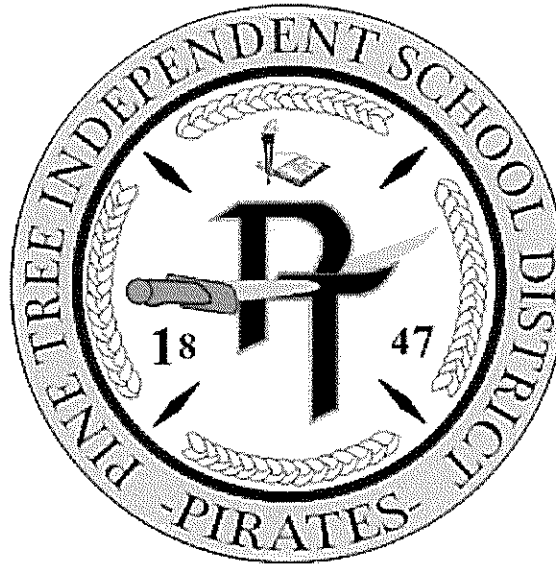


Pine Tree Independent School District

2016-2017 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

To nurture children to become positive, productive and happy learners in a safe and encouraging environment!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Birch Elementary School is a thirty-seven year old 1-4 grade Title I campus.. Although this improvement plan focuses on the 2016-2017 school year, the demographic information comes from information available in May 2016. This campus is a new configuration with a new school number assigned by TEA for the 2016-17 School year. Student enrollment at Pine Tree Birch Elementary is up by 35 students with the previous years enrollment numbers during the 2015-2016 school year. Enrollment as reported by 2016 Accountability data shows that 691 student were enrolled and that the African American and Hispanic student groups are continuing to grow. Our student population is made up of 43.4% White, 19.6% African American and 34% Hispanic based on the configuration of campuses before reconfiguration for the 2016-2017 school year. This campus has no rating for the previous year due to being a new campus. Teacher ethnicity is 8.5% African American, 8.5% Hispanic and 82.9% White.

Demographics Strengths

Pine Tree Birch Elementary is a very diverse campus with a mixture of African Americans, Hispanics, and White students.

Demographics Needs

We have a very high mobility rate and a need for more teachers of different ethnicities.

Student Achievement

Student Achievement Summary

Pine Tree Elementary School met all required targets. The campus has a new campus number and configuration. The information below is based on campus as it was configured last year so there is no data for the new campus.

Index 1 - Student Achievement Pine Tree Elementary School Score: 70 (state target score = 60)

Index 2 - Student Progress Pine Tree Elementary School Score: 40 (State target score = 32 - approximately the 5th percentile)

Index 3 - Closing Performance Gaps Pine Tree Elementary School Score: 31 (state target score = 28)

Index 4 - Post-Secondary Readiness Pine Tree Elementary School Score: 28 (state target score = 12)

Pine Tree Intermediate received a Met Standard rating with no Distinctions. 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.

These scores result in Pine Tree Elementary School receiving a 2015 Texas Accountability Met Standard rating.

STAAR final 2015 scores are:

3rd Grade:

Reading 74%

Mathematics NSE for 2015

Grade 4th:

Reading 65%

Mathematics NSE for 2015

Writing 62%

Student Achievement Strengths

Pine Tree Elementary was in the FIR status from TEA in the 2015-16 school year and has since moved to the Met Standard status for 2016-2017. The campus has met all the index requirements and exceeded the state target score in all four. The new campus configuration for PT Birch Elementary has no rating for the 2016-2017 school year.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the STAAR. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that SPED students score 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 SPED students.
2. 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 for teachers to work and students to learn.

School Culture and Climate Strengths

Pine Tree Birch Elementary staff work closely together to provide a safe and successful environment for students, staff, and parents. Our staff works collaboratively in PLCs to provide quality instruction as well as positive social opportunities for students, staff, and parents.

School Culture and Climate Needs

Pine Tree Birch Elementary continues to improve the opportunities for quality bilingual instruction and to provide opportunities for social and cultural events for the hispanic student population as well as for all of our student groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of all staff are highly qualified.

Due to reconfiguration of Pine Tree Elementary grades 1-2 to Birch Elementary school grades 1-4 teachers left to go to the other elementary school configured in the district 50% of classroom teachers transferred to the other campus and 5 teachers who were assigned to Birch Elementary left to pursue other opportunities.

Staff Quality, Recruitment, and Retention Strengths

100% of all staff have the required certifications and training to be successful in the classroom.

Staff Quality, Recruitment, and Retention Needs

The campus and district need to work on the retention rate to exceed a 1-3 year span.

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 Birch Elementary work with the instructional coaches to design the resources, common assessments used and the instructional delivery lessons. There is also support from Math and ELAR coordinators at the district level.

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

One night per semester are designated for parents to visit the classrooms at the school to view student work and curriculum. Approximately half of our student's parents attended these activities.

One night 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

Pine Tree Birch Elementary needs to work on providing more opportunities related to diverse cultures for the diverse population served.

School Context and Organization

School Context and Organization Summary

Pine Tree Birch Elementary is a campus committed to meeting State, Federal, and local standards.

