

Pine Tree Independent School District

Pine Tree High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Public Presentation Date: September 27, 2017

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

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 campus total enrollment for 2017-2018 is 1288 as of September 2017. The ethnic breakdown consists of 22.9% African American, 34.6% Hispanic, 37.3% White and 3% Multi-Race.

The campus total enrollment as of the 2015-2016 TAPR report (the most recent report) was 1,255 an increase of 1 student from the prior year. The ethnic breakdown consists of 20.6% African American, 30.6% Hispanic, and 43.7% White. There was a slight increase in both of the African American and Hispanic subgroups. The White subgroup decreased by 5%. The campuses' economically disadvantaged population increased to 48.8% in 2015-2016 from 47.7% in 2014-2015 and from 44.7% in 2013-2014. English Language Learners (ELL) increased by .4% to 4.0% in 2015-2016 from the prior 3.6% and at-risk students increased to 44.7% from the prior 40.5%. The campuses' enrollment by program for the 2015-2016 school year includes: Bilingual Education (2.3%), Career & Technical Education (92.1%), Gifted & Talented (8.0%), and Special Education (8.5%). The CTE enrollment slightly decreased from the previous year by .8% while all other programs remained steady.

Student enrollment numbers have increased over the the past five years. In 2011-2012, the student enrollment was 1,205; in 2012-2013, the student enrollment was 1,217; in 2013-2014, the student enrollment was 1,225; in 2014-2015, the student enrollment was 1,254, and in 2015-2016, the student enrollment was 1,255.

The campuses' attendance rate has remained consistent over the past four years: 94.6% (2011-2012), 94.7% (2012-2013), 95.9% (2013-2014), and 95.6% (2014-2015). The dropout rate for grades 9-12 declined for three years; however, it increased during the 2013-2014 school year: 0.7% (2010-2011), 0.3% (2011-2012), 0.1% (2012-2013), and 0.2% (2013-2014). The 2014-2015 dropout rate showed an increase of 0.1% to 0.3%.

Demographics Strengths

PTHS has a diverse population.

PTHS students enroll in CTE classes (92.1%).

All ethnicities participate in extra-curricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many Hispanic students are not performing as well as their white peers. **Root Cause:** In many cases, the English language is new and more time is needed to learn specific content vocabulary.

Problem Statement 2: Many African American students are not performing as well as their white peers. **Root Cause:** Expectations need to be held at a consistent standard.

Student Achievement

Student Achievement Summary

In 2017, Pine Tree High School was rated as Met Standard. The high school received the Distinction Designation of Academic Achievement in Science.

From the 2017 Accountability Summary, PTHS met the standard for each of the following:

Index 1: Student Achievement

Index 2: Student Progress

Index 3: Closing Performance Gaps

Index 4: Postsecondary Readiness

2017 Performance Snapshot Data

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

English I 57%

English II 59%

Algebra I 84%

Biology 88%

U.S. History 88%**ta**

English I performance data reveals that an academic achievement gap exists between Special Education (SPED: 10%), Limited English

Proficient (LEP: 14%), African American (AA: 39%), Hispanic (HISP: 54% and Economically Disadvantaged students (ECD: 48%).

English II performance data reveals that an academic achievement gap exists between Special Education (SPED: 10%), Limited English Proficient (LEP: 14%), African American (AA: 39%), Hispanic (HISP: 56%) and Economically Disadvantaged students (ECD: 49%).

Algebra I performance data reveals that an academic achievement gap exists between Special Education (SPED: 42%), Limited English Proficient (LEP: 52%), African American (AA: 82%), Hispanic (HISP: 81%) and Economically Disadvantaged students (ECD: 82%).

Biology performance data reveals that an academic achievement gap exists between Special Education (SPED: 50%), Limited English Proficient (LEP: 54%), African American (AA: 79%), Hispanic (HISP: 84%) and Economically Disadvantaged students (ECD: 84%).

U.S. History performance data reveals that an academic achievement gap exists between Special Education (SPED: 37%), Limited English Proficient (LEP: 42%), African American (AA: 76%), and Economically Disadvantaged students (ECD: 85%).

