Pine Tree Independent School District

Pine Tree Primary

2016-2017 Campus Improvement Plan

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Demographics

Demographics Summary

Pine Tree Primary is a Pre-Kindergartena and Kindergarten campus housed in a building that is 7 years old. Our student population is 530 students made up of 71.5% White, 19.6% African American and 6.4% Hispanic with a 75.8% rate of economically disadvantaged students. The mobility rate at PTP is N/A per the 2014 TEA Accountability Report. Teacher ethnicity is 6.8% African American, 20.3% Hispanic and 72.9% White.

Student Achievement

Student Achievement Summary

Pine Tree Primary School received a Met Standard rating with no Distinctions. Performance Indexes are N/A at this time according to the TEA 2014 Accountability Summary.

Student Achievement Strengths

The campus was in the Improvement Required status from TEA in the 2013-14 school year and has since moved to the Met Standard status for 2015-2016.

Student Achievement Needs

1. 2015 STAAR data reveals that SPED students scored significantly below all other student groups in 3rd and 4th grade mathematics, reading, and writing. The root cause is the need for greater structures and strategies for providing support, acccommodations, acceleration, and interventions for SPED students.

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

The ability of our veteran staff (resulting in a low turn over rate) to welcome and provide support of new teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of all staff are highly qualified.

Average years of experience is 12 years.

Staff Quality, Recruitment, and Retention Strengths

100% of all staff are highly qualified.

Staff Quality, Recruitment, and Retention Needs

The campus aims to higher teachers who have certifications in GT and ESL via. district interview/screening process. Current teachers are encouraged during summative conferences to get GT and/or ESL certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS Resources System provides the scope and sequence, instructional focus documents, and math clarifications for the core classroom teachers. Teachers at PTP work with the instructional coach to design the resources, common assessments used, and the instructional delivery lessons.

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

PTP needs more "student centered" lessons, diverse learning strategies, and more 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. Parents also volunteer for our annual Fall Fest by working booths and our annual Texas Day held in the Spring.

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

Family and Community Involvement Strengths

About 3/4 of our parents attend events at PTP. Majority of the booths during Fall Fest are set up and ran by parents. We also have a dedicated group of retired teachers who are always willing to come back and volunteer when ever needed.

Family and Community Involvement Needs

PTP needs more involvement for parents on a weekly basis vs. semester or scheduled events.

School Context and Organization

School Context and Organization Summary

PTP 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 student ipads in each classroom along with (at least) one Nabi.

Technology Strengths

The campus has an instructional technologist who helps the staff effectively integrate the technology they have in their instruction as it pertains to the technology TEKS.

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

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent 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, 90% of Kindergarten students will enter first grade reading on an independent level of C or above. 90% of Pre-Kindergarten students will enter kindergarten scoring a 70 or above on the Primary Inventory.

Summative Evaluation: Running Records data and BOY, MOY, and EOY curriculum based assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Literacy Instruction will target 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 the main idea.	2, 3, 4	Campus Administrators, Instructional Coach (1FTE), Teachers (9FTEs)	Increase in Running Records Levels showing improvement Students will demonstrate knowledge of all site word levels via. student goal sheets			
	Funding Sources: 163- Comp Ed Funds - $356607056.00, 211- Title I Funds - $41480.00					
Critical Success Factors CSF 1 CSF 7 2) Teachers will receive professional development on how to design engaging lessons.	2, 4	Asst. Super. for CIA, Principals, Teachers	Data from Data Walks Increase in Running Records Levels Lesson plans that are evident of collaboration and include engaging activities and lessons			
	Funding Sources: 199 - General Funds, 211- Title I Funds					
Critical Success Factors CSF 1 CSF 2 3) Instructional Coach will organize and share with teachers their weekly Reader's Workshop instruction complete with TEKS alignment info.	2, 3, 9	Instructional Coach (1 FTE), Elementary ELAR Coordinator, Principals	Increase in running records levels Alignment across grade level evident in lesson plans			
	Funding Sources: 199 - General Funds					
✔ = 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 2: In the area of MATH, 95% of all students will score 70% or higher on the MOY and EOY curriculum based assessments demonstrating proficiency on grade level.