Technology

Technology Summary

The campus has wireless access throughout the building. Each teacher is issued a laptop, iPad, document camera, and data projector. There are two computer labs with 24 computers per lab. The campus has 1 mini iPad mobile cart and plans to purchase another for 2016-17 school year. It is the district's intent to provide 5 iPads for each classroom teacher for the 2016-17 school year.

Technology Strengths

Teachers provide regular scheduled opportunities for technology exposure through the classroom and labs. Digital Citizenship and Career Cruising are additional curriculums offered to all students while in computer labs. There are two computer teachers that instruct all students on computer technology

Technology Needs

As technology upgrades there will be the need to upgrade and more technology in the classroom setting.

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

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: Using the Fountas & Pinnell BM assessment kit, 80% of 1st grade students will enter 2nd grade reading on an independent level of K or above, 80% of 2nd grade students will enter 3rd grade reading on an independent level of M or above, 80% of 3rd grade students will enter 4th grade on reading on an independent level of Q or above, additionally 80% of 4th grade students will enter 5th grade on reading on an independent level T or above . Balanced literacy components consisting of comprehension, phonemic awareness, phonics skills, fluency and vocabulary development will be the focus during literacy instruction as well as drawing inferences, summarization and identifying main idea.

Evaluation Data Source(s) 1: Running Records data, curriculum based assessments and STAAR

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Literacy instruction will target research based practices emphasized in balanced literacy components (i.e., guided reading, shared reading, read aloud with accountable talk, independent reading, word work) on a daily basis. Gomez and Gomez will be implemented with fidelity for bilingual students. will be used F & P to assess Running Records for bilingual students. (Target Group: 1st-4th)</p>	<p>1, 3, 4, 5, 7, 8</p>	<p>Assistant Principal(s), Bilingual/ESL Teachers, (8 FTE) Bilingual Paraprofessionals (2 FTE) Instructional Coach, Principal, Teacher(s)</p>	<p>Summative - Formal beginning and end of year running record levels (Fountas & Pinnell) & Rigby Levels. Informal running records checks (Fountas & Pinnell) Data Talks</p> <p>1st gr. Running Record Total 1st grade :</p> <p>Reading on level or higher Level / Reading below Level BOY 46% EOY % cummulative</p> <p>2nd gr. Running Record Total 2nd grade:</p> <p>Reading on level or higher Level / Reading below level BOY 31% EOY %</p> <p>3rd gr. Running Record Total 3rd grade:</p> <p>Reading on level or higher Level / Reading below level BOY 44% EOY %</p> <p>STAAR %</p> <p>4th gr. Running Record Total 4th grade:</p> <p>Reading on level or higher Level / Reading below level BOY 18% EOY %</p> <p>STAAR %</p>			
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<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The campus will increase the availability of leveled readers and supplemental reading materials in the classroom library in both English and Spanish. (Target Group: Grades 1-4)</p>	<p>1, 3, 4, 5, 9, 10</p>	<p>Assistant Principal(s), Bilingual/ESL Teachers, Instructional Coach, Lead Teacher, Librarian, Principal, Teacher(s)</p>	<p>Summative - Increase in running record levels (Fountas & Pinnell) Increase in 1-4 grade CBA scores Walk-throughs Formal Observations Library inventory</p> <p>1st gr. Running Record Total 1st grade : Bilingual Reading above avg. Level / English Reading on level or higher Level / Bilingual Reading below Level English Reading below Level</p> <p>2nd gr. Running Record Total 2nd grade: Bilingual Reading on level or higher English Reading on level or higher Level / BOY % EOY %</p> <p>3rd gr. Running Record Total 3rd grade: Bilingual Reading on level or higher English Reading on level or higher Level / BOY % EOY %</p> <p>4th gr. Running Record Total 4th grade: Bilingual Reading on level or higher English Reading on level or higher Level / BOY % EOY %</p>			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Develop and provide supplemental classroom instruction, including Bilingual services, that supports all student groups and</p>	<p>1, 3, 4, 5, 7, 10</p>	<p>Assistant Principal(s), Bilingual Aide 2 FTE, Bilingual Teachers 8 FTEs,</p>	<p>Summative - Three week progress reports Six weeks grades CBA scores Running record scores Increase in number of students</p>			