Our campus is continuing to increase the percentage of students who are served in an inclusion model with the support of a teacher of paraprofessional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities. PTHS is also offering a Ninth Grade Initiative programs for identified high school students who have historically shown trends of needing support both academically and behaviorally. The students are classified as ninth grade students and were identified using a matrix developed by the 9th Grade Initiative Committee. Once students are identified, they are scheduled into classes among the same group of four core content teachers. The core group of teachers serve these students with targeted, prescriptive interventions that support student's individual needs. Students are scheduled into classes along with other peers who are not in the ninth grade initiative program. This program is new for the 2017-2018 school year.

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.

Students who need extra support in math are identified and placed in a Strategic Learning for High School Math.

Student Achievement Strengths

2017 EOC data reveals that PTHS was rated as met standard and achieved the Designation Distinction: Academic Achievement in Science.

From the 2017 Accountability Summary, PTHS met the standard in Index 1 Student Achievement, Index 2 Student Progress, Index 3 Closing Performance Gaps and Index 4 Postsecondary Readiness.

Algebra I scores were a strength for PTHS with an 84% passing rate which topped the state average of 82%. Also, Algebra I scores were 82% for AA, 81% for Hispanic and 82% for Economically Disadvantaged.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The Special Education, English Language Learners, and African American sub populations are the lowest performing populations in every content area. **Root Cause:** The students have significant deficits in numeracy and/or reading when they enter the high school. Classroom instructional strategies are not differentiated for lower performing sub populations.

Problem Statement 2: Students are performing below region and state performance in ELAR and/or Math. **Root Cause:** Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to meet individual needs.

Problem Statement 3: 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.

School Culture and Climate

School Culture and Climate Summary

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

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

- PTHS 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.

School Culture and Climate Strengths

Strengths based on data collected in the most recent School Climate Survey:

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

School strengths and employee points of pride:

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The African American population receives more discipline referrals than other populations. **Root Cause:** Behavior and academic expectations need to be consistently monitored and modeled by all staff members.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

For the 2017-2018 school year, 15 new staff members joined the PTHS staff with two of them being zero-based in terms of experience. The zero-based teachers will have mentors and will have access to support at all times through mentorship, camaraderie, and community. Last year for the 2016-2017 school year, there were 30 new staff members.

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

PTHS will support learning and data analysis during the 2017-2018 school year in the Professional Learning Community (PLC). PLC times are monitored closely to ensure that meetings occur as scheduled. Administrators attend the PLC meetings to ensure fidelity of purpose and procedures. The services of the Academic Dean position and the Assistant Principal positions help support the principal's mission to better serve all school stakeholders. The Academic Dean works directly with the ELA department and oversees many academic programs on campus. 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 event starts with a positive relationship and to that end, we want every voice to be heard at PTHS. Teachers are encouraged to work through their PTHS Lead-Teachers who are empowered to guide curricular departments based on the needs of students. Teachers are encouraged to be the leaders and advocates of their own programs, classrooms and subject areas. Administrators fully support this advocacy by attempting to remove barriers to teacher and student success.

Staff Quality, Recruitment, and Retention Strengths

- PTHS staff values professional learning and seeks to find ways to increase the quality of professional development sessions and the

relevance for teachers.

- 100% of the professional staff and 100% of the paraprofessional staff have participated in high-quality professional learning during the past year.
- Every core subject area has common planning times to accommodate PLC activities such as alignment of curriculum, lesson planning, scope & sequence alignment, data analysis and common assessment writing.
- Teachers are provided with ample opportunity to use and learn about digital classroom tools which can help increase efficiency and promote student learning.
- The latest TAPR report shows the following in terms of years of experience:

	PTHS	STATE
• Beginning teachers	11.2%	8.5%
• 1 - 5 years	30.4%	26.1%
• 6 - 10 years	11.0%	22.6%
• 11 - 20 years	24.9%	26.9%
• 20+ years	22.5%	16.0%

- The staff survey showed that 52% of the PTHS staff has been here for at least six years.

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 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 Professional Learning Community (PLC) meetings.

