

Pine Tree Independent School District