<p>special populations through Reader's Workshop, daily tutorials, computer-assisted instruction, teacher assisted instruction, and appropriate interventions.</p>	<p>Computer Lab Aides, Instructional Coach, Lead Teacher, Principal, RTI Teams, Special Ed Teachers, Teacher(s) Reading Specialist (1 FTE) Educational Aide- Sp. (1 FTE)</p>	<p>reading on level and performing on Tier 1 Walk-throughs Lesson Plans</p> <p>1st gr. Running Record Total 1st grade : Bilingual Reading above avg. Level / BOY 67% English Reading on level or higher Level / BOY 46% Bilingual Reading below Level English Reading below Level</p> <p>2nd gr. Running Record Total 2nd grade: Bilingual Reading on level or higher BOY 15% English Reading on level or higher Level / BOY 31% EOY %</p> <p>3rd gr. Running Record Total 3rd grade: Bilingual Reading on level or higher BOY 0% English Reading on level or higher Level M/22 BOY 44% EOY %</p> <p>4th gr. Running Record Total 4th grade: Bilingual Reading on level or higher BOY 43% English Reading on level or higher Level / BOY 18 % EOY %</p>			
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Reading Instructional Coach will work with and model researched based best practice techniques and strategies to ensure viable delivery of reading instruction. (Target Group: 1st, 2nd)</p>	<p>1, 2, 3, 4, 5</p>	<p>Assistant Principal(s), Bilingual/ESL Teachers., Instructional Coaches 2 FTEs, Lead Teacher, Principal, Teacher(s)</p>	<p>Summative - Instructional Facilitator Logs Running record data CBA scores Walk-throughs Increase in number of students reading on level and performing on Tier 1</p> <p>1st gr. Running Record Total 1st grade : Bilingual Reading above avg. Level / English Reading on level or higher Level / Bilingual Reading below Level BOY 67% English Reading below Level BOY 46%</p> <p>2nd gr. Running Record Total 2nd grade: Bilingual Reading on level or higher BOY 15% English Reading on level or higher Level / BOY 31% EOY %</p> <p>3rd gr. Running Record Total 3rd grade: Bilingual Reading on level or higher BOY 0% English Reading on level or higher Level / BOY 44% EOY %</p> <p>4th gr. Running Record Total 4th grade: Bilingual Reading on level or higher BOY 43% English Reading on level or higher Level / BOY 18% EOY %</p>			
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Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.


Performance Objective 2: In the area of MATH, 80% of all students will score 70% or higher on the EOY curriculum based assessment demonstrating proficiency on grade level.







Evaluation Data Source(s) 2: Data from the EOY for 1st grade, 2nd grade, 3rd grade, and 4th grade curriculum based assessments and STAAR for 3rd and 4th grade

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 2 CSF 3 CSF 4</p> <p>1) Math instruction will target research based practices emphasized in small group guided math lessons on a daily basis.</p>	3, 9	<p>Assistant Principal(s)</p> <p>Bilingual/ESL Teachers</p> <p>Instructional Coaches</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>CBA data</p> <p>Three week progress reports</p> <p>nine weeks progress reports</p> <p>Walk-throughs</p> <p>Instructional Facilitator logs</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>STAAR %</p> <p>4th grade Math CBA BOY 73% MOY % EOY %</p> <p>STAAR %</p>			

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Teachers will assess student BOY, MOY, and EOY using curriculum based assessments.</p>	<p>3, 4, 9</p>	<p>Assistant Principal(s)</p> <p>District Testing Coordinator</p> <p>Instructional Coach</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Increase in student CBA scores</p> <p>Three week progress reports</p> <p>Nine weeks grades</p> <p>Walk-throughs</p> <p>Data Talks</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>STAAR %</p> <p>4th grade Math CBA BOY 73% MOY % EOY %</p> <p>STAAR %</p>			
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) The Campus will continue to use grade level appropriate computer-based software targeting math practices and skills(i.e., Dreambox).</p>	<p>3, 4, 9</p>	<p>Assistant Principal(s)</p> <p>Director of Technology</p> <p>Instructional Coach 2 FTE</p> <p>Instructional Technology Coordinator</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Increase in student CBA scores</p> <p>Walkthroughs</p> <p>Data Talks</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>STAAR %</p> <p>4th grade Math CBA BOY 73% MOY % EOY %</p> <p>STAAR %</p>			
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Math Instructional Coach will work with and model researched based best practice techniques and strategies, including Singapore, Lead4ward and Kay Stickles math strategies to ensure viable delivery of math instruction.</p>	<p>3, 4, 5, 9</p>	<p>Assistant Principal(s)</p> <p>Bilingual/ESL Teachers</p> <p>Instructional Coach</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Facilitator Logs</p> <p>CBA scores</p> <p>Increase in number of students performing on level in math.</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>STAAR %</p> <p>4th grade grade Math CBA BOY 73% MOY % EOY %</p> <p>STAAR %</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: In the area of WRITING, 80% of all students will rate a score of 3 or better on formal writing assessments based on a grade appropriate rubric aligned with a highest rating of score of 4.

4th grade Writing STAAR scores will show that 80% of students will score a 3 (57%) or better and 20% will score a 4 (84%) on the Writing STAAR. with accordance of the 4th grade STAAR Writing rubrics.


80% of all students taking STAAR Writing in 4th grade will demonstrate the State growth performance target of 32 or higher on Index 2.







Evaluation Data Source(s) 3: Data from the 4 writing assessments given through out the school year.