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

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

Student progress is closely monitored by teachers and campus administrators. Assessment data are evaluated in PLCs after each administration of curriculum based assessments. Reports generated using DMAC are implemented through this process. Discussions focus on closing gaps for low performing students, differentiation to support high achieving students, and future content planning based on the scope and sequence. Teachers participate in goal setting for increased student performance. In some instances, students participate in goal setting to track individual progress. However, this is an area that can be more widely implemented at the campus level. Administrators and teachers consistently evaluate student engagement. Walkthrough data is shared with staff members and/or lead teachers approximately once per month at staff meetings or lead teacher meetings. Authentic student engagement is the overall goal while compliant behavior is acceptable when appropriate. 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 curriculum based assessments. For the 2017-2018 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 PLCs, and plans to address gaps and weaknesses are made. In 2016-2018 benchmarks will be administered prior to state testing. Assessments are closely aligned with the written and taught curriculum and include higher level thinking skills and multi-step processing. Readiness, supporting and process standards are addressed in the assessments. LEAD4ward heat maps are used to ensure these standards are targeted and addressed in the assessments.

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

Curriculum, Instruction, and Assessment Strengths

Pine Tree High School has identified the following strengths:

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While the systems are established to ensure alignment of written, taught, and tested curriculum, teachers are still learning how to use all the training effectively. **Root Cause:** Teachers are learning to incorporate the complex details of curriculum instruction and assessment and there is a high turnover rate in many teaching areas.

Problem Statement 2: PTHS needs to use informal and formal data to impact planning and instruction. **Root Cause:** Some data is used but teachers are still learning how to use data to adjust or change instruction for individual learners.

Family and Community Involvement

Family and Community Involvement Summary

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

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

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.

Family and Community Involvement Strengths

In the area of Family Involvement PTHS strengths include:

- Pirate University
- Freshman 101 Orientation
- Meet the Teacher
- Fall Curriculum Night
- Homecoming Carnival
- PTHS Junior Night
- Digital Citizenship Trainings for Students and Teachers
- College And Career Readiness Training
- Attendance Tracking
 - Automatic phone calls to parents notifying them of student absences
- Spring Innovation Showcase
 - District -wide event highlighting end products of student learning

- Activities encouraging family fun and PTHS pride
- Providing families with important information pertaining to post-secondary opportunities
- Financial Aid Nights
 - Providing assistance to families in completing and submitting the FAFSA

In the area of Community Involvement PTHS strengths include:

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

Problem Statements Identifying Family and Community Involvement 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.

School Context and Organization

School Context and Organization Summary

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

Campus committees are organized to promote a positive school climate in areas such as Attendance, Olweus, Steam Team, Campus Improvement Team, Crisis Team, etc.

The high school campus has a Principal, four Assistant Principals, four Counselors and an Academic Dean who partner together to create systems and processes that support maximum student learning and quality instruction.

School Context and Organization Strengths

Our campus administrative team is highly involved in monitoring instruction on the campus. The administrators are visible and make it a top priority to be in classrooms and in all areas of the campus. The team performs Data Walks to gauge the instructional climate and educational environment to make sure instruction is enhanced and not interrupted. Content area PLCs meet during common conference periods to discuss and analyze data and to review goals and objectives. Teachers have a voice and contribute to the decision-making process through the site-based committee, and through the content area PLCs. Supervision schedules and duty rosters for administrators are generated within the administrative team. Students can eat breakfast before school and during Second Chance Breakfast. Tutoring is presently available before and after school. 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:** The interventions must be used consistently for effectiveness resulting in

student growth.

Technology

Technology Summary

PTHS students have access to classroom iPads and/or computer labs. Our campus is dedicated to using all 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 unit for the PTHS Media Center so students could easily get a quick charge when needed. The PTHS Media Center upgraded its facilities to include several “cafe’-style” high bar tables with multiple charging stations and several lighting upgrades as well.

PTHS Technology Plan and Purpose 2017 - 2018

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, Sheets or Slides 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 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 2-3 times a 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 PLCs, 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 were not using technology consistently for instruction. **Root Cause:** Students were not consistently bringing their iPads to school and teachers began to use the iPads less frequently for 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
- 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

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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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: 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

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
- PDAS and/or 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


