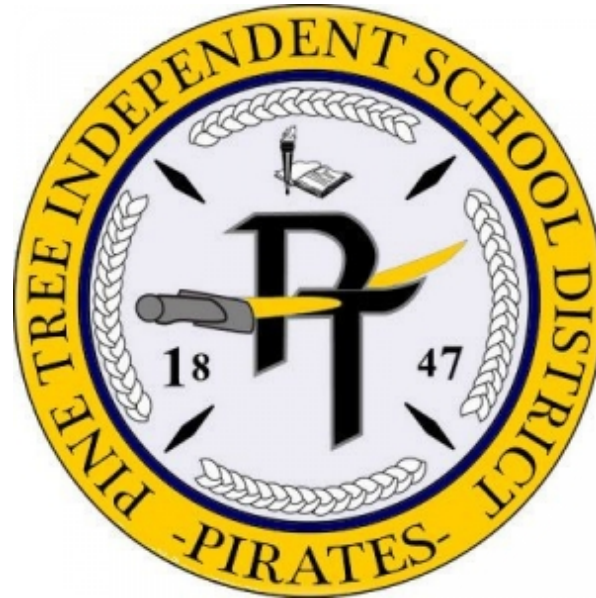


Pine Tree Independent School District

Pine Tree Primary

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

Tradition of Excellence

Value Statement

We believe in:

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

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Pine Tree Primary will create a customized learning environment that ensures a culture of innovation.	19
Goal 2: Pine Tree Primary will maximize learning through the use of advanced resources and digital literacy.	26
Goal 3: Pine Tree Primary will boldly support the social and emotional needs of all students.	27
Goal 4: Pine Tree Primary will ensure student leadership is an integral part of our learning culture.	29
Goal 5: Pine Tree Primary will recruit, develop, support, and retain the highest quality staff.	30
Goal 6: Pine Tree Primary will increase Parent, Family, and Community Engagement.	32
State Compensatory	33
Personnel for Pine Tree Primary:	33
District Funding Summary	35
Addendums	37

Comprehensive Needs Assessment

Revised/Approved: September 19, 2019

Demographics

Demographics Summary

Pine Tree Primary houses 2 PPCD classes, 9 PreKindergarten classes and 18 Kindergarten classes.

Pine Tree Primary is a School Wide Title I Campus

Based on 2017-2018 Texas Education Agency Academic Performance Report:

Students by Grade:

Grade	Count	Percent	District	State
Early Childhood Education	7	1.2%	.1%	.3%
Pre-Kindergarten	198	35.1%	4.2%	4.3%
Kindergarten	359	63.7%	7.7%	7.2%

Student by Ethnicity:

Ethnicity	Count	Percent	District	State
African American	132	23.4%	24.1%	12.6%
Hispanic	203	36%	35.3%	52.4%
White	187	33.2%	34.8%	27.8%
American Indian	3	0.5%	0.3%	0.4%
Asian	6	1.1%	0.9%	4.4%
Pacific Islander	1	0.2%	0.1%	0.1%
2 or More Races	32	5.7%	4.6%	2.3%

Students by Sub-Pop

Subpop	Count	Percent	District	State
Economically Disadvantaged	464	82.3%	63.2%	58.8%
ELL	127	22.5%	14.3%	18.8%
At Risk	144	25.5%	52.7%	50.8%

Kindergarten retention rate in 1.6% and class size average is 19.8

Teachers by Ethnicity

Ethnicity	Count	Percent	District	State
African American	2	6.3%	8.2%	10.4%
Hispanic	5	15.7%	6.5%	27.2%
White	24.3	76.6%	83.5%	58.9%

Teacher by Years of Experience

Number of Years	Count	Percent	District	State
Beginning	7.4	23.4%	24.9%	8.2%
1-5 Years	6.3	19.9%	22.4%	29.1%
6-10 Years	5	15.7%	14.9%	19.1%
11-20 Years	9	28.3%	18.8%	28.2%
20+ Years	4	12.6%	18.8%	15.3%

Demographics Strengths

Pine Tree Primary is a very diverse campus with a mixture of African American, Hispanic, and White students and staff. Primary has strong community involvement, partnering with Horace Mann, HIPPY, PAT, Hospitality ER as well as a variety of local businesses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged students are educationally disadvantaged **Root Cause:** PreKindergarten students must qualify for

Student Achievement

Student Achievement Summary

Pine Tree Primary's 2019 Accountability Rating is 86 (B)

See attached addendum

Student Achievement Strengths

2017-2018 PreKindergarten end of the year reading scores increased 15% from 2016-2017

2017-2018 Kindergarten end of the year reading scores increased 17% from 2016-2017

RtI meetings were implemented every 3 weeks beginning in the 2016-2017 and currently continuing in 2019-2020. Specials teachers (PE, Music, etc) were assigned Tier 2 groups for reading and math. Reading Specialist and Instructional Coach intervened with students in need of Tier 2 and Tier 3 interventions. Best teaching practices, informal data collection and using assessment to guide instruction began early in the 2017-2018 school year and continues in the current school year 2019-2020. These practices being implemented early with fidelity resulted in the increase in student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 95% of students left Kindergarten reading on grade level (88%) **Root Cause:** Only 75% of students who qualify for Pre-Kindergarten in PT ISD actually attend

Problem Statement 2: Less than 95% of students left Prekindergarten on grade level (79%) **Root Cause:** A number of Pre-Kindergarten students enroll in PreK without exposure to daycare

Problem Statement 3: Less than 95% of students left Kindergarten below grade level in math (81%) **Root Cause:** Instruction of problem solving and process standards and depth and complexity of the TEK is lacking

School Culture and Climate

School Culture and Climate Summary

Due to turnover in the administration position in the past, consistency in developing a strong school culture and climate has not been a priority. However, during the 2017-2018 school year, school culture was a continued focus for staff development as well as continued learning throughout the year. Systems and practices were put into place to build a positive learning environment where staff felt supported. Now that Primary school culture has been formed, Primary focus for 2018-2019 school year is to implement classroom practices where students take ownership of their data (data notebooks) and make decisions on what their own instructional goals.

School Culture and Climate Strengths

Pine Tree Primary has a consistent positive behavior support model, CHAMPS/Safe and Civil Schools, that is utilized on campus in all areas.

Kindergarten students participate in the OLWEUS bullying Program through weekly student meetings to teach students how to proactively react bullying situations.

The school implements positive behavior management (CHAMPS) to address student discipline concerns.

The school implemented a behavior redirect program to help support positive behavior interventions in an effort to increase student participation and learning in the classroom to ensure learning takes place.

Pine Tree Primary hosts the district's offered English classes for Native Spanish Speaking parents.

Pine Tree Primary will add Mindful Mondays in order to help students learn self coping skills.

Pine Tree Primary hosts the district's Lation Family Literacy classes.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students continue to need assistance in self regulating behavior **Root Cause:** Students who did not attend Primary PreKindergarten are new to school environment

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pine Tree Primary implement common planning time for prekindergarten and kindergarten so that all students and teachers have an equitable learning experience. In order to comply with PreKindergarten guidelines, Primary employs a teacher and classroom assistant per Prekindergarten classroom to sustain 11:1 ratio.

In 2019-2020 use of TEK resource PreK Outcomes Framework implemented in order for all PreK Staff in order to analyze standard and align standards, instruction and assessment.

During the 2019-2020 nine new employees were hired as classroom teachers, therefore the need for embedding professional development. In order to provide immediate modeling and feedback the use of substitutes for veteran teachers will be needed to ensure growth of the new teachers to systems, processes and instructional practices implemented at PT Primary.

Staff Quality, Recruitment, and Retention Strengths

Primary has a mentoring program for campus teachers facilitated by the instructional coach.

In order to promote a culture of collaboration and strengthen staff relationships, celebrations will be held throughout the school year. The Sunshine committee will facilitate staff morale activities.

Our goal is to retain 100% of staff for the 2019-2020 school year.

Our goal is to have 100% ESL teacher certified at the end of the 2019-2020 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High turnover rate in classroom teachers **Root Cause:** Younger staff moved to cities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Primary utilizes the TEKS Resource System as the curriculum management portal. The bilingual classrooms use transitional early exit model.