4th grade STAAR Results and Index 2 (Student Progress) performance on STAAR.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success			Formative Reviews					
			Nov	Feb	May	Nov	Feb	May			

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers will devote 40 minutes daily implementing and teaching the writing process and writing strategies (i.e. Writer's Workshop with fidelity) Additionally, teachers will emphasize writing across content areas.</p>	<p>3, 4, 5, 9</p>	<p>Assistant Principal(s)</p> <p>Instructional Coach</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Walk throughs</p> <p>Students writing samples</p> <p>Lesson Plans</p> <p>Writing assessment scores</p> <p>Data Talks</p> <p>Total 1st grade:</p> <p>Writing on level with a score of 3 or higher = %</p> <p>Writing below level with a score of 2 or below = %</p> <p>Total 2nd grade:</p> <p>Writing on level with a score of 3 or higher= %</p> <p>Writing below level with a score of 2 or below= %</p> <p>Total 3rd grade:</p> <p>Writing on level with a score of 3 or higher= BOY 19%</p> <p>Writing below level with a score of 2 or below= BOY 29%</p> <p>Total 4th grade:</p> <p>Writing on level with a score of 3 or higher= %</p> <p>Writing below level with a score of 2 or below= %</p> <p>4th grade STAAR Writing</p>			
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Formal Writing assessments will be collected and analyzed using a common grade appropriate rubric the first week of school, beginning of November, January, March, and beginning of May.</p>	3, 4, 5, 9	Assistant Principal(s) Instructional Coach Lead Teacher Principal Teacher(s)	Student Writing samples Writing assessment scores Data Talks Total 1st grade: Writing on level with a score of 3 or higher = BOY % Writing below level with a score of 2 or below = % Total 2nd grade: Writing on level with a score of 3 or higher= BOY % Writing below level with a score of 2 or below= % Total 3rd grade: Writing on level with a score of 3 or higher= BOY 19% Writing below level with a score of 2 or below= BOY 29% Total 4th grade: Writing on level with a score of 3 or higher= % Writing below level with a score of 2 or below= %			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


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 4: PT Birch will increase the percentage of students Reading scores 20% by the end of the 2016-17 school year

Evaluation Data Source(s) 4: Running records from each 6 weeks grading periods and CBA assessments given at the BOY the MOY and the EOY, and STAAR for 3rd and 4th grade

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Literacy instruction will target research based practices emphasized in balanced literacy components (i.e., guided reading, shared reading, read aloud with accountable talk, independent reading, word work) on a daily basis. Gomez and Gomez will be implemented with fidelity for bilingual students. F & P Levels will be used to assess Running Records for bilingual students. (Target Group: 1st, 2nd)</p>	1, 3, 4, 5	Assistant Principal(s), Bilingual/ESL Teachers, Bilingual Paraprofessionals (2 FTE) Instructional Coach, Principal, Teacher(s)	<p>Summative - Formal beginning and end of year running record levels (Fountas & Pinnell) & Rigby Levels. Informal running records checks (Fountas & Pinnell) Data Talks and STAAR for 3rd and 4th grade</p> <p>Total 1st grade : Bilingual Reading above avg. Level K/ BOY 67% English Reading on level or higher Level / BOY 46%</p> <p>2nd gr. Running Record Total 2nd grade: Bilingual Reading on level or higher BOY 15% English Reading on level or higher Level / BOY 31% MOY % EOY %</p> <p>3rd gr. Running Record Total 3rd grade: Bilingual Reading on level or higher BOY 0% English Reading on level or higher Level / BOY 44% MOY % EOY %</p> <p>4th gr. Running Record Total 4th grade: Bilingual Reading on level or higher BOY 43% English Reading on level or higher Level / BOY 18% MOY % EOY %</p>			
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

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Reading Instructional Coach will work with and model researched based best practice techniques and strategies to ensure viable delivery of reading instruction. (Target Group: 1st, 2nd)</p>	1, 3, 4, 5	Assistant Principal(s), Bilingual/ESL Teachers,, Instructional Coaches 2 FTEs, Lead Teacher, Principal, Teacher(s)	<p>Summative - Instructional Facilitator Logs Running record data CBA scores Walk-throughs Increase in number of students reading on level and performing on Tier 1 and STAAR for 3rd and 4th grades.</p> <p>Total 1st grade : Bilingual Reading above avg. Level / BOY 67% English Reading on level or higher Level / BOY 46%</p> <p>2nd gr. Running Record Total 2nd grade: Bilingual Reading on level or higher BOY 15% English Reading on level or higher Level / BOY 31% EOY %</p> <p>3rd gr. Running Record Total 3rd grade: Bilingual Reading on level or higher BOY 0% English Reading on level or higher Level / BOY 44% EOY %</p> <p>4th gr. Running Record Total 4th grade: Bilingual Reading on level or higher BOY 43% English Reading on level or higher Level / BOY 18% EOY %</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: PT Birch will increase the percentage of students scoring 70% on EOY Math CBA by 20% for the 2016-17 school year.

Evaluation Data Source(s) 5: The 6th 6 weeks Math CBA scores

Summative Evaluation 5:

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 2 CSF 3 CSF 4</p> <p>1) Teachers will assess student BOY, MOY, and EOY using curriculum based assessments.</p>	3, 4, 9	Assistant Principal(s) Bilingual/ESL Teachers Instructional Coaches Lead Teacher Principal Teacher(s)	Increase in student CBA scores Three week progress reports Nine weeks grades Walk-throughs Data Walks 1st grade Math CBA BOY 74% MOY % EOY % 2nd grade Math CBA BOY 55% MOY % EOY % 3rd grade Math CBA BOY 59% MOY % EOY % 4th grade Math CBA BOY 73% MOY % EOY %			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 6: For STAAR Reading in grade (3) 80% of students will meet the Met Standard of 55% or higher for state accountability with 20% reaching the level III performance 85% measure.