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

Performance Objective 1: All student groups will meet and/or exceed the state and regional average percentage passing for each STAAR/STAAR EOC grade level and subject.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The campus will provide the necessary supports to narrow and close the state assessment performance gaps that exist between student groups and improve student growth. Reading and math intervention will be a main focus for closing the gaps.</p>	2, 3, 8, 9	Educational Aide (1 FTE), Teachers (5.45 FTEs), Academic Dean, Campus Administrators	Student performance will improve as evidenced by common assessment data, benchmark data, CBA data and STAAR data			
Funding Sources: 163- Comp Ed Funds - \$234,183.90						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The campus will identify, monitor and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The campus will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.</p>	2, 3, 9	Educational Aide (1 FTE). Teachers (5.45 FTEs), Academic Dean, Campus Administrators	Student performance will improve as evidenced by common assessment data, benchmark data, CBA data and STAAR data			
Funding Sources: 163- Comp Ed Funds - \$234,183.90						
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>3) PTHS will establish a system for monitoring student progress data and develop a system for reviewing the data through campus collaborative teams and differentiate instruction based on the analysis of the data.</p>	2, 3, 8, 9	Teachers, Academic Dean, Campus Administrators	Collaborative RtI/Data meetings will pinpoint progress or lack of progress			


<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>4) 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, 3, 9	ESL Teacher (1 FTE), Academic Dean, Campus Administrators	Student performance will improve as evidenced by common assessment data, benchmark data, CBA data, STAAR data, PBMAS data, TAPR report and the reduction of the achievement gap between student groups.			
Funding Sources: 163- Comp Ed Funds - \$52,045.00						
5) Offer and recruit students for 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.		Dual credit teachers, Principal, Counselors, Assistant Principal	Successful completion of college-level courses			
						

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

Performance Objective 2: 100% of students will make at least one year's academic growth.

Evaluation Data Source(s) 2: EOC/STAAR Data, State reports, Essential Learning Progress Measures

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Use homogeneously grouped ELAR and Science classes in 9th - 11th grades that are structured to provide advanced learning opportunities for identified gifted learners by integrating the Laying the Foundations curriculum in these classes.</p>	3, 4, 9	GT Teachers, Academic Dean, Campus Administrators	100% of students will make one or more years of academic growth.			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Ensure all PreAP and AP teachers attend AP training to stay current on best practices and AP trends.</p>	3, 4	Teachers, Academic Dean and Campus Administrators	100% of all PreAP and AP teachers are trained			
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>3) Use formative assessments to adjust instruction based on student need as identified through data.</p>	3, 8	Teachers, PLC teams, Academic Dean, Campus Administrators	Instruction will be differentiated in response to student need. Student growth will be measurable.			
						

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

Performance Objective 3: PTISD will foster an inclusive, collaborative culture by the use of PLC teams, campus committees and campus celebrations.

Evaluation Data Source(s) 3: PLC minutes, Campus minutes and sign-in sheets
Campus Celebrations

Summative Evaluation 3:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 1) Professional Learning Communities will collaborate and examine data on students to ensure growth and to provide differentiated instruction to students.</p>	3, 9	Teachers, PLC Teams, Academic Dean, Campus Administrators	Instruction will focus on student need as identified by data			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Establish a campus wide culture of "All In" with all personnel sharing a common commitment to do whatever it takes to help every student succeed and graduate.</p>	1, 2, 4, 9	PTHS Family	Common commitments and a team approach will result in increased student achievement			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Teacher Celebration Teams will plan times for the high school campus to celebrate together and promote camaraderie.</p>	1	PTHS Staff Members	PTHS Staff will feel supported and celebrated.			
						

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

Performance Objective 4: Increase STEAM, science, technology, engineering, arts, and mathematics opportunities for all students in all grades.

Evaluation Data Source(s) 4: Increased enrollment/participation in Engineering, computer classes, robotics and increased enrollment in the STEM endorsement for graduation at PTHS

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide STEAM learning opportunities for high school students through field trips and competitions.</p>	1, 3	Teachers, Academic Dean, Campus Administrators	Student numbers in STEAM classes will grow as well as student interest in STEAM related activities			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1: Regular instructional design and delivery integrated with technology

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide technology professional learning sessions to increase teaching staff competency to include Foundational, Online, and Multimedia Skills as well as Digital Citizenship skills</p>	1, 4	Teachers, Campus Administrators, Technology Teachers	Teachers will improve technology skills and the use of technology to promote learning			
<p>Critical Success Factors CSF 3</p> <p>2) Develop written classroom technology expectations for both students and staff</p>	1	Teachers and Campus Administrators along with District Administrators and Curriculum Team	Teachers and students will improve technology skills and the use of technology to promote learning			
						

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

Performance Objective 2: PTHS will emphasize and focus on digital citizenship.