Students are instructed daily through Writers Workshop, Readers Workshop, guided reading and guided math daily.

Teachers have participated in aligning math and ELAR strategies during both vertical alignment meetings during the school year and professional learning.

Teacher collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement ensuring content, context, and cognition types of the student expectations in the TEKS.

Classroom teachers administer three running records per nine weeks per student.

Curriculum, Instruction, and Assessment Strengths

Primary implements a STEAM focus daily

The school has implemented a planning protocol that connects the "Big Four PLC Questions," Backwards Design, and Balanced Literacy professional development. Curriculum documents are shared in a team Google drive to ensure that all campus staff have easy access to curriculum resources and instructional resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students do not have ownership of learning goals and tracking of informal data **Root Cause:** Teachers are now comfortable and familiar with using informal data yet haven't moved to student ownership

Problem Statement 2: STEAM time incorporating depth of problem solving **Root Cause:** Challenge question is lacking in STEAM activities

Parent and Community Engagement

Parent and Community Engagement Summary

Primary has numerous opportunities for parents to be involved in their students' learning including meet the teacher nights, parent/teacher conferences, student led parent conferences, Fall and Spring curriculum nights, GT parent nights, spring semester Innovation Showcase, digital citizenship, transition and campus orientation meetings for parents and students. For the 2017-2018 school year and continue in current school year, Primary connected to parents through SeeSaw. This allowed parents to view products that their children have created that use technology vs. paper pencil. SeeSaw would also allow parents to interact with teacher and student throughout the day. The use of SeeSaw will continue for 2019-2020. Campus will implement Ready Rosie during the 2019-2020 school year to build parent capacity.

Through the High Quality Prekindergarten Grant, students, staff, and families had opportunities for increased involvement in the education of the students. A survey was conducted in Spring 2019 for prekindergarten families to get feedback on how the program helps to prepare parents and students for Kindergarten. Results of the Spring 2019 survey were discussed with staff and goals are set for 2019-2020.

Address barriers of educators, students and parents:

Parents: Communicate in English/Spanish, provide transportation, assist parents of truant students in problem solving and solutions, use SeeSaw to communicate academic products, provide learning opportunities throughout year for parents to assist students with early literacy practice.

Educators: Survey needs for classroom and provide needed resources, use behavior interventionist to assist with TIER 1 instruction, provide professional development throughout year based on data collection

Students: campus wide free breakfast and lunch, behavior intervention, academic intervention, ESL classes have bilingual paras to assist students with translation from Spanish to English

Parent and Community Engagement Strengths

Primary utilizes School Messenger, district, campus, and teacher websites, and campus newsletter to communicate district/campus/classroom activities. Facebook and Twitter are used as another means of communication with parents.

Primary offers all communication in more than one language.

The campus utilizes translators to translate campus documents.

The campus welcomes community volunteers at all campus functions.

Opportunities to collaborate with local businesses and community members will continue to be explored.

Parent Liason in district to assist families

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents need a way to see student work that is completed in classrooms now that more and more student work is real world based and not paper based. **Root Cause:** Lack of technology that aides in parent/school interaction such as SeeSaw

School Context and Organization

School Context and Organization Summary

Primary is a Professional Learning community. Common collaboration is embedded in the master schedule as well as the campus calendar to ensure time to collaborate on TEKS, student data and assessment.

Primary has a designated leadership team consisting of grade level and lead teachers that meet regularly with campus administration. This allows for two-way feedback regarding campus happenings and decision making.

Monthly faculty learning allow time to explore common topics. A digital newsletter is utilized weekly to allow for communication of upcoming events, decisions, and other important information.

The campus improvement committee meets four times a year to review student academic achievement, the progression of the campus plan, and provide feedback regarding the subsequent year's improvement planning.

CHAMPS is implemented as school wide behavior management system.

RTI (Response to Intervention) Teams meet every 3 weeks to plan, implement, and evaluate the campus RTI program.

A Digital Staff Notebook in Google Drive has been developed for ease of access to campus procedures and important documents.

Each student will have a data notebook in order to keep and track learning goals and informal/summative assessments.

School Context and Organization Strengths

Primary will continue to implement the RTI system where every student is reviewed every three weeks.

The school will continue to utilize weekly common planning times for all teachers to review assessment data and plan for instruction using backwards design and the 4 PLC questions.

Primary will implement the pyramid of intervention to focus on the alignment of intervention to student needs.

Primary was named a Model Professional Learning Community campus by Solution Tree

Technology

Technology Summary

Primary students and classes have access to iPads to enrich the curriculum and expand learning opportunities for all students.

Each classroom has a projector and document cameras . Three computer labs are available for student use. Each teacher has a laptop that can be used in and out other classroom.

Mimo's are not conducive to best instruction for Primary age levels. Clevertouch boards are needed in each classroom as well as increasing number of iPads to 11 in each class 2:1 ratio

Technology Strengths

Students are able and willing to use technology. They come to us with background knowledge of use of Smartphones which can be transferred to use of iPads.

SeeSaw is being used by each classroom to communicate learning to parents

Problem Statements Identifying Technology Needs

Problem Statement 1: Mimo is not the best technology tool for PreK and Kindergarten classrooms **Root Cause:** Lack of funding

Problem Statement 2: Due to growth at the campus, not every classroom is outfitted with the same amount of technology **Root Cause:** Lack of Funding

Priority Problem Statements

Problem Statement 1: Economically disadvantaged students are educationally disadvantaged

Root Cause 1: PreKindergarten students must qualify for Program based on Economically Disadvantage Status

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 95% of students left Kindergarten reading on grade level (88%)

Root Cause 2: Only 75% of students who qualify for Pre-Kindergarten in PT ISD actually attend

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students do not have ownership of learning goals and tracking of informal data

Root Cause 3: Teachers are now comfortable and familiar with using informal data yet haven't moved to student ownership

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Parents need a way to see student work that is completed in classrooms now that more and more student work is real world based and not paper based.

Root Cause 4: Lack of technology that aides in parent/school interaction such as SeeSaw

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Mimo is not the best technology tool for PreK and Kindergarten classrooms

Root Cause 5: Lack of funding

Problem Statement 5 Areas: Technology

Problem Statement 6: High turnover rate in classroom teachers

Root Cause 6: Younger staff moved to cities

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Less than 95% of students left Prekindergarten on grade level (79%)

Root Cause 7: A number of Pre-Kindergarten students enroll in PreK without exposure to daycare

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Students continue to need assistance in self regulating behavior

Root Cause 8: Students who did not attend Primary PreKindergarten are new to school environment

Problem Statement 8 Areas: District Culture and Climate

Problem Statement 9: Less than 95% of students left Kindergarten below grade level in math (81%)

Root Cause 9: Instruction of problem solving and process standards and depth and complexity of the TEK is lacking

Problem Statement 9 Areas: Student Achievement

Problem Statement 11: STEAM time incorporating depth of problem solving

Root Cause 11: Challenge question is lacking in STEAM activities

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: November 06, 2019

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




Performance Objective 1: 95% of kindergarten students will meet and/or exceed grade level reading goal (Independent C)

Evaluation Data Source(s) 1: F& P Benchmark Scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teacher's will receive training on Reader's/Writer's Workshop, Running Records and Guided Reading. All components will be implemented in daily instruction.	2.4, 2.5, 2.6	District CIA Department Principal, Assistant Principal, Instructional Coach (1 FTE)	Decrease in Tier 2 & Tier 3 Students will meet or exceed reading level			
Funding Sources: 211- Title I Funds - 56647.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Academic Specialist will provide Tier 2 intervention using Leveled Literacy Intervention to students not progressing at same rate as peers</p>	2.4, 2.6	District Curriculum Coordinator, Principal, Assistant Principal, Instructional Coach (1 FTE), Academic Specialist (1 FTE)	Student's move to Tier 1			
Funding Sources: 211- Title I Funds - 103293.00						
3) Provide full day pre-kindergarten with Spring implementation of guided reading for students with readiness skills.	2.4, 2.5, 2.6	Principal, Assistant Principal, PreK Teachers (9 FTEs), Bilingual PreK Teachers (1 FTE), PreK Aides (9 FTEs); Bilingual Aides (1 FTEs), Instructional Coach (1 FTE)	Increase in PreKindergarten end of year CLI data in reading			
Funding Sources: 163- Comp Ed Funds - 556983.00, 211- Title I Funds - 56647.00						
4) Increase attendance to 97%	2.6	Principal Assistant Principal PEIMS	Increased academic achievement			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>5) PT Primary will provide written guidance and supports on how to use assessments to inform instruction. In addition, Primary will provide written supports on how to differentiate for ELL and special needs.</p>	2.4, 2.6	Campus principals, Instructional Coach (1 FTE)	Improved student achievement.			
Funding Sources: 211- Title I Funds - 56647.00						
 = Accomplished  = No Progress  = Discontinue						