80% of all students taking STAAR Reading in 3rd grade will demonstrate the State growth performance target of 32 or higher on Index 2.

For STAAR Reading in grade (4) 80% of all students will meet the Met Standard 59% or higher for state accountability with 20% reaching the level III performance 86% measure.

80% of all students taking STAAR Reading in 4th grade will demonstrate the State growth performance target of 32 or higher on Index 2.

For STAAR Math in grade (3) 80% of students will meet the Met Standard 57% or higher for state accountability with 20% reaching the level III performance 89% measure.

80% of all students taking STAAR Math in 3rd grade will demonstrate the State growth performance target of 32 or higher on Index 2.

For STAAR Math in grade(4) 80% of students will meet the Met Standard 54% or higher for state accountability with 20% reaching the level III performance 83% measure.

80% of all students taking STAAR Math in 4th grade will demonstrate the State growth performance target of 32 or higher on Index 2.

Evaluation Data Source(s) 6: 2017 STAAR Results and Index 2 (Student Progress) performance on STAAR.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will receive professional development on how to design engaging lessons.</p>	2, 4	Assistant Superintendent for CIA Principals Teachers	<p>Sign in sheets and agendas of training.</p> <p>Common Assessment Data</p> <p>CBA Data</p> <p>STAAR Results for all academic areas from grades 3 & 4.</p>			

<p align="center">State System Safeguard Strategy</p> <p align="center">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.			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will meet weekly with the math (1-FTE) and reading instructional coach (.8-FTE) to create engaging and rigorous lessons. Additionally the GT Teacher will design lessons for students and meet with the classroom teachers to support.</p>	4, 8	Math Instructional GT Teacher Reading & Math Instructional Coach Principals	Walk throughs by principals. Learning Keys Data Walks. Agendas and meeting notes of coaches.			
<p align="center">State System Safeguard Strategy</p> <p align="center">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.			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Incorporate weekly Data Meetings during PLCs to determine student learning and instructional needs based on Common Assessment and CBA results.</p>	1, 2, 3, 4	Principal AP Curriculum Coordinators IC Math/Reading	Summative Assessments Agendas/Sign-in sheets Minutes of the PLCs			


= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue







Goal 2: Increase the student attendance rate from 95.92% to 97%.

Performance Objective 1: Student annual attendance will remain at 97% or above for each six weeks period.

Evaluation Data Source(s) 1: Data review from attendance reports each nine weeks and final year end report.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Student incentives will be used for those having perfect attendance each six weeks and the year.</p>	6, 9	<p>Assistant Principal(s)</p> <p>Counselor(s)</p> <p>Principal</p> <p>Secretarial staff</p> <p>Teacher(s)</p>	<p>Increase in the number of students having perfect attendance</p> <p>Increase in student success rate(s)</p> <p>1st grade BOY % EOY %</p> <p>2nd grade BOY % EOY %</p> <p>3rd grade BOY % EOY %</p> <p>4th grade BOY % EOY %</p>			

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Maintain teacher-to-parent contact logs regarding student attendance.</p>	6, 9	<p>Assistant Principal(s)</p> <p>Counselor(s)</p> <p>Principal Secretarial Staff</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Increase in student attendance</p> <p>Weekly attendance report monitored by principals.</p> <p>1st grade</p> <p>BOY % EOY %</p> <p>2nd grade</p> <p>BOY % EOY %</p> <p>3rd grade</p> <p>BOY % EOY %</p> <p>4th grade</p> <p>BOY % EOY %</p>			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Pine Tree Birch Elementary will support and maintain awareness of post secondary and career opportunities for all students.

Evaluation Data Source(s) 1: Look at the percentage of students and staff participating in wearing college shirts and the participation of classrooms in Career Cruising and Career Day.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) PTE students and staff will wear a college shirt once a week on a designated day.		Assistant Principal Counselor Principal Teachers	Look at the percentage of students and staff participating in wearing college shirts. Staff % Students %			
2) Pine Tree Birch Elementary will host a career day for all students in the 2nd Semester of the school year. Using the Career Cruising Curriculum the 5 top careers chosen will be invited to attend our career day.		Assistant Principal Counselor Principal Teachers	Participation of classrooms in career day and career volunteer participation. Student participation Career Cruising 100% Student participation Career Day %			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						







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

Performance Objective 1: An emphasis will be placed on the importance and value of strong character and appropriate social skills. Anti-bullying and Safe and Civil Schools programs will be implemented across the campus.

