

Pine Tree Independent School District
Parkway Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Our mission at Pine Tree Parkway Elementary is to inspire, empower, and grow productive citizens.

Vision

Our vision at Pine Tree Parkway Elementary is growing greatness....whatever it takes.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Parkway is grades 1-4 campus housed in a building that is 20 years old. Our student population is made up of 37% White, 21% African American and 37% Hispanic with a 69% rate of economically disadvantaged students. Teacher/staff ethnicity is 3% African American, 11% Hispanic and 84% White.

Demographics Strengths

PT Parkway is a very diverse campus with a mixture of African Americans, Hispanics, and White.

Demographics Needs

We have a very high mobility rate and lack of ethnic representatives in the role of teachers.

Student Achievement

Student Achievement Summary

Pine Tree Parkway received a Met Standard for the 2016 Texas Accountability System. Index 1 score was 70 with a target of 60. Index 2 score was 40 with a target of 32. Index 3 score was 31 with a target of 28. Index 4 score was 28 with a target of 12.

Student Achievement Strengths

The campus was in the Improvement Required status from TEA in the 2013-14 school year and a focus school for 2014-15, but has since moved to the Met Standard status for 2016-2017.

Student Achievement Needs

1. 2016 STAAR data reveals that African American and SPED students scored significantly below all other students groups in 3rd and 4th grade mathematics reading and writing. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for African American and SPED students.
2. Nine bilingual students were moved into all English classes by the 2016 LPAC committee. ELL students need transition support as they move from Spanish to English.

School Culture and Climate

School Culture and Climate Summary

Teachers and principals are working together to provide a safe and risk free environment while two new elementary campuses are created. Staff from both campuses were divided to accommodate grades 1-4.

School Culture and Climate Strengths

The ability of our veteran staff to welcome and provide support of new teachers.

School Culture and Climate Needs

Provide support when the school year and days get long for teachers and students. Curriculum resources will be provided for grades 1 and 2 in all four core subjects.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of all staff are certified to teach grades 1-4.

28% of staff left the campus to pursue other options for the 2016-17 school year. Four of those teachers retired and three others had families relocated.

Average years of experience is 12 years.

Staff Quality, Recruitment, and Retention Strengths

Our staff is composed of a group of teachers that have worked in the district from 10 to 20 years, while others are new to the district and new to the profession. Retaining these new staff is crucial to our success.

Staff Quality, Recruitment, and Retention Needs

The campus needs to retain teachers longer than 3 years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resources system provides the scope and sequence, instructional focus documents, and math clarifications for the core classroom teachers. Teachers at PT Parkway work with the instructional coaches to design the resources, common assessments used and the instructional delivery lessons. The focus for the 2016-17 school will be to develop detailed curriculum documents in the ELAR subject area.

Curriculum, Instruction, and Assessment Strengths

A strength of our campus is the ability of our staff to work together as a Professional Learning Community to design curriculum and assessment.

Curriculum, Instruction, and Assessment Needs

Our campus needs more student centered lessons along with rigor and depth of instruction.

Family and Community Involvement

Family and Community Involvement Summary

Two nights per semester are designated for parents to visit the classrooms at the school to view student work and curriculum. Approximately half of our students attended these activities.

Two nights per semester are designated for parents to conference with their child's teacher if needed.

Family and Community Involvement Strengths

Approximately half of our students and parents attended the activities at the campus.

Family and Community Involvement Needs

Need more involvement for our parents on a weekly basis vs. semester. We also need to partner with a local business to provide experiences for our students.

School Context and Organization

School Context and Organization Summary

PT Parkway is a campus committed to meeting State, Federal, and local standards.

Technology

Technology Summary

The campus has wireless access throughout the building, along with two iPad carts. The district has agreed to purchase 5 iPads per classroom for the 2016-17 school year. Each teacher is issued a laptop, iPad, document camera, and data projector.

Technology Strengths

Our infrastructure seems to be adequate for the devices we have.

Technology Needs

The campus needs additional devices and SmartBoards in each classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Goals






Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 1: 80% of students will meet the Met Standard for state accountability.