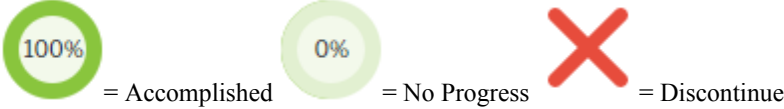
Goal 1: Pine Tree Primary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: 95% of kindergarten students will master math standards

Evaluation Data Source(s) 2: End of Year Benchmark

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teacher's will receive training on Guided math and implement instructional practices daily.	2.4, 2.5, 2.6	District Curriculum Coordinator, Principal, Assistant Principal, Instructional Coach (1 FTE)	100% kindergarten students perform 70% or higher on end of year math CBA 95% kindergarten students on level end of year KEA (green=on level)			
Funding Sources: 211- Title I Funds - 56647.00						
						

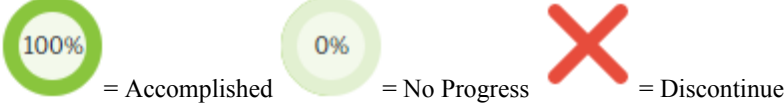
Goal 1: Pine Tree Primary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: PT Primary will develop systems to foster an inclusive, collaborative culture.

Evaluation Data Source(s) 3: Climate survey; employee retention reduction

Summative Evaluation 3:

Targeted or ESF High Priority

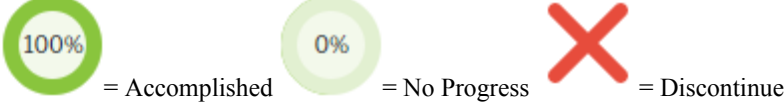
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Pine Tree Primary will work as a Professional Learning Community and will collaborate and analyze data weekly, every 3 weeks, and 9 weeks on curriculum, instruction and assessment.	2.4, 2.6	Teachers, Principal, Assistant Principal, Instructional Coach (1 FTE)	50% of resources used in unit of study will include various cultures			
Funding Sources: 211- Title I Funds - 56647.00						
2) Common planning will be scheduled each week for 1 hour to ensure equity of instruction across classrooms. 4 Questions will be answered during meetings to ensure students at risk have Tier 2 intervention in classroom and students needing enrichment will receive Tier 1 extensions to learning.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach (1 FTE), Classroom Teachers	100% of walkthroughs will reflect best practices decided on through common planning and use of data.			
Funding Sources: 211- Title I Funds - 42725.00						
						

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

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

Evaluation Data Source(s) 4: Increased enrollment/participation in robotics; integration of computer coding during STEAM or Engineering/Science hour; increased enrollment in the STEM endorsement for graduation at PTHS

Summative Evaluation 4:

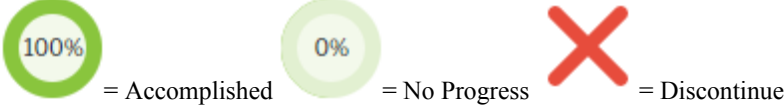
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) STEAM time scheduled and planned daily	2.4, 2.5	Principal, Assistant Principal, Teachers, Instructional Coach (1 FTE) , Media Center Paraprofessional	STEAM activities aligned to standards reflected in lesson plans and walk-throughs			
Funding Sources: 211- Title I Funds - 56647.00						
						

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

Performance Objective 5: 100% of PreK students will be on target for entering Kindergarten

Evaluation Data Source(s) 5: CIRCLE assessment: all greens in area of reading and math

Summative Evaluation 5:

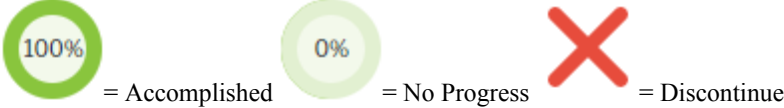
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use CLI engage to collect, analyze and make instructional decisions in ELAR, math, science and social studies	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Coach (1 FTE)	100% of Students will be on level in reading and in math (CIRCLE score= green)			
Funding Sources: 211- Title I Funds - 56647.00						
						

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

Performance Objective 6: Pine Tree Primary will implement systems and strategies to support English Learners (EL).

Evaluation Data Source(s) 6: TELPAS, Teacher Certification Data, Classroom Observations

Summative Evaluation 6:

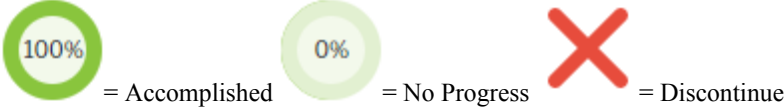
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) All teachers will be ESL certified by the end of the 2019-2020 SY.	2.4, 2.6	Campus Administrators, Coordinator of Special Programs (1 FTE)	Compliance with TEA Guidelines.			
	Funding Sources: 211- Title I Funds - 83633.00					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will use language acquisition strategies based on ELPS, progress monitor individual student goals for all language domains (ISIP), and identify ELPS and CCRS in assessments.	2.4, 2.6	Campus Administrators, Coordinator of Special Programs (1 FTE)	Increase in TELPAS scores.			
	Funding Sources: 211- Title I Funds - 83633.00					
3) TEKS, ELPS, and CCRS will be included in the curriculum. Language objective and learning objective will be posted. Teachers will use realia and comprehensible input.	2.4, 2.6	Campus Administrators, Coordinator of Special Programs (1 FTE), Instructional Coach (1 FTE), Bilingual Teacher	Increase student achievement.			
	Funding Sources: 211- Title I Funds - 140280.00					
						

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

Performance Objective 1: Improve the use of technology in all classrooms.

Evaluation Data Source(s) 1: SeeSaw usage report

Summative Evaluation 1:

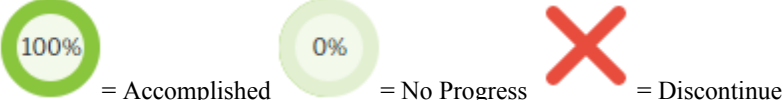
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide Google App and SAMR model training to all Primary staff members.		Principal, Assistant Principal,	Increased utilization of Google Education Apps.			
2) Review technology devices in each classroom and develop a plan to ensure consistency.		Principal, Assistant Principal, Technology Department Techniciaon	Consistent Technology tools in all classrooms			
3) All classrooms will use SeeSaw on a weekly basis to track project based learning and communicate with parents.		Campus Administrators, Coordinator of Special Programs (1 FTE)	Improved communication with parents and family and increase student use of technology			
Funding Sources: 211- Title I Funds - 83633.00						
						

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

Performance Objective 1: Pine Tree Primary will increase student time in class and decrease melt downs.

Evaluation Data Source(s) 1: Staff and Parent Feedback, decrease in office and behavior referrals

Summative Evaluation 1:

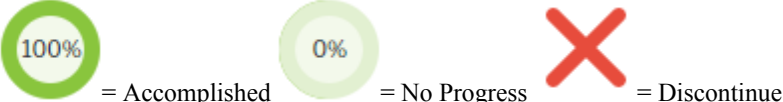
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide individual counseling, group counseling, character education and redirect program to teach students appropriate interpersonal skills and coping mechanisms as well as conflict resolution.		Principal, Assistant Principal, Behavior Interventionist	Tier 2 & 3 behavior students will increase class instructional time			
	Funding Sources: 199 - General Funds - 0.00					
2) Use of District Parent Liaison to strengthen home/school relationships and increase attendance rate while decreasing truancy rate.		Assistant Superintendent of Human Resources, Principal, Assistant Principal, Parent Liaison	Parent survey will reflect positive feedback			
	Funding Sources: 199 - General Funds - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 3) Implement Mindful Monday's in order to focus students during the week to practice self-monitoring behaviors.	2.4, 2.5	Campus Administrators, Counselor	Decrease in misbehavior in the classroom.			
						