Evaluation Data Source(s) 1: Reduction in discipline referrals

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Implement CHAMP's behavior initiative to the fullest extent possible. Implementation of Olweus weekly class meetings.</p>		<p>Assistant Principal(s)</p> <p>Behavior Specialist</p> <p>Counselor(s)</p> <p>Instructional Coach</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>25% decrease in office referrals for classroom misconduct</p> <p>Data collection 2016-17 Discipline reports</p> <p>Decrease the number of bullying reports Increased student academic performance</p> <p>BOY office referrals 2016-2017</p> <p>EOY office referrals 2016-2017</p> <p>Decrease for the school year, from 2015-16 to 2016-17 (%)</p>			







<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4 CSF 5</p> <p>2) Integrate character education to improve student social skills.</p>		Assistant Principal(s) Behavior Specialist Counselor(s) Instructional Coach Principal Teacher(s)	25% decrease in office referrals for classroom misconduct 2016-17 Discipline Reports BOY office referrals 2016-2017 EOY office referrals 2016-2017 Decrease for the school year from 2015-2016 to 2016-2017 (%)			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinued						

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

Performance Objective 2: Pine Tree Birch Elementary will reduce the number of office referrals for campus misconducts by 25%.

Evaluation Data Source(s) 2: Data reports showing the number of office referrals each nine weeks and final year end totals.

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 Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Continue to recognize and award student successes with celebrations every six weeks and an end of year celebration and awards ceremony.</p>	1, 6, 7, 9	Assistant Principal(s) Counselor(s) Instructional Coach Principal Teacher(s)	Campus wide increase in appropriate behavior and personal pride BOY office referrals 2016-2017 EOY office referrals 2016-2017 Decrease the difference between the current year and the previous year's office referrals. 2015-2016 to 2016-2017 (%)			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


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








Performance Objective 1: Pine Tree Birch Elementary will create a welcoming environment for families and promote a school-to-home and school-to-community initiative

Evaluation Data Source(s) 1: Summative - Increased student achievement

- Increase parent support
- Teacher contact logs
- Administrator parent contact documentation.
- Summative - Survey for parents

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>1) Keep parents informed and updated on campus calendar and procedures as well as student progress by utilizing the campus website, newsletters, conferences and phone calls.</p>	6	Assistant Principal(s) Counselor(s) Principal Secretarial staff Teacher(s)	Increased student achievement Increase parent support Teacher contact logs % turned in. Administrator parent contact documentation			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>2) Host Fall and Spring family curriculum nights to provide instructional strategies to bridge school to home.</p>	6	Assistant Principal(s) Counselor(s) Instructional Coach Lead Teacher Principal Teacher(s)	Parent sign in sheets % for all Parent Nights and Innovation Showcase Increase in student achievement			
<p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>3) The campus will implement the "You Matter/Choose to Matter" and "Passion Matters" philosophy throughout the campus.</p>	6	Assistant Principal(s) Counselor(s) Instructional Coach Lead Teacher Principal School Nurse Secretarial staff Teacher(s)	Increased Parent participation-sign-in sheets % for Parent Curriculum Night and Innovation Showcase Fall Field Day			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: PT Birch teachers and staff will participate in professional learning opportunities that will support high quality instructional strategies that will impact achievement

Evaluation Data Source(s) 1: Teacher developed goals and year-end review with administrator and TSR parts I, II and III.







Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Pine Tree Birch Elementary will support vertical and horizontal alignment by continuing the use of PLC for teachers to review and implement PTISD curriculum.</p>	1, 3, 4	Assistant Principal(s) Bilingual/ESL Teachers Instructional Coach Lead Teacher Principal Teacher(s)	Lesson Plans Revised curriculum documents Data Talks Team PLC meetings Grade level PLC Vertical PLC Walk-throughs 1st gr. Running Record Total 1st grade : Reading on level or higher Level I/ BOY 46% Reading below Level BOY 54% EOY % 2nd gr. Running Record Total 2nd grade: Reading on level or higher Level / BOY 31% Reading below level BOY 69% EOY % Total 3rd Running Record Total 3rd grade	●		

			<p>Reading on level or higher Level / BOY 44%</p> <p>Reading below level BOY 56% EOY %</p> <p>4th gr. Running Record Total 4th grade:</p> <p>Reading on level or higher Level / BOY 18%</p> <p>Reading below level BOY 82% EOY %</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>4th grade Math CBA BOY 74% MOY % EOY %</p>			
2) Provide professional development opportunities to support teacher capacity to improve the academic performance of at-risk students.	1, 3, 4, 5. 9	Assistant Principal(s)	<p>Attendance sign-in sheets</p> <p>Walk-throughs</p> <p>Increase of at-risk students/ CBA scores</p> <p>Increase in at-risk students running record scores</p> <p>Decrease in the number of students in Tier 2 and Tier 3</p>			

Bilingual/ESL Teachers	1st gr. Running Record Total 1st grade :			
Instructional Coach	Reading on level or higher Level /			
Lead Teacher	Reading below Level BOY % EOY % cumulative			
Principal				
Teacher(s)	2nd gr. Running Record Total 2nd grade:			
	Reading on level or higher Level /			
	Reading below level BOY % EOY %			
	Total 3rd grade			
	Reading on level or higher Level /			
	Reading below level BOY % EOY %			
	4th gr. Running Record Total 4th grade:			
	Reading on level or higher Level /			
	Reading below level BOY % EOY %			
	1st grade Math CBA BOY % MOY % EOY %			
	2nd grade Math CBA BOY % MOY % EOY %			
	3rd grade Math CBA BOY % MOY % EOY %			
	4th grade Math CBA BOY % MOY % EOY %			