Evaluation Data Source(s) 1: 2017 STAAR scores

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will receive professional development on how to design engaging lessons.</p>	2, 4	Assistant Superintendent for CIA Principals Teachers	Sign in sheets and agendas of training.			
Funding Sources: 199 - General Funds, 211- Title I Funds						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Reading Specialist (1- FTE) will design and deliver instruction for students identified as struggling in the area of reading using Fountas and Pinnel running records.</p>	2, 3, 9, 10	Reading Specialist (1 FTE) Principal Elementary ELAR Coordinator	Increase in running record levels. Student participation logs.			
Funding Sources: 211- Title I Funds						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers with 0-4 years experience will meet weekly with the math (1-FTE) and reading instructional coach (.8-FTE).</p>	4, 8	Math Instructional Coach (1 FTE) Reading Instructional Coach (1 FTE) Principals	Walk throughs by principals. Learning Keys Data Walks. Agendas and meeting notes of coaches.			
Funding Sources: 211- Title I Funds - \$87225.00, 199 - General Funds						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Writing and reading teachers will identify and use strategies to increase the achievement of African American, Hispanic, SPED, and Economically Disadvantaged students.</p>	2, 9	ELAR Teachers Principals Dyslexia Teacher	Local and State assessments. Walk through data. Lesson Plans.			
Funding Sources: 163- Comp Ed Funds - \$52045.00						






<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Students will construct data binders to show progress through the assigned curriculum.</p>	9	Classroom teachers Principals	Completion of data binders			
Funding Sources: 199 - General Funds						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) Students will increase their Student Progress rate from 62% to 80% by increasing their number of minutes of instruction (ex: Saturday Camps, after school tutorials).</p>	1, 2, 3, 4, 7, 8, 9	Teachers Instructional Coaches Reading Interventionist Principal	Local Assessments Student Data Binders			
Funding Sources: 199 - General Funds						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Increase the student attendance rate from 96.3% to 97%.

Performance Objective 1: All classrooms will participate in an attendance incentive program

Evaluation Data Source(s) 1: Attendance rate through the first 4 six weeks.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) Teachers will design specific classroom incentives for the 4th six weeks of school.</p>		PEIMS clerk Principals Classroom teachers	Attendance rate through the 4th six weeks.			
Funding Sources: 199 - General Funds - \$1000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) We will increase the attendance rate of our homeless population from 92.5% to 97%.</p>	1, 2, 7, 9	PEIMS clerk Assistant Principal Principal	Attendance rate of those students coded homeless			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 1: All students will have exposure to careers and workforce related topics.

Evaluation Data Source(s) 1: Completion of Career Cruising lessons.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Students will complete the Career Cruising coursework.</p>		<p>Computer Lab Assistant Principal Director of Career and Technology</p>	Completion of coursework.			
Funding Sources: 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Provide a safe and orderly school climate that is conducive to student learning

Performance Objective 1: Anti-bullying and Safe and Civil Schools programs will be implemented across the campus.

Evaluation Data Source(s) 1: Reduction of discipline referrals.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Classroom teachers will implement the lessons associated with the Olweus Anti-Bullying Program.	2	Campus Counselor Lead Counselor	Students completion of Olweus activities. Reduction/number of bullying incidents.			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> 2) Classroom teachers will receive training in the use of CHAMPS as a foundation discipline management plan.	2	Coordinator of Special Programs Principals	Sign in sheets for CHAMPS training. Walk through data to show implementation of CHAMPS. Teacher demonstration of CHAMPS procedures.			
Funding Sources: 199 - General Funds						
						

Goal 5: Promote parent, school, and community relationships that foster increased student achievement.