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

Performance Objective 2: Promote healthy lifestyle

Evaluation Data Source(s) 2: Master Schedule

Summative Evaluation 2:

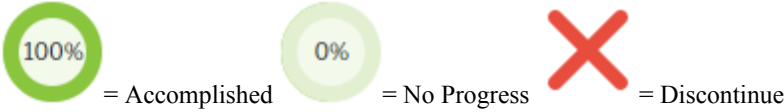
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Include morning and afternoon recess and PE in master schedule	2.5	Principal Assistant Principal PE Teacher Classroom Teachers	Less off task behavior in academic settings			
						

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

Performance Objective 1: Implement leadership roles and responsibilities throughout the campus and classroom

Evaluation Data Source(s) 1: Leadership Team minutes, Faculty Learning minutes, Facebook/Twitter and Website posts

Summative Evaluation 1:

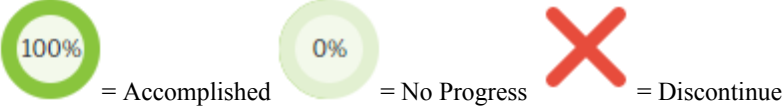
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CHAMPS will be implemented across campus as a foundation discipline management plan		Principal, Assistant Principal, Teachers, Counselor, Behavior Interventionist	Improved student behavior.			
						

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

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

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

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Improve campus culture by implementing district strategic plan		All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
						

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

Performance Objective 2: PT Primary will strengthen the relationships among all staff members.

Evaluation Data Source(s) 2: Develop annual community and PTISD family celebrations; Promote a culture of "All In" district-wide.

Summative Evaluation 2:

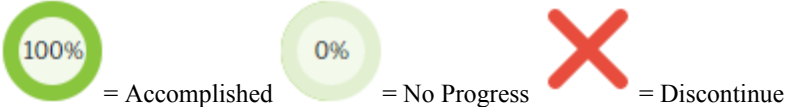
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Faculty learning each month is focused around team building. Master schedule allows staff to collaborate with a variety of peers throughout the week.		All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Pine Tree Primary will increase Parent, Family, and Community Engagement.

Performance Objective 1: Increase parent communication and engagement with teachers and staff at Pine Tree Primary

Evaluation Data Source(s) 1: Title I parent survey, sign-in sheets from events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Create, distribute, implement and monitor Family and Community Engagement Plan and School and Family Compact with input from all stakeholders.	3.1	Site Based Decision Making Team Principal Assistant Principal	Increase Family and Community Engagement			
2) Provide opportunities for parents to be involved: Family Night Parent Conferences Literacy Nights Watch Dogs Literacy Army Grandparent's Day	3.1, 3.2	Principal Assistant Principal Classroom Teacher Parent Liason (.33 FTE)	Increased parental involvement			
Funding Sources: 211- Title I Funds - 25558.00						
3) Pine Tree Primary will host two family/care giver outreach events to notify of enrollment period and documentation needed.	3.1	Campus Administrators	Increase community and family engagement.			
4) Annual Title I meeting with parents to communicate Title I requirements, components, and assistance to campus.	3.1	Campus Administrators, Coordinator of Special Programs (1 FTE)	Increase parent engagement			
Funding Sources: 211- Title I Funds - 83633.00						
						

State Compensatory

Personnel for Pine Tree Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Wright	PreKindergarten Teacher	PreK	1
Angelia Malloy	PreKindergarten Teacher	PreK	1
Ashley Melton	PreKindergarten Teacher	PreK	1
Claudia Ruiz	Kindergarten Bilingual Teacher	Bilingual	1
Esther Zaragoza	PreKindergarten Bilingual Teacher	Bilingual	1
Evelyn Nowlin	PreKindergarten Classroom Assistant	PreK	1
Gloria Guereero	PreK Classroom Assistant	PreK	1
Janel Hewitt	PreKindergarten Classroom Assistant	PreK	1
Janina Abrams	PreKindergarten Teacher	PreK	1
Kim Bozarth	PreKindergarten Teacher	PreK	1
Linda Storms	PreKindergarten Teacher	PreK	1
Patricia Brager	PreKindergarten Classroom Assistant	PreK	1
Renelda Robinson	PreKindergarten Classroom Assistant	PreK	1
Sarah Farmer	PreKindergarten Classroom Assistant	PreK	1
Shenika Bacon	PreKindergarten Classroom Assistant	PreK	1
Stephanie Pearce	PreKindergarten Teacher	PreK	1
Tara Fail	PreKindergarten Classroom Assistant	PreK	1
Teresa Jenkins	PreKindergarten Teacher	PreK	1

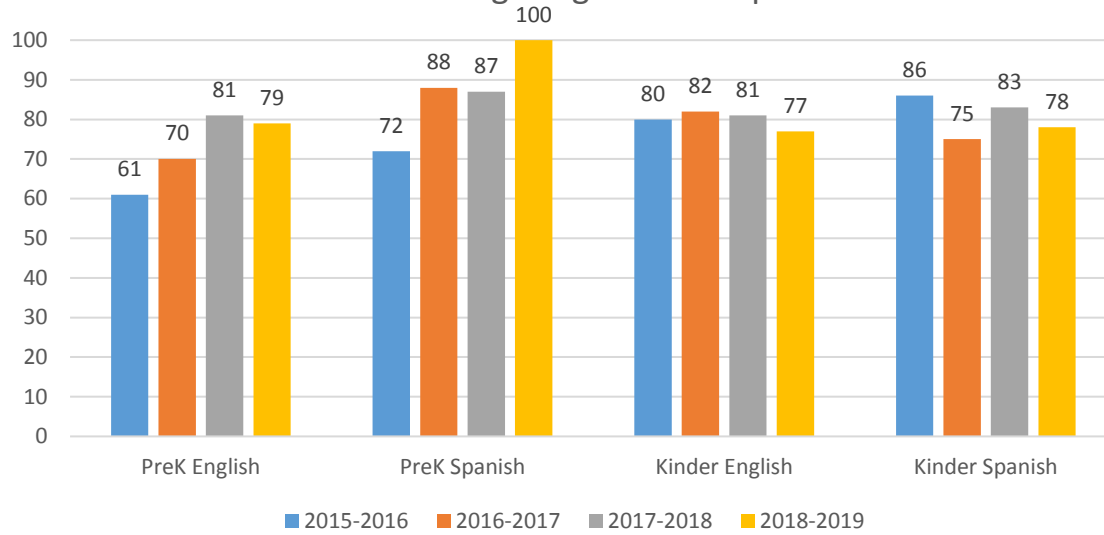
District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	163 E 11 6119 00 103 0 32 000	\$56,647.00
1	1	2	Academic Specialist	211 E 11 6119 00 103 9 32 000	\$103,293.00
1	1	3	Instructional Coach		\$56,647.00
1	1	5	Instructional Coach		\$56,647.00
1	2	1	Instructional Coach	211	\$56,647.00
1	3	1	Instructional Coach	211 E 11 6116 00 103 1 32 000	\$56,647.00
1	3	2	Instructional Coach	211 E 11 6119 00 103 1 32 000	\$42,725.00
1	4	1	Instructional Coach		\$56,647.00
1	5	1	Instructional Coach		\$56,647.00
1	6	1	Coordinator of Special Programs		\$83,633.00
1	6	2	Coordinator of Special Programs		\$83,633.00
1	6	3			\$140,280.00
2	1	3	Coordinator of Special		\$83,633.00
6	1	2	Parent Liason		\$25,558.00
6	1	4	Coordinator of Special Programs		\$83,633.00
Sub-Total					\$1,042,917.00