<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Provide professional development opportunities highlighting differentiated instructional strategies and increase knowledge and understanding of grade level TEKS and student expectations using Learning Keys for developing rigorous lesson plans.</p>	<p>1, 3, 4, 5, 9</p>	<p>Assistant Principal(s)</p> <p>Bilingual Teacher(s)</p> <p>Instructional Coach</p> <p>Lead Teacher</p> <p>Principal</p> <p>Teacher(s)</p>	<p>Attendance sign-in sheets</p> <p>Walk-throughs</p> <p>Increase in student CBA scores</p> <p>Increase in running record scores</p> <p>Lesson Plans</p> <p>1st gr. Running Record</p> <p>Total 1st grade :</p> <p>Reading on level or higher</p> <p>Level /</p> <p>Reading below Level</p> <p>BOY % EOY % cumulative</p> <p>2nd gr. Running Record</p> <p>Total 2nd grade:</p> <p>Reading on level or higher</p> <p>Level /</p> <p>Reading below level</p> <p>BOY % EOY %</p> <p>Total 3rd grade</p> <p>Reading on level or higher</p> <p>Level /</p> <p>Reading below level</p> <p>BOY % EOY %</p> <p>4th gr. Running Record</p> <p>Total 4th grade:</p> <p>Reading on level or higher</p> <p>Level /</p>			

			Reading below level BOY % EOY % 1st grade Math CBA BOY % MOY % EOY % 2nd grade Math CBA BOY % MOY % EOY % 3rd grade Math CBA BOY % MOY % EOY % 4th grade Math CBA BOY % MOY % EOY %			
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Pine Tree ISD provided GT training to teachers in the summer of 2016 and will provide ongoing training through the K-4 GT specialist.	1, 3, 4, 5, 9	Assistant Principal Bilingual Teachers Instructional Coach Lead Teacher Principal Teachers K-4 GT Specialist	Attendance at GT Professional Development workshops. November attendance by GT teachers at GT Conference in Dallas Attendance at on going GT training. GT Teachers 6 Hour Update 2016-2017 All teachers instructing GT students have completed their GT updates for the 2016-2017 school year. 100% Campus Principal Administrators GT Update September 2017 @ Region 7			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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






Performance Objective 2: Pine Tree Birch Elementary will implement a GT pullout program for the 2016-17 school year.

Evaluation Data Source(s) 2: Increased growth performance for GT students on EOY CBAs.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>1) The K-4 GT Specialist will implement a pullout program for GT students at Pine Tree Birch Elementary 2 times weekly.</p>	1, 6	Assistant Principal K-4 GT Specialist Principal	Increased GT student performance growth on EOY CBAs. 1st Grade GT Reading Total students EOY CBA % on level or above (students). 1st Grade GT Math Total Students EOY CBA % on level or above (students). 2nd Grade GT Reading Total students EOY CBA % on level or above (students) 2nd grade GT Math Total Students EOY CBA % on level or above (students)			

		3rd Grade GT Reading			
		Total students			
		EOY CBA % on level or above (students)			
		3rd grade GT Math			
		Total Students			
		EOY CBA % on level or above (students)			
		4th Grade GT Reading			
		Total students			
		EOY CBA % on level or above (students)			
		4th grade GT Math			
		Total Students			
		EOY CBA % on level or above (students)			


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue








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

Performance Objective 1: Pine Tree Birch Elementary will provide increased computer and technological access to students and teachers.

Evaluation Data Source(s) 1: Increased student academic success as measured by Running Records and CBAs

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Every classroom teacher will utilize IPADs to enhance instruction and lesson delivery to increase student achievement.</p>	3, 5, 9	Assistant Principal Instructional Coach IT Coordinator Lead Teacher Principal Teachers	Walk-throughs Increased student engagement observed during walk-throughs Increased CBA scores Lesson Plans 1st grade Math CBA BOY 74% MOY % EOY % 2nd grade Math CBA BOY 55% MOY % EOY % 3rd grade Math CBA BOY 59% MOY % EOY % 4th grade Math CBA BOY 73% MOY % EOY %			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide professional development to ensure appropriate and consistent implementation of electronic devices in the classroom.</p>	3, 5, 9	Assistant Principal Instructional Coach IT Coordinator Lead Teacher Principal Teachers	<p>Walk-throughs Sign-in attendance sheet</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>4th grade Math CBA BOY 73% MOY % EOY %</p>			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Explore innovative and research based software programs for classroom use to enhance student achievement in all core subject areas.</p>	3, 5, 9	Assistant Principal Instructional Coach IT Coordinator Lead Teacher Principal Teachers	<p>Increased student performance on CBAs.</p> <p>1st grade Math CBA BOY 74% MOY % EOY %</p> <p>2nd grade Math CBA BOY 55% MOY % EOY %</p> <p>3rd grade Math CBA BOY 59% MOY % EOY %</p> <p>4th grade Math CBA BOY 73% MOY % EOY %</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Campus personnel will investigate becoming a campus with a STEM emphasis.

