after school. Our school map shows teachers are grouped by department and are usually in close proximity to promote a sense of team and to support each other. Our office staff is friendly and welcoming to students, staff, and the community.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent interventions and at high school, the students cannot make the amount of growth necessary in one year. **Root Cause:** Appropriate interventions must be used consistently provided and used with specific purpose for individual students.

Technology

Technology Summary

Technology

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

Wireless access points were installed throughout the buildings to ensure uninterrupted web connectivity throughout campus for an estimated 5 wireless devices per user. The Technology Department, in combination with the PTISD Education Foundation purchased wireless keyboards for each English classroom to have a class set. These keyboards facilitate students as they type longer and more detailed compositions. The Technology Department also purchased a mass charging system for the PTHS Media Center so students could easily get a quick charge when needed. The PTHS Media Center upgraded its facilities to include several “cafe-style” high bar tables with multiple charging stations and several lighting upgrades as well.

PTHS Technology Plan and Purpose 2018-2019

Usage:

- Each student will have access through the institutional model with classroom sets
- Students will use iPads to create authentic products that demonstrate their learning experience
- Students will use the devices to communicate and collaborate with their teachers and peers using Google Classroom, Google Docs, Sheet, or Slide, etc.
- The iPads will also be used to retrieve and submit assignments/assessments; this will include using iPads for formative assessment tools during classroom instruction
- Devices will be used to access classroom textbooks and resource materials

Purpose

- To create a personalized learning environment

- To enrich and enhance instruction
- To give students the opportunity to create learning products
- To offer students a variety of ways to demonstrate what they have learned
- To increase collaboration between students and their peers
- To improve communication between teachers and students
- To expedite quality feedback between teacher to student and student to student
- To increase technology skills and abilities
- To increase student directed instruction

Implementation

- The teachers will implement technology activities at least once per week and produce at least one student product each six-weeks.
- Students in support classes will be given access to online remediation resources.

Monitoring

- Evidence of implementation will be obtained through documentation of use in lesson plans, Skyward grading, and walkthroughs.
- During the content area collaborative planning meetings, an assigned teacher will ensure technology is discussed and implemented.
- Teachers will be required to show technology competency based on provided trainings.
- Training will be provided this school year to teachers to increase technology use with Google Classroom, Google Slides, Google Docs, Remind 101, Plickers, Kahoot, and a variety of other programs.

Student Outcomes

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

- Student engagement and student choice will be evident in their classes and should increase as T-TESS models are followed.

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Students are not using technology consistently for instruction. **Root Cause:** The available iPads are aging and cannot always run the applications needed for students so some teachers do not incorporate the use of iPads in daily instruction.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-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: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 08, 2018




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

Performance Objective 1: All student groups will show academic growth and meet or exceed the state and regional average percentage passing for each STAAR/End-of-Course Assessment

Evaluation Data Source(s) 1: Student Assessment Data, EOC/STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) PTHS will identify, monitor and support the performance of at-risk students and provide accelerated instruction for identified students through English support classes, a Biology support class, using Theater to enhance writing, a Literary Genres class and a Strategic Learning for High School Math class. These classes will provide specific instruction to support literacy and numeracy growth.</p>	2.4, 2.5, 2.6, 3.1, 3.2	<p>3 English teachers (.45 FTE) Literary Genres teacher (.70 FTE) 1 Strategic Learning for High School Math (.85 FTE) 1 Theatre Teacher (.70 FTE) 1 Science Teacher (.15 FTE)</p> <p>Campus Administrators</p>	Student performance will improve as evidenced by common assessment data, benchmark data, and STAAR data.			
<p>Problem Statements: Demographics 1, 2, 3 - Student Achievement 1</p> <p>Funding Sources: 163- Comp Ed Funds - 104052.42</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) PTHS will provide Rosetta Stone, STAR Renaissance and/or Levelled Literacy Intervention for identified students.</p>	2.6	2 Paraprofessionals (1.85 FTEs) Campus Administrators	Student performance will improve as evidenced by increased reading levels.			
<p>Problem Statements: Demographics 1, 2, 3 - Student Achievement 1 - School Context and Organization 1</p>						
<p>Funding Sources: 163- Comp Ed Funds - 36932.00</p>						
<p>Critical Success Factors CSF 2</p> <p>3) PTHS will monitor and evaluate students' performance who receive services in special programs including dyslexia, advanced academics (GT), PreAP and AP courses, special education and English as a Second Language (ESL).</p>	2.4	Content Mastery Teacher (1 FTE) Content Mastery Paraprofessional (.70 FTE) ESL Teacher (.30 FTE) Campus Administrators	Collaborative RtI/Data meetings will pinpoint progress or lack of progress			
<p>Problem Statements: School Context and Organization 1</p>						
<p>Funding Sources: 163- Comp Ed Funds - 80759.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) PTHS will use an RtI plan through grade level assistant principals, counselors and campus teams to monitor student progress data and provide the identified supports needed.</p>		Teachers Counselors Campus Administrators	Students will receive the identified support needed to improve student performance and success.			
<p>Problem Statements: School Context and Organization 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) All core teachers will focus on the TEKS Resource System Year-At-A-Glance documents (YAG) and the Instructional Focus Documents (IFD) when planning for instruction. All elective teachers will focus on the Texas Essential Knowledge and Skills (TEKS) for their specific subjects.</p>		Teachers, Principal, Assistant Principals	Successful strategies for instruction and aligned curriculum will result in improved performance for students			
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics

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

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

Problem Statement 3: Our two or more ethnicity students missed the state target by one point in ELA/Reading. **Root Cause 3:** Students have significant deficits in literacy when they enter high school and specific interventions are needed.

Student Achievement

Problem Statement 1: Some students are performing below region and state percentages on the STAAR/EOC Assessments. **Root Cause 1:** Students have deficiencies in reading and/or math when they come to high school partly because interventions have not been consistent or successful.

Curriculum, Instruction, and Assessment

Problem Statement 1: Our plans for allowing teachers to teach must be simplified so their time is spent on instruction. **Root Cause 1:** Our systems had gotten so complicated that teachers were spending their time completing paperwork rather than being allowed to put their energy into the direct process of teaching and planning.

School Context and Organization

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent interventions and at high school, the students cannot make the amount of growth necessary in one year. **Root Cause 1:** Appropriate interventions must be used consistently provided and used with specific purpose for individual students.




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

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

Evaluation Data Source(s) 2: Real-world experiences, classes offered, field trips, competitions, partnerships

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) PTHS will recruit students for AP classes as well as Dual Credit courses to provide opportunities for students to experience college-level courses. Research shows exposure to even one college-level course increases the success rate in college.</p>	2.5	Dual Credit Teachers, Campus Administrators	Students will have Dual Credit course opportunities			
Problem Statements: Student Achievement 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Provide STEAM, science, technology, engineering, arts, robotics and mathematics opportunities for students through classes, field trips and competitions.</p>	2.5	Teachers, Campus Administrators	Students will have expanded opportunities			
Problem Statements: Student Achievement 3						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>3) Provide learning opportunities connected to careers through the East Texas Advanced Manufacturing Academy, the area hospitals and pharmacies, and various businesses in the community.</p>	2.5	Teachers, Community businesses, Campus Administrators	Students will be given real-life hands-on experiences in the community.			
Problem Statements: Student Achievement 3						
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) Promote participation in UIL competitions and other extra-curricular activities.</p>	2.5	UIL Director, UIL coaches, sponsors	Students will learn through involvement in activities and competitions in specific areas			
Problem Statements: Student Achievement 2						

<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>5) The PAES Lab will provide functional and vocational training of students with special needs. Students will learn computer skills as well as acquiring experience with tools, cooking, sewing and using a cash register along with many other real-life skills.</p>	2.5, 2.6	PAES Lab Teacher (.70 FTE)	Students will learn skills that will increase quality of life for them. This will also increase their functionality and training for vocations.			
<p>Problem Statements: Student Achievement 3 - School Context and Organization 1</p> <p>Funding Sources: 224- IDEA B- SPED - 30817.50</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

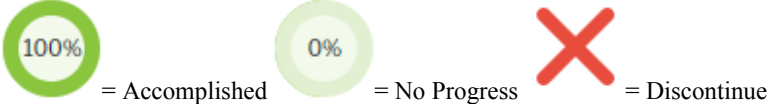
Student Achievement
<p>Problem Statement 2: Very few students are scoring Level 3 - Master's Grade Level on the state assessments. Root Cause 2: Classrooms need more depth and complexity of instruction beyond the knowledge and comprehension levels.</p>
<p>Problem Statement 3: Many students are showing a lack of responsibility, motivation and interest in increasing their own student achievement. Root Cause 3: Students have not developed the stamina to work through the challenges of mastering academic content.</p>
School Context and Organization
<p>Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent interventions and at high school, the students cannot make the amount of growth necessary in one year. Root Cause 1: Appropriate interventions must be used consistently provided and used with specific purpose for individual students.</p>