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Pre-K Teachers		\$556,983.00
Sub-Total					\$556,983.00
Grand Total					\$1,599,900.00

Addendums

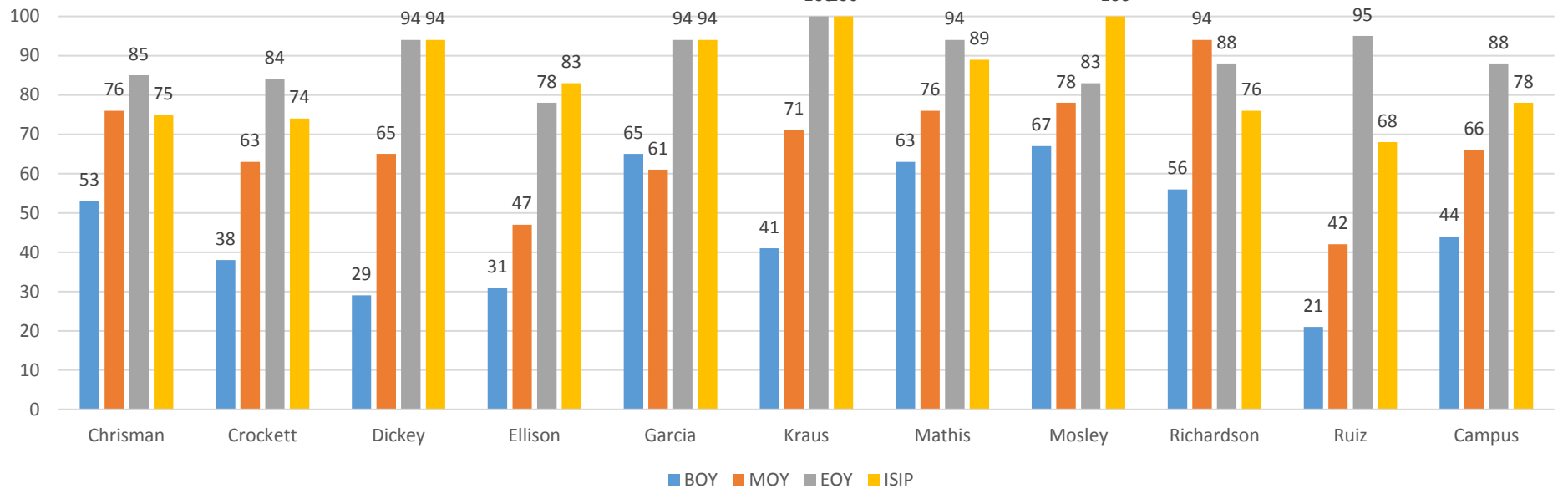
ISIP Reading Longitudinal Report



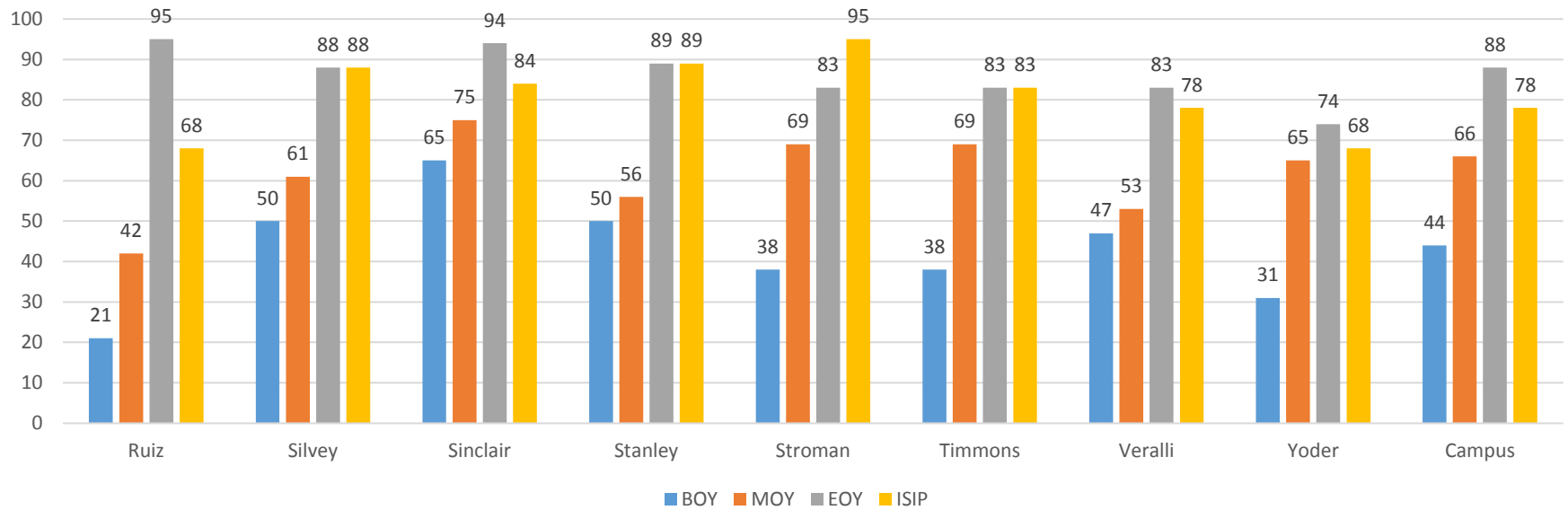
2018-2019 ISIP EOY Scores included bilingual students taking the English assessment. That is why there is a slight drop in ISIP scores. The previous years we did not test bilingual students in English. 2018-2019 scores are our benchmark for upcoming years in order to track growth

Teacher	Fountas & Pinnell BAS				IStation ISIP				Notes
	2015-2016	2016-2017 1 st Yr. PLC	2017-2018 2 nd Yr. PLC	2018-2019 3 rd Yr. PLC	2015-2016	2016-2017 1 st Yr. PLC	2017-2018 2 nd Yr. PLC	2018-2019 3 rd Yr. PLC	
Chrisman	55%	NA	NA	85%	ISIP Classroom Summary Reports are expunged	NA	NA	75%	Resigned for 2 Yrs
Kraus	84%	89%	100%	100%		79%	95%	100%	
Mosley	84%	89%	100%	83%		79%	90%	100%	
Richardson	68%	89%	86%	88%		68%	85%	76%	
Silvey	47%	74%	95%	88%		53%	72%	88%	
Sinclair	79%	76%	95%	94%		48%	91%	84%	
Stroman	72%	68%	86%	95%		74%	80%	83%	
Veralli	60%	60%	76%	83%		50%	71%	78%	
Yoder	70%	95%	95%	74%		79%	86%	68%	1 st Yr. of Inclusion
CAMPUS	69%	68%	86%	89%		80%	82%	82%	78%
Ellison		58%	83%	78%		53%	83%	83%	
Ruiz		56%	57%	95%		44%	55%	68%	
Timmons		50%	85%	83%		53%	73%	83%	
Garcia			70%	94%			96%	94%	
Stanley			95%	89%			90%	89%	
Crockett			85%	84%			76%	74%	
Dickey				94%				94%	1 st Year Teacher
Mathis				94%				89%	Looped from 2018 students