Summative Evaluation: Data from the MOY and EOY for kinder. curriculum based assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Math instruction will target research based practices emphasized in small group guided math lessons on a daily basis.	3, 9	Principals, Teachers, Instructional Coach, Paraprofessional (6FTEs)	CBA data, Three week progress reports, Nine weeks progress reports, Walk-throughs, Instructional Facilitator logs, Math CBAs: BOY, MOY, EOY			
	Funding Sources: 211- Title I Funds - $29451.99, 263- Title III Funds - $16437.30, 163- Comp Ed Funds - $52008.29					
✔ = 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 3: In the area of WRITING, 80% of kinder. students will rate a score of 5 or better on the EOY formal writing assessment based on a grade appropriate rubric aligned with the 4th grade STAAR Writing rubrics.

Summative Evaluation: Data from the EOY writing assessment given at the end of the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Teachers will devote 40 minutes daily implementing and teaching the writing process and writing strategies. Additionally, teachers will emphasize writing across content areas.	3, 4, 5, 9	Principal(s), Teachers, Instructional Coach	Walk throughs, Students writing samples, Lesson Plans, Writing assessment scores, Data Talks			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) Formal Writing assessments will be collected and analyzed using a common grade appropriate rubric the first week of school, beginning of November, beginning of February, and beginning of May.	3, 4, 5, 9	Principal(s), Teachers, Instructional Coach	Student Writing samples, Writing assessment scores, Data Talks, Total for Kinder.: 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: PTP will increase the percentage of kindergarten students reading on level C from 68% to 90% by the end of the 2016-17 school year

Summative Evaluation: Running records from each 9 weeks grading period

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Literacy Instruction will target 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, summarizing, and identifying the main idea. Literacy instruction will also include 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. Rigby Levels will be used to assess Running Records for bilingual students.	1, 3, 4, 5	Principal, Assistant Principal, Bilingual/ESL Teachers, Bilingual Paraprofessional, Instructional Coach, Teacher(s)	Summative - Formal beginning and end of year running record levels (Fountas & Pinnell) & Rigby Levels. Informal running records checks (Fountas & Pinnell)			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) Instructional Coach will work with teachers and model researched based best practice techniques and strategies to ensure viable delivery of reading instruction.	1, 3, 4, 5		Summative - Instructional Facilitator Logs, Walk-throughs, Increase in number of students reading on level and performing on Tier 1			
✔ = 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 5: PTP will increase the percentage of kindergarten students scoring 70% or above from 80% to 90% on the 4th 9 weeks Math CBA by the end of the 2016-2017school year.

Summative Evaluation: The 4th nine weeks Math CBA scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Teachers will access student BOY, MOY, and EOY using curriculum based assessments.	3, 4, 9	Principal, Assistant Principal, Bilingual/ESL Teachers, Instructional Coach, Teachers	Increase in student CBA scores, three week progress reports, nine weeks grades, walk-throughs			
✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⚪ = No Progress ✖ = Discontinue						

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

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

Summative Evaluation: Attendance rate through the four 9 weeks throughout the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Student incentives will be used to encourage perfect attendance each nine weeks throughout the school year.	6, 9	Asst. Principal, Teachers	Increase in the number of students having perfect attendance Increase in student success rate(s)			
Funding Sources: 199 - General Funds						
✔ = 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: PTP students and staff will wear a college shirt once a week on a designated day. Also, the teachers will post their college decor outside of their classrooms along with a QR code that links to the University or College.

Summative Evaluation: Look at the percentage of students and staff participating in wearing college shirts

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) PTP Staff will wear (and students are encourage to wear) a college shirt once a week during the school year. The teachers also post their college decor' outside their classroom door.		Principals, Teachers	Look at the percentage of students and staff wearing college shirts. Look at percentage of teachers with college decor' outside their classroom doors.			
Critical Success Factors CSF 5		Principals, Teachers, Counselor	Minimum of 3 campus wide career exploration opportunities.			
2) PTP will provide career exploration opportunities to students through career day and technology integration.	Funding Sources: 199 - General Funds					
✔ = 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: Anti-bullying and Safe and Civil Schools programs will be implemented across the campus.