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

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

Evaluation Data Source(s) 1: Participation in activities during Digital Citizenship Week, classroom observation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) PTHS will plan activities for Digital Citizenship Week to emphasize and focus on responsible digital citizenship as mentioned in the PTISD Strategic Plan.</p>		STEAM Team Teachers, Campus Administrators	Increased interest in digital learning and an understanding of responsible digital citizenship.			
Problem Statements: Technology 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Digital tools will be used by teachers and students to enhance learning in individual classes as determined by the teacher.</p>	2.5	Teachers, Administrators	Learning will be enriched for students.			
Problem Statements: Technology 1						
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Digital training will be provided to staff members as needed.</p>	2.5	Teachers, Technology staff, administrators	Teachers will continue to learn updated technology standards.			
Problem Statements: Technology 1						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) PTHS would like to provide students with the same kind of calculators that are used for testing to be used on a daily use to maximize learning.</p>	2.4, 2.5	Teachers, administrators	Students will become more familiar with the use of the calculator so that it is used as an effective tool.			
Problem Statements: Student Achievement 1 - School Context and Organization 1 - Technology 1						
						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Some students are performing below region and state percentages on the STAAR/EOC Assessments. **Root Cause 1:** Students have deficiencies in reading and/or math when they come to high school partly because interventions have not been consistent or successful.

School Context and Organization

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent interventions and at high school, the students cannot make the amount of growth necessary in one year. **Root Cause 1:** Appropriate interventions must be used consistently provided and used with specific purpose for individual students.

Technology

Problem Statement 1: Students are not using technology consistently for instruction. **Root Cause 1:** The available iPads are aging and cannot always run the applications needed for students so some teachers do not incorporate the use of iPads in daily instruction.

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

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

Evaluation Data Source(s) 1: Tardy data, discipline data and referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Establish a campus culture of "Bringing PT Back" with all personnel sharing a common commitment to do whatever it takes to help every student succeed and graduate.</p>	2.4, 2.5, 2.6, 3.1, 3.2	PTHS Staff, Campus Administrators	Campus climate will be one of teamwork and commitment to support all students.			
Problem Statements: School Culture and Climate 1, 2						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Integrate activities/lessons to give students a greater understanding of violence prevention, bullying, crisis intervention, Olweus, character education, suicide prevention, resiliency, conflict resolution and safety.</p>		Campus Administrators, Counselors, Teachers	Reduction in student discipline referrals and a greater understanding of coping strategies.			
Problem Statements: Student Achievement 3						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) PTHS staff members will greet students and interact intentionally to encourage students and build relationships.</p>	2.6	Teachers, Staff Members, Campus Administrators	Students will improve academically and behaviorally as their needs are met with a whole child approach.			
Problem Statements: School Culture and Climate 1						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) The campus will use the app Anonymous Alert to give students an avenue to report to the campus anything of concern to them.</p>		Administrators Counselors	Campus will be more aware of needs and be able to respond more quickly.			
Problem Statements: Parent and Community Engagement 1, 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>100% = Accomplished</p> </div> <div style="text-align: center;"> <p>0% = No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 3: Many students are showing a lack of responsibility, motivation and interest in increasing their own student achievement. **Root Cause 3:** Students have not developed the stamina to work through the challenges of mastering academic content.

School Culture and Climate

Problem Statement 1: Our campus would like for all students to learn to function with high standards of respect to each other and to staff members. **Root Cause 1:** Sometimes poor behavior has been allowed and has resulted in lower academic performance.

Problem Statement 2: PTHS would like for our students to be able to understand the importance of taking ownership for their learning. **Root Cause 2:** Students depend on constant reminders from teachers rather than learning to take initiative.

Parent and Community Engagement

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




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

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

Performance Objective 1: Develop student leadership skills.

Evaluation Data Source(s) 1: Leadership curriculum, Leadership classes, student leadership and community opportunities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) PTHS students will demonstrate respect for others and take responsibility for their actions.</p>	3.1	Teachers, PTHS Staff, Campus Administrators	Students will respect themselves and others.			
Problem Statements: School Culture and Climate 1, 2						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) PTHS will promote involvement in extra-curricular activities and clubs and organizations to give opportunities to learn leadership skills through teamwork.</p>	2.5	Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators	Increased involvement in extra-curricular activities which result in increased PT Pride and commitment.			
Problem Statements: School Culture and Climate 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) PTHS will enforce attendance and tardy expectations among all students.</p>	2.5	Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators	Higher attendance rates and fewer tardies which will impact student learning and achievement			
Problem Statements: School Culture and Climate 2						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) PTHS will use the current leadership class for juniors and seniors to reach out to other students to participate in community and school service projects,</p>	2.5, 3.1	Teachers, PTHS Staff, Administrators	Students will commit to service projects and learn to be good citizens and people.			
Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) PTHS will build school pride and spirit by organizing student support for each other.</p>	2.5	PTHS Staff	Campus climate will improve and students will learn to support others.			
Problem Statements: School Culture and Climate 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