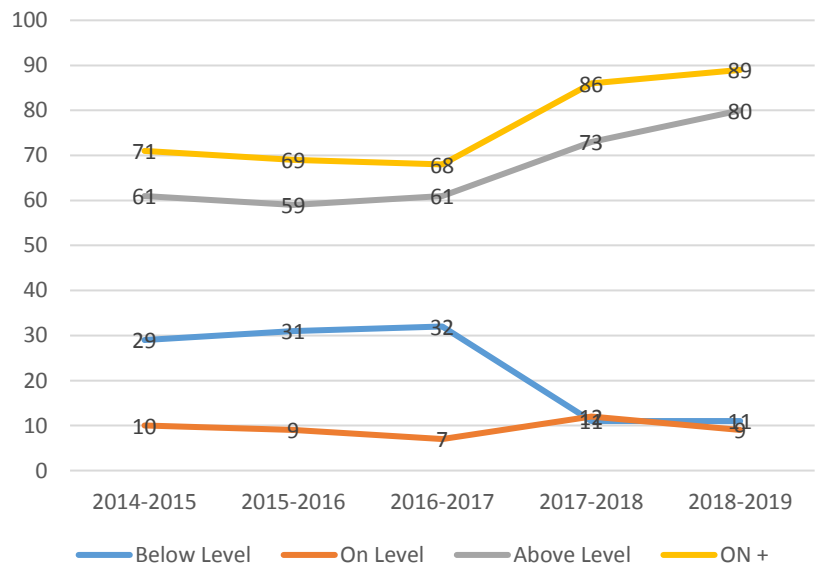
2018-2019 Reading Data



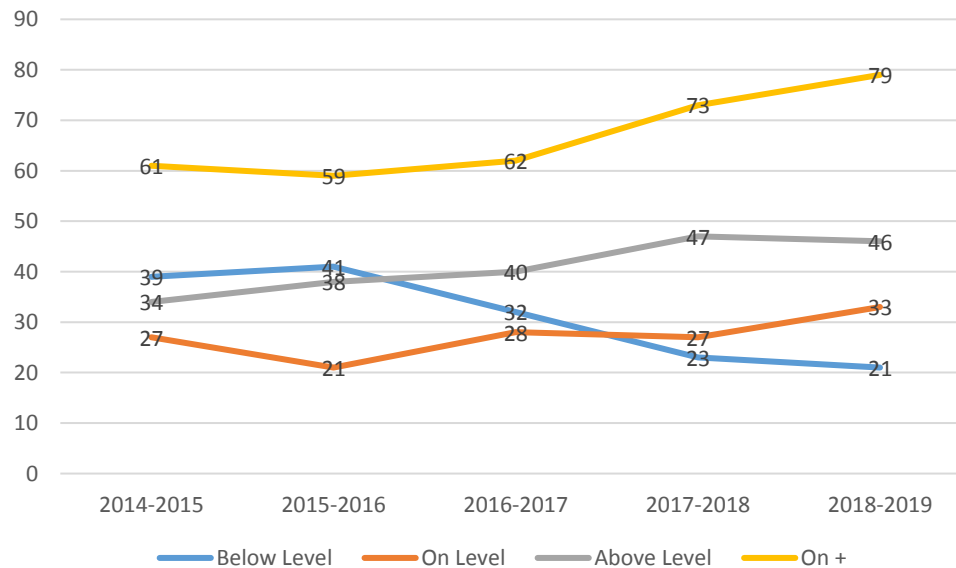
2018-2019 Reading Data



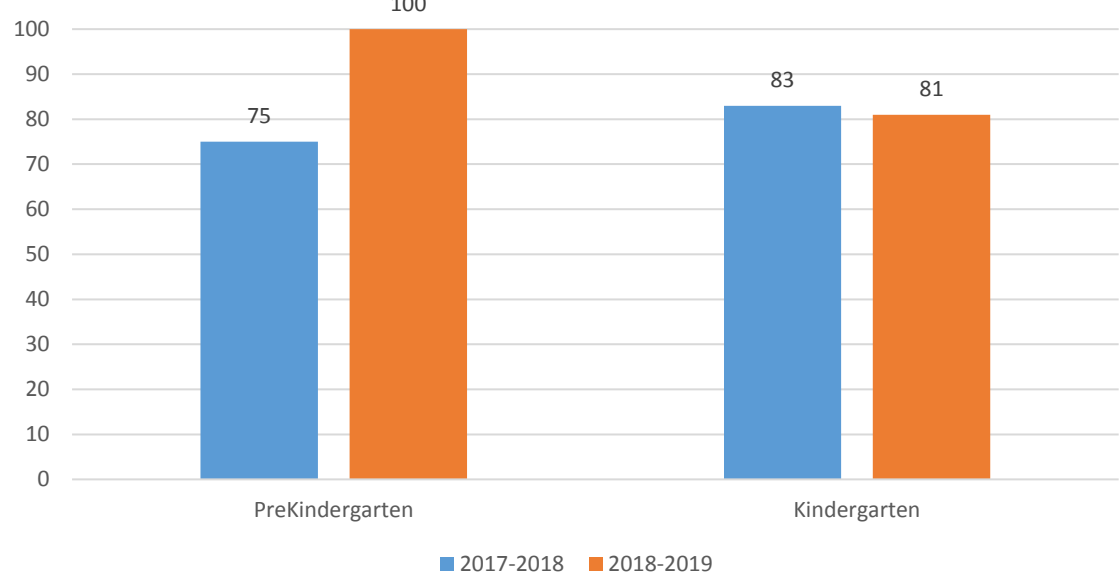
EOY Primary C+ Longitudinal Data



EOY Primary D+ Longitudinal Data



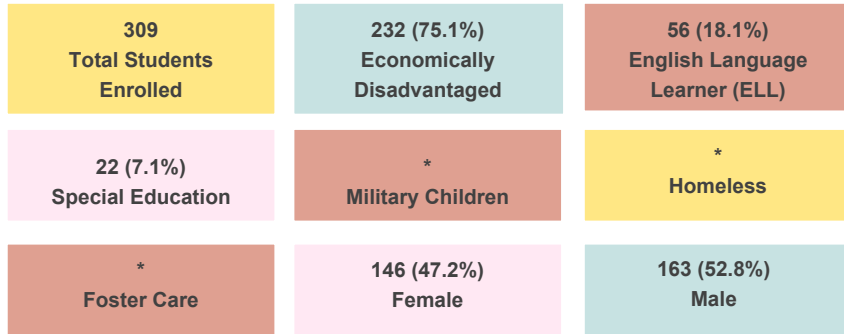
ISIP Math Longitudinal Report



Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

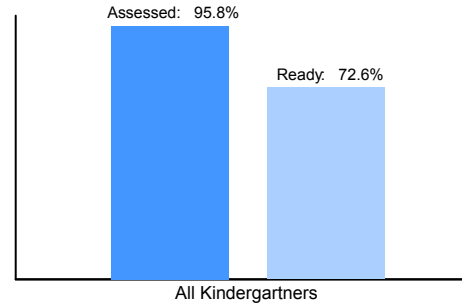
Public Kindergarten Enrollment for 2018-19 School Year



186 (60.2%) Kindergartners Attended Texas Public PreK in 2017-18	166 (53.7%) Kindergartners Attended Texas Public PreK in Same District	166 (53.7%) Kindergartners Attended Texas Public PreK in Same School
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114 (36.9%) Kindergartners Attended Texas Public PreK for 80 or More Days in 2017-18 School Year

Public Kindergarten Readiness Assessments and Results for 2018-19 School Year



Kindergarten **students assessed** in 2018-19 decreased by 2.5 percentage points from the previous school year

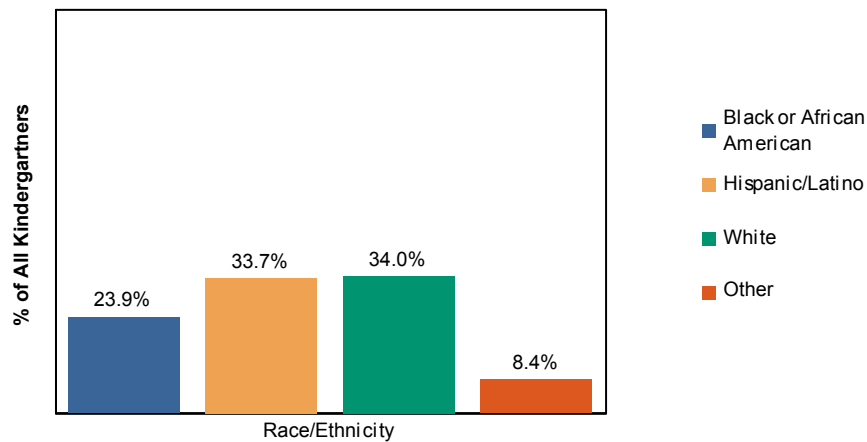


Kindergarten **ready students** in 2018-19 increased by 15.7 percentage points from the previous school year