Evaluation Data Source(s) 2: Participation in activities during Digital Citizenship Week

Summative Evaluation 2:






Strategy Description	Title I	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>	1	STEAM Team Members, Campus Administrators, Academic Dean	Increased interest in digital learning and an understanding of responsible digital citizenship.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1: Discipline data and referrals along with lack of academic progress.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) PTHS will develop and implement intentional strategies to connect to students.</p>	1, 2	PTHS Staff, Campus Administrators	Campus climate will be inclusive and welcoming to all students.			
<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.			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>3) PTHS will use a 9th Grade Initiative to focus on the social/emotional/academic learning needs of the students by using a teacher PLC model to identify needs and provide specific targeted support.</p>	1, 2, 9	Teachers, Campus Administrators	Students will improve academically and behaviorally as their needs are met with a whole child approach.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Improve 9-12 student leadership skills.

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

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Use current leadership class for juniors and seniors to reach out to freshmen and sophomores to participate in community service projects.</p>	2	Teachers, Campus Administrators	Students will learn leadership skills through service opportunities			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Promote involvement in extra-curricular activities to give opportunities to learn leadership skills through teamwork.</p>	1	Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators	Increased involvement in extra-curricular activities which result in increased PT Pride and commitment.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Enforce attendance and tardy expectations among all students with a focus on students involved in extra-curricular activities to create responsible leaders and citizens.</p>	1	Teachers, Coaches, Sponsors, Fine Arts Director, Athletic Director, Campus Administrators	Higher attendance rates and fewer tardies which will impact student learning and achievement			
						

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

Performance Objective 1: In an effort to reduce the teacher turnover rate, PTISD will implement systems to support, recruit, and retain high quality staff.

Evaluation Data Source(s) 1: Reduced teacher turnover rate; University recruitment fair attendance

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue the Anchor Academy, a mentoring program for all first year teachers.</p>	5	Campus and District Administrators	First year teachers will feel supported and encouraged and teacher retention will be improved.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Support teachers through PLC teams and conferences.</p>	1, 3	Campus Administrators, Academic Dean	Teachers will feel supported and encouraged			
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Campus administrators will intentionally work to strengthen the relationships among all staff members by contacting specific teachers each week .</p>		Campus Administrators, Academic Dean	Teachers will feel respected and supported.			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will provide the necessary supports to narrow and close the state assessment performance gaps that exist between student groups and improve student growth. Reading and math intervention will be a main focus for closing the gaps.
1	1	2	The campus will identify, monitor and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The campus will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.
1	1	3	PTHS will establish a system for monitoring student progress data and develop a system for reviewing the data through campus collaborative teams and differentiate instruction based on the analysis of the data.
1	1	4	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)
1	2	3	Use formative assessments to adjust instruction based on student need as identified through data.
1	3	1	1) Professional Learning Communities will collaborate and examine data on students to ensure growth and to provide differentiated instruction to students.
3	1	3	PTHS will use a 9th Grade Initiative to focus on the social/emotional/academic learning needs of the students by using a teacher PLC model to identify needs and provide specific targeted support.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Cindy Gabehart	Principal
Administrator	Melinda Tidwell	PTHS Academic Dean
Classroom Teacher	Melissa Wright	Lead Teacher - English Language Arts
Classroom Teacher	Deborah Wait	Lead Teacher - Mathematics
Classroom Teacher	Angela Nelson	Lead Teacher - Science
Classroom Teacher	Collin Robertson	Lead Teacher - Social Studies
Classroom Teacher	Jennifer Solomon	Lead Teacher - Special Education
Classroom Teacher	Mary Graham	Lead Teachers - Electives
Classroom Teacher	Caity Rutledge	Lead Teacher - CTE
Community Representative	Darryl Primo	Gregg County Commissioner

Campus Funding Summary

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$234,183.90
1	1	1			\$0.00
1	1	2			\$234,183.90
1	1	2			\$0.00
1	1	4	Webber		\$52,045.00
Sub-Total					\$520,412.80
Grand Total					\$520,412.80