Summative Evaluation: Reduction of discipline referrals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 5 1) Implement CHAMP's behavior initiative with fidelity.	2	Principals, Teachers, Paraprofessionals, Counselor, Reading Coach	25% decrease in office referrals for classroom misconduct EOY office referral numbers decreased Increased student achievement on CBAs and Running Records			
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Integrate character education to improve student social skills.		Counselor, Assist. Principal, Teachers	Students completion of Olweus activities. Reduction/number of bullying incidents. 25% decrease in office referrals for classroom misconduct EOY office referral numbers decreased Increased student achievement on CBAs and Running Records			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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

Performance Objective 1: The campus will support and maintain a positive campus morale and professional environment.

Summative Evaluation: Summative - Staff feedback

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 5 CSF 6 1) Keep parents informed and updated via weekly newsletters, campus webpage, conferences, and phone calls.	6	Principals, Teachers	Increased student achievement by parents helping at home with learning objectives stated in newsletters, Teacher contact logs, Admin. parent contact logs,			
Critical Success Factors CSF 5 CSF 6 2) Host Fall and Spring Curriculum nights to provide instructional strategies to bridge school to home.	6	Principals, Counselor, Teachers	Parent Sign-In Sheets, Increase in student achievement			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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

Performance Objective 2: Pine Tree Primary will create a welcoming environment for families and promote a school-to-home and school-to-community initiative

Summative Evaluation: Summative - Increased student achievement Increase parent support Teacher contact logs Administrator parent contact documentation. Summative - Parent survey staff survey

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 5 CSF 6 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.	6	Teachers, Principal(s), Instructional Coach	Increased student achievement, Increase parent support, Teacher contact logs, Administrator parent contact documentation			
Critical Success Factors CSF 5 CSF 6 2) Host Fall and Spring family curriculum nights to provide instructional strategies to bridge school to home.	6	Principal(s), Instructional Coach, Teachers	Parent Sign-in Logs, Increased Student Success			
✔ = 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: PTP teachers and staff will participate in professional learning opportunities that will support high quality instructional strategies that will impact achievement

Summative Evaluation: Teachers will develop SMART goals and year-end review with administrator and TSR parts I, II and III.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) PTP will support vertical and horizontal alignment by continuing the use of PLC for teachers to review and implement PTISD curriculum.	1, 3, 4	Principal, Teachers, Teaching Support Staff	Lesson plans, Curriculum documents, Data Walk Data, PLC Meetings, PLC Walk-throughs, Increase in reading levels			
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide professional development opportunities to support teacher capacity to improve the academic performance of at-risk students.	1, 3, 4, 5, 9	Principal, Teachers, Teacher Support Staff	Attendance sign-in sheets, Walk-throughs, CBA and Running Records increase in level and scores of at-risk students, decrease in the number of students in Tier 2 and Tier 3			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 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.	1, 3, 4, 5, 9	Principal, Teachers, Teaching Support Staff	Attendance sign-in sheets, Walk-throughs, Increase in student CBA scores, Increase in Running Records scores			
✔ = 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 Primary will implement a GT pullout program in March once the students are identified.

Summative Evaluation: Increased growth performance for GT students on EOY CBAs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) The K-4 GT Specialist will implement a pullout program for GT students at Pine Tree Primary 2 times weekly.	1, 6	K-4 GT Specialist, Principal(s), Counselor, Teachers	Increased GT student performance growth on EOY CBAs.			
✔ = 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 Primary will provide increased computer and technological access to students and teachers.

Summative Evaluation: Increased student academic success as measured by Running Records and CBAs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Every classroom teacher will utilize IPADS to enhance instruction and lesson delivery to increase student achievement.	3, 5, 9	Principals, IT Coordinator, Teachers	Walk-throughs, Increased student engagement observed, Increased CBA scores and Reading Levels, Evident in lesson plans			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide professional development to ensure appropriate and consistent implementation of electronic devices in the classroom.	3, 5, 9	Principal(s), IT Coordinator, Teachers	Walk-throughs, Sign-in attendance sheets			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						