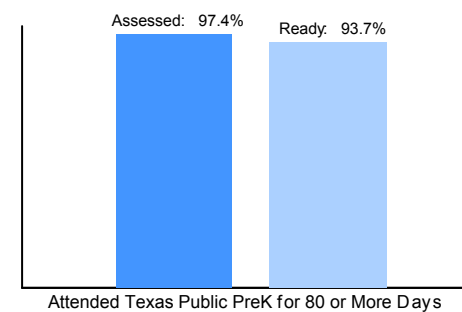
	All Kindergartners				
	Schools Reporting	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	1	296	95.8%	215	72.6%
TX-KEA-E	1	261	84.5%	184	70.5%
TX-KEA-S	1	36	11.7%	31	86.1%

Notes: 1. Students may take multiple assessments. 2. Readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Public Kindergarten Enrollment by Race/Ethnicity for 2018-19 School Year



Public Kindergarten Readiness Assessments and Results for 2018-19 Kindergartners Who Attended Texas Public PreK in the 2017-18 School Year for 80 or More Days



Kindergarten **students assessed** in 2018-19 decreased by 1.0 percentage points from the previous school year



Kindergarten **ready students** in 2018-19 increased by 24.5 percentage points from the previous school year

	Attended Texas Public PreK for 80 or More Days in 2017-18			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	111	97.4%	104	93.7%

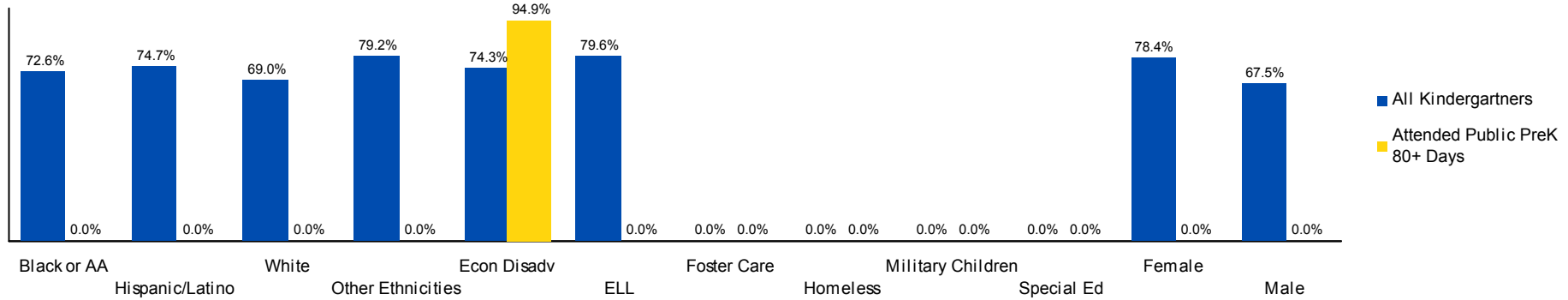
Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data. 3. Enrollment and Students Assessed percentages are calculated using total students enrolled.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX



2018-19 Kindergarten Readiness for All Kindergartners and Kindergartners Who Attended Texas Public PreK 80 or More Days in the 2017-18 School Year



Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data.

Public Kindergarten Enrollment, Readiness Assessments and Results by Kindergarten School Year

	All Kindergarten Students				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2016-17	333	256	76.9%	156	60.9%
2017-18	359	353	98.3%	201	56.9%
2018-19	309	296	95.8%	215	72.6%

	Attended Public PreK for 80 or More Days in the Previous School Year				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2016-17	159	134	84.3%	86	64.2%
2017-18	188	185	98.4%	128	69.2%
2018-19	114	111	97.4%	104	93.7%

Kindergarten Enrollment by Full or Half-Day and School Year

	Full-Day Students	Half-Day Students
2016-17	333	0
2017-18	359	0
2018-19	309	0

Kindergartners Who Attended Public PreK the Previous Year by Kindergarten School Year

	Students Enrolled	Attended PreK	% Attended PreK	Attended PreK in Same District	Attended PreK in Same School
2016-17	333	178	53.5%	132	132
2017-18	359	206	57.4%	173	173
2018-19	309	186	60.2%	166	166

Schools Reporting Assessments by School Year

	Number of Schools Reporting
2016-17	1
2017-18	1
2018-19	1

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Race/Ethnicity and School Year

	Enrolled Kindergartners by Race/Ethnicity								
	2016-17			2017-18			2018-19		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Black or African American	67	20.1%	45	74	20.6%	39	74	23.9%	35
Hispanic/Latino	117	35.1%	82	129	35.9%	94	104	33.7%	50
White	123	36.9%	27	131	36.5%	40	105	34.0%	22
Other	26	7.8%	5	25	7.0%	15	26	8.4%	7
Total	333	100.0%	159	359	100.0%	188	309	100.0%	114

	Assessments and Results for All Kindergartners											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	49	73.1%	26	53.1%	70	94.6%	29	41.4%	73	98.6%	53	72.6%
Hispanic/Latino	97	82.9%	60	61.9%	129	100.0%	84	65.1%	99	95.2%	74	74.7%
White	94	76.4%	62	66.0%	131	100.0%	76	58.0%	100	95.2%	69	69.0%
Other	16	61.5%	8	50.0%	23	92.0%	12	52.2%	24	92.3%	19	79.2%
Total	256		156	60.9%	353		201	56.9%	296		215	72.6%

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	35	77.8%	19	54.3%	37	94.9%	20	54.1%	35	100.0%	*	*
Hispanic/Latino	74	90.2%	48	64.9%	94	100.0%	72	76.6%	48	96.0%	*	*
White	21	77.8%	16	76.2%	40	100.0%	29	72.5%	21	95.5%	*	*
Other	*	*	*	*	14	93.3%	7	50.0%	7	100.0%	*	*
Total	134		86	64.2%	185		128	69.2%	111		104	93.7%

Notes: 1. Due to rounding, percentages may not add to 100%. 2. Students Assessed percentages are calculated using students enrolled. 3. Other race/ethnicity is a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Subpopulation and School Year

	Enrolled Kindergartners								
	2016-17			2017-18			2018-19		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Econ Disadv	220	66.1%	139	265	73.8%	168	232	75.1%	101
ELL	65	19.5%	54	76	21.2%	65	56	18.1%	38
Foster Care	0	0.0%	0	*	*	0	*	*	*
Homeless	9	2.7%	*	*	*	*	*	*	0
Military Children	0	0.0%	0	*	*	*	*	*	*
Special Education	18	5.4%	12	13	3.6%	6	22	7.1%	8
Female	174	52.3%	81	178	49.6%	91	146	47.2%	58
Male	159	47.7%	78	181	50.4%	97	163	52.8%	56

	Assessments and Results for All Kindergartners											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	168	76.4%	99	58.9%	260	98.1%	148	56.9%	222	95.7%	165	74.3%
ELL	55	84.6%	31	56.4%	76	100.0%	60	78.9%	54	96.4%	43	79.6%
Foster Care	0	0.0%	0	0.0%	*	*	*	*	*	*	*	*
Homeless	5	55.6%	*	*	*	*	*	*	0	0.0%	0	0.0%
Military Children	0	0.0%	0	0.0%	*	*	*	*	*	*	*	*
Special Education	12	66.7%	*	*	10	76.9%	5	50.0%	18	81.8%	*	*
Female	139	79.9%	90	64.7%	175	98.3%	114	65.1%	139	95.2%	109	78.4%
Male	117	73.6%	66	56.4%	178	98.3%	87	48.9%	157	96.3%	106	67.5%

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	116	83.5%	73	62.9%	165	98.2%	114	69.1%	98	97.0%	93	94.9%
ELL	49	90.7%	29	59.2%	65	100.0%	56	86.2%	36	94.7%	*	*
Foster Care	0	0.0%	0	0.0%	0	0.0%	0	0.0%	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	0	0.0%	0	0.0%
Military Children	0	0.0%	0	0.0%	*	*	*	*	*	*	*	*
Special Education	8	66.7%	*	*	5	83.3%	*	*	7	87.5%	*	*
Female	73	90.1%	49	67.1%	89	97.8%	70	78.7%	58	100.0%	*	*
Male	61	78.2%	37	60.7%	96	99.0%	58	60.4%	53	94.6%	*	*