Evaluation Data Source(s) 2: First and second grade teachers will receive training on how to implement science and technology into their lessons

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 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	<p>Presentation to faculty members. Sept. 9 Texarkana Site Visit Principal Oct. 10 STEAM training 1st & 2nd Grade with representative from Texarkana presentation. Nov. 4 Texarkana 2nd Site Visit AP and 4 Teachers</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) First through 4th grade teachers will receive training on how to implement science and technology into their lessons.</p>	1, 2, 4, 7, 9	Principals Curriculum Coordinators	<p>Sign in sheets from training 1st & 2nd grade have received training on Oct. 10 1-4 grade have had an Engineering Process training the week of Oct. 31-Nov. 4</p>			
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>3) After school clubs will be offered to students. (Robotics, Choral, Theater Arts, Art, Student Council, Boys to Men)</p>	4, 6	Principal Assistant Principal Teachers	<p>Attendance and Participation Clubs have begun to meet starting Oct. 31 and will continue meeting each Monday of the school year.</p>			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Develop and provide supplemental classroom instruction, including Bilingual services, that supports all student groups and special populations through Reader's Workshop, daily tutorials, computer-assisted instruction, teacher assisted instruction, and appropriate interventions.
1	2	1	Math instruction will target research based practices emphasized in small group guided math lessons on a daily basis.
1	2	2	Teachers will assess student BOY, MOY, and EOY using curriculum based assessments.
1	2	3	The Campus will continue to use grade level appropriate computer-based software targeting math practices and skills(i.e., Dreambox).
1	2	4	Math Instructional Coach will work with and model researched based best practice techniques and strategies, including Singapore, Lead4ward and Kay Stickle's math strategies to ensure viable delivery of math instruction.
1	3	1	Teachers will devote 40 minutes daily implementing and teaching the writing process and writing strategies (i.e. Writer's Workshop with fidelity) Additionally, teachers will emphasize writing across content areas.
1	3	2	Formal Writing assessments will be collected and analyzed using a common grade appropriate rubric the first week of school, beginning of November, January, March, and beginning of May.
1	4	1	Literacy instruction will target research based practices emphasized in balanced literacy components (i.e., guided reading, shared reading, read aloud with accountable talk, independent reading, word work) on a daily basis. Gomez and Gomez will be implemented with fidelity for bilingual students. F & P Levels will be used to assess Running Records for bilingual students. (Target Group: 1st, 2nd)
1	4	2	Reading Instructional Coach will work with and model researched based best practice techniques and strategies to ensure viable delivery of reading instruction. (Target Group: 1st, 2nd)
1	5	1	Teachers will assess student BOY, MOY, and EOY using curriculum based assessments.
1	6	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	6	4	Writing and Reading teachers will identify and use strategies to increase the achievement of African American, Hispanic, SPED, and Economically Disadvantaged students.
1	6	5	Incorporate weekly Data Meetings during PLCs to determine student learning and instructional needs based on Common Assessment and CBA results.
2	1	1	Student incentives will be used for those having perfect attendance each six weeks and the year.
2	1	2	Maintain teacher-to-parent contact logs regarding student attendance.

Goal	Objective	Strategy	Description
4	1	2	Integrate character education to improve student social skills.
4	2	1	Continue to recognize and award student successes with celebrations every six weeks and an end of year celebration and awards ceremony.
5	1	1	Keep parents informed and updated on campus calendar and procedures as well as student progress by utilizing the campus website, newsletters, conferences and phone calls.
5	1	2	Host Fall and Spring family curriculum nights to provide instructional strategies to bridge school to home.
6	1	1	Pine Tree Birch Elementary will support vertical and horizontal alignment by continuing the use of PLC for teachers to review and implement PTISD curriculum.
6	1	3	Provide professional development opportunities highlighting differentiated instructional strategies and increase knowledge and understanding of grade level TEKS and student expectations using Learning Keys for developing rigorous lesson plans.
6	1	4	Pine Tree ISD provided GT training to teachers in the summer of 2016 and will provide ongoing training through the K-4 GT specialist.
6	2	1	The K-4 GT Specialist will implement a pullout program for GT students at Pine Tree Birch Elementary 2 times weekly.
7	1	1	Every classroom teacher will utilize IPADs to enhance instruction and lesson delivery to increase student achievement.
7	1	2	Provide professional development to ensure appropriate and consistent implementation of electronic devices in the classroom.
7	1	3	Explore innovative and research based software programs for classroom use to enhance student achievement in all core subject areas.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Literacy instruction will target research based practices emphasized in balanced literacy components (i.e., guided reading, shared reading, read aloud with accountable talk, independent reading, word work) on a daily basis. Gomez and Gomez will be implemented with fidelity for bilingual students. F & P Levels will be used to assess Running Records for bilingual students. (Target Group: 1st, 2nd)

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Melanie Bridges	Principal
Administrator	Kimberly Whaley	Assistant Principal
Business Representative	Phillip Procels	Business Owner
Classroom Teacher	Kelly Fisher	2nd grade Lead Teacher
Classroom Teacher	Kellie Hewitt	3rd grade teacher
Classroom Teacher	Jennifer Ingram	1st grade teacher
Classroom Teacher	Javier Saucedo	2nd grade Bilingual teacher
Classroom Teacher	Evangeline Works	4th grade Bilingual teacher
Community Representative	Micah Devendorf	Community Volunteer
Parent	Loree Tatum	Parent