Performance Objective 1: PTI will provide opportunities for parents to visit and learn at our school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide required components of a Title I school.</p>	1, 2, 3, 6, 8	Principal Coordinator of Special Programs Assistant Superintendent of CIA Business Manager	School Compact Sign in Sheets at campus meetings			
Funding Sources: 211- Title I Funds, 199 - General Funds						
2) Parents will have the opportunity to visit with teachers and see evidence of student learning at our school.	2, 6	Principals Counselor Classroom teachers	Sign in sheets at events. Planning documents of events.			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Each neighborhood of teachers will participate in a community service activity four out of the six weeks of the school year.</p>	1, 6, 9	Teachers Principals Community Relations Department	Sign up sheets for each six weeks. Website publicizing events.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Students will have the opportunity to participate in after school clubs and activities (ex: UIL, art club, Jolly Roger Band, Student Council, Fitness club, etc.</p>	2, 6	Teachers/Sponsors Principals	Number of students participating in clubs.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Performance Objective 1: 20% of our students will meet Level III performance standard on STAAR.

Evaluation Data Source(s) 1: Level III performance on STAAR.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) The District GT Specialist for grades K-4 will design lessons aligned with the mandated local curriculum for identified GT students.</p>	8	Instructional Coaches Principals GT Specialist	Increase performance and growth by GT students on local and state assessments.			
Funding Sources: 211- Title I Funds, 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) GT Students will participate in accelerated activities hosted by Region 7.</p>	4	Principals GT specialist	Participation in Region 7 activities.			
Funding Sources: 211- Title I Funds, 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) District GT specialist will work with teachers of GT students to design engaging and challenging lessons.</p>	1, 2	Director of Assessment, Accountability, and Advanced Academics. Principal GT Specialist	Lesson Plans			
Funding Sources: 199 - General Funds						
						

Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Performance Objective 2: 80% of students will demonstrate the State growth performance standard.

Evaluation Data Source(s) 2: Index 2 performance on STAAR

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will use the Reader's and Writer's Workshop Model with fidelity to teach reading and writing.</p>	2, 4	Principals Reading Coach Elementary ELAR Coordinator	Consultant to conduct fidelity checks in September and December.			
Funding Sources: 211- Title I Funds, 199 - General Funds						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Bilingual teachers will implement the Gomez-Gomez model of instruction.</p>	2, 3	Bilingual Teachers Bilingual Paraprofessionals (2-FTE) Principals Director of Special Programs	ELL students will demonstrate growth using the State ELL Progress Measure			
Funding Sources: 263- Title III Funds - \$32930.71, 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Performance Objective 3: Professional development will be provided to meet the needs of teachers.

Evaluation Data Source(s) 3: Delivery and design of lessons that increase rigor and depth of instruction

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will attend professional development that targets their specific needs.</p>	2, 4	Principals Instructional Coaches Curriculum Coordinators/Directors	Agendas of trainings. Walk through data. Lesson plans.			
Funding Sources: 211- Title I Funds						
						

Goal 7: Integrate technology to enrich the curriculum and expand learning opportunities for all.

Performance Objective 1: Campus personnel will investigate becoming a campus with a STEM emphasis.

Evaluation Data Source(s) 1: Presentation to the faculty regarding STEM and its purpose for our campus

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers and principal will visit a school district that provides specific information on how a campus can operate with a STEM emphasis</p>	2, 5	Principal Curriculum coordinators	Presentation to faculty members.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) First and second grade teachers will receive training on how to implement science and technology into their lessons</p>	1, 2, 4, 7, 9	Principals Curriculum Coordinators	Sign in sheets from training			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Reading Specialist (1- FTE) will design and deliver instruction for students identified as struggling in the area of reading using Fountas and Pinnel running records.
1	1	4	Writing and reading teachers will identify and use strategies to increase the achievement of African American, Hispanic, SPED, and Economically Disadvantaged students.
1	1	6	Students will increase their Student Progress rate from 62% to 80% by increasing their number of minutes of instruction (ex: Saturday Camps, after school tutorials).
6	2	1	Teachers will use the Reader's and Writer's Workshop Model with fidelity to teach reading and writing.
6	2	2	Bilingual teachers will implement the Gomez-Gomez model of instruction.

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
2	1	1			\$1,000.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
Sub-Total					\$1,000.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$87,225.00
5	1	1			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00

6	2	1			\$0.00
6	3	1			\$0.00
Sub-Total					\$87,225.00
263- Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2			\$32,930.71
Sub-Total					\$32,930.71
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$52,045.00
Sub-Total					\$52,045.00
Grand Total					\$173,200.71