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX



PINE TREE ISD (092904) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2018-19 School Year

	Total Students Enrolled	Students Assessed	Kindergarten Ready	Percent Students Assessed	Percent Kindergarten Ready	Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available)	Half-Day Students Enrolled	Full-Day Students Enrolled	Attended Texas Public PreK in 2017-18	Attended Texas Public PreK in Same District 2017-18	Attended Texas Public PreK in Same School 2017-18	Economically Disadvantaged	English Language Learner	Foster Care or Military Children or Homeless	Black or African American	Hispanic	White	Other Races
PINE TREE PRI (092904103)	309	296	215	95.8%	72.6%	TX-KEA-E, TX-KEA-S	0	309	186	166	166	232	56	*	74	104	105	26

About the Data

Purpose This report provides information on Texas public school kindergarten enrollment and beginning of year reading assessments. Enrollment in kindergarten is shown for students by ethnicity, gender, economically disadvantaged, English language learners (ELL), and other student programs. Counts are provided of kindergartners who attended Texas public prekindergarten in the same district or school as they enrolled for kindergarten. Additionally, this report provides high-level information on enrolled kindergartners administered a reading assessment and assessment results. Kindergarten readiness information is provided for all kindergartners and for those kindergartners who attended Texas public prekindergarten the previous school year for eighty or more days. The state level report also compares kindergarten readiness for those kindergartners who were eligible for and attended Texas public prekindergarten the previous school year for one or more days to kindergartners who were eligible for Texas public prekindergarten but did not attend. This report is available at the state level and by individual school districts.

Data Source Data in this report for Texas public school district kindergarten enrollment come from the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). Data for kindergarten reading assessments in Texas public schools come from the Early Childhood Data System (ECDS). In this report, public kindergarten student enrollment is defined as the number of kindergarten enrollees who were reported enrolled as of the Fall Snapshot date (last Friday in October) of each year. Kindergarten reading assessment data are reported for those kindergartners enrolled as of the Fall Snapshot date who took a beginning of year reading assessment on the Commissioner's List of Reading Instruments. In order to protect student confidentiality, small data numbers in this report are shown as asterisks (*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.

Data Elements

Commissioner's List of Reading Instruments For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:
http://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/

For information about the Commissioner's List of Reading Instruments and the TSDS Early Childhood Data System collection of both prekindergarten and kindergarten data, see the TEA website at:
http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Section_10_-_TSDS_Core_Collections/

Economically Disadvantaged A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance.

English Language Learner (ELL) English language learner (ELL) or student of limited English proficiency (LEP) means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. The terms LEP and ELL are used interchangeably.

Foster Care	Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.
Homeless	The Texas Education Code, Section 25.001, adheres to the McKinney-Vento Act's definition of homeless children and youth. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. For more information about homeless students in Texas public schools see: http://www.lbb.state.tx.us/Documents/Publications/Issue_Briefs/3088_Homeless_Students.pdf .
Military Child	A student who is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces.
Prekindergarten (PK or PreK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following prekindergarten eligibility criteria:</p> <ul style="list-style-type: none">• is unable to speak and comprehend the English language;• is educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program;• is homeless;• is the child of an active duty member of the armed forces of the United States;• is the child of a member of the armed forces who was injured or killed while on active duty;• is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or• is or ever has been in foster care. <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p>

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

Race/Ethnicity	<p>Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> • Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • American Indian or Alaska Native (AI/AN) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. • White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. • Native Hawaiian/Other Pacific Islander (NH/PI) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White. • Other - In the district report, a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.
Special Education	<p>Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.</p>

Calculated Data Elements

Total Students Enrolled or All Kindergartners	<p>The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year). Kindergarten enrollment of all ages includes any student served by a public school district including charter schools but not including the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Juvenile Justice Department (TJJD) schools.</p>
Percentage (%) Enrolled	<p>The percentage of All Kindergartners who attended prekindergarten in the previous year or belong to a particular race/ethnicity or subpopulation.</p>
Students Assessed	<p>The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.</p>

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

Students Assessed who were PreK Eligible	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments. Kindergarten students are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an English language learner (ELL), in foster care, homeless, or as a qualifying military child.
Assessed Students who were PreK Eligible and Attended PreK	The number of Students Assessed who were Prek Eligible and attended Texas public prekindergarten the prior year for one or more days.
Assessed Students who were PreK Eligible and Did Not Attend PreK	The number of Students Assessed who were Prek Eligible and did not attend Texas public prekindergarten the prior year.
Assessed Students who were Not PreK Eligible	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were not eligible for Texas public prekindergarten the prior year and who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.
Percentage (%) Assessed	The percentage of all kindergartners who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Students Not Assessed	The percentage of all kindergartners who were not reported by a Texas public school district or school reporting assessments, for the beginning of year administration, on the Commissioner's List of Reading Instruments.
Kindergarten Ready	<p>The number of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013-14 through 2016-17, readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains. For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:</p> <p>http://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/.</p>
Percentage (%) Kindergarten Ready	The percentage of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

<p>Percentage (%) Total Eligible Kindergarten Ready</p>	<p>The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.</p>
<p>Percentage (%) PreK Eligible & Attended PreK</p>	<p>The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, attended Texas public prekindergarten the prior year for one or more days, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.</p>
<p>Percentage (%) PreK Eligible & Did Not Attend PreK</p>	<p>The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, did not attend Texas public prekindergarten the prior year, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.</p>
<p>Change in Students Assessed</p>	<p>The change in Students Assessed is the percentage point difference calculated as percentage of students assessed in the current year minus percentage of students assessed in the previous year.</p>
<p>Change in Kindergarten Ready Students</p>	<p>The change in Kindergarten Ready Students is the percentage point difference calculated as percentage of kindergarten ready students in the current year minus percentage of kindergarten ready students in the previous year.</p>
<p>Percentage (%) Not Kindergarten Ready</p>	<p>The percentage of Students Assessed who did not meet the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.</p>
<p>Students Enrolled who Attended Texas Public PreK</p>	<p>The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year.</p>
<p>Students Enrolled who Attended Texas Public PreK for 80 or More Days</p>	<p>The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year, enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year and attended a Texas Public Prekindergarten half-day or full-day program the previous year for 80 or more days.</p>
<p>Students Enrolled who Attended Texas Public PreK in the Same District or School</p>	<p>The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year in the same district or same school as they enrolled in kindergarten.</p>

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

Students Assessed who Attended Texas Public PreK for 80 or More Days	The number of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days who took a beginning of year assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Students Assessed who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days and who took a beginning of year assessment on the Commissioner's List of Reading Instruments.
Percentage (%) Kindergarten Ready who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Assessed who Attended Texas Public PreK for 80 or More Days who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Districts (or Schools) Reporting Assessments	The number of districts (or schools) with enrolled kindergartners as of the Fall Snapshot date (the last Friday in October of each year) and reported results for at least one assessment on the Commissioner's List of Reading Instruments for the beginning of year administration.
Percentage (%) of Districts (or Schools) Reporting Assessments	The percentage of all Districts Reporting Assessment results for a particular assessment on the Commissioner's List of Reading Instruments for the beginning of year administration, e.g., percentage of all districts who reported Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next).
Percentage (%) of Students Assessed by Readiness Assessment	At the state level, the percentage of all Students Assessed who took a particular assessment on the Commissioner's List of Reading Instruments, e.g., percentage of assessed students who took Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next). At the district level, the percentage of all enrolled students who took a particular assessment on the Commissioner's List.
Percentage (%) Kindergarten Ready by Readiness Assessment	The percentage of Students Assessed who took a particular assessment, e.g., Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next), on the Commissioner's List of Reading Instruments and met or exceeded the cut-off score for the assessment.
Full-Day Students	Enrolled kindergartners who are provided instruction for at least 4 hours each school day.
Half-Day Students	Enrolled kindergartners who are provided instruction for at least 2 hours but fewer than 4 hours each school day.
Not in Membership	Enrolled kindergartners who are provided fewer than 2 hours of instruction each school day.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: PINE TREE ISD (092904), LONGVIEW, TX