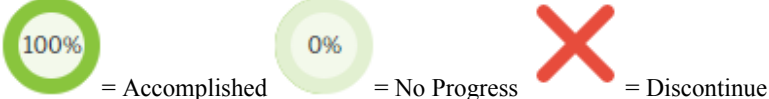
School Culture and Climate
Problem Statement 1: Our campus would like for all students to learn to function with high standards of respect to each other and to staff members. Root Cause 1: Sometimes poor behavior has been allowed and has resulted in lower academic performance.
Problem Statement 2: PTHS would like for our students to be able to understand the importance of taking ownership for their learning. Root Cause 2: Students depend on constant reminders from teachers rather than learning to take initiative.
Parent and Community Engagement
Problem Statement 1: There is a limited amount of parental/family involvement in the student's day to day education. Root Cause 1: Families have limited time and resources to be involved on a day to day basis.

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

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

Evaluation Data Source(s) 1: Reduced teacher turnover rate; employees who enjoy their jobs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Lead teachers and administrators will team with teachers and staff members to help students engage successfully in class.</p>	3.1	Teachers, Lead Teachers, Campus Administrators	Student engagement and cooperation will improve.			
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Teacher Celebration Teams will plan times for the high school campus to celebrate together and promote camaraderie.</p>		PTHS Staff	Teachers will feel supported and encouraged and develop peer relationships.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Campus administrators will support staff members by being visible and accessible to staff and students.</p>		PTHS Staff and Campus Administrators	Teachers will feel respected and supported.			
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) PTHS will provide the necessary training, guidance and resources to all staff members.</p>		PTHS Staff, Administrators	Teachers will have the training and resources needed to help students be successful.			
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Our campus would like for all students to learn to function with high standards of respect to each other and to staff members. Root Cause 1: Sometimes poor behavior has been allowed and has resulted in lower academic performance.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The turnover rate for PTHS employees is high. **Root Cause 1:** Teachers leave for better opportunities and the pressure is extremely intense in the education field today.

Curriculum, Instruction, and Assessment

Problem Statement 1: Our plans for allowing teachers to teach must be simplified so their time is spent on instruction. **Root Cause 1:** Our systems had gotten so complicated that teachers were spending their time completing paperwork rather than being allowed to put their energy into the direct process of teaching and planning.

State Compensatory

Personnel for Pine Tree High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Frank Jones	Teacher	Math Support	1
Jeff Wright	Teacher	Support English through Theatre	1
Keri McBride	Teacher	ELA Support	1 period
Laura Cooper	Paraprofessional	Levelled Literacy Intervention	1 minus 1 period
Myra Baber	Teacher	Content Mastery	1
Rene' Christian	Paraprofessional	Levelled Literacy Intervention	1
Stephanie Jowers	Teacher	ESL, Literary Genres	1
Susan Curtis	Teacher	ELA Support	1 period
Wendy Greene	Teacher	ELA Support	1 period

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cindy Gabehart	Principal
Classroom Teacher	Deborah Wait	Math Teacher
Classroom Teacher	Mary Graham	Art Teacher
Classroom Teacher	Wayne Gaddis	Art Teacher
Classroom Teacher	Danielle Warren	Choir Teacher
Classroom Teacher	Mary Linda Tarnawa	English Teacher
Classroom Teacher	Greg Collins	Yearbook/Newspaper Teacher
Classroom Teacher	Caity Rutledge	CTE Teacher
Classroom Teacher	Melissa Wright	English Teacher
Non-classroom Professional	Jennifer Solomon	Transition Specialist
Classroom Teacher	Ashley Martell	Science Teacher
Classroom Teacher	Collin Robertson	Social Studies Teacher
Classroom Teacher	Tiffany Caldemeyer	English Teacher
Classroom Teacher	Stephanie Jowers	ESL Teacher
Classroom Teacher	Karen Ritch	Business Teacher
Classroom Teacher	Jo Huckaby	Spanish Teacher
Business Representative	Phillip Procell	Business Owner
Community Representative	Carol Chrietzberg	Community Member
Community Representative	Cindy Russell	Community Member
Parent	Amy Jane Bonamy	Parent
Parent	Carolyn Gray	Parent

Campus Funding Summary

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$104,052.42
1	1	1			\$0.00
1	1	2			\$36,932.00
1	1	2			\$0.00
1	1	3			\$80,759.00
Sub-Total					\$221,743.42
224- IDEA B- SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$30,817.50
Sub-Total					\$30,817.50
Grand Total					\$252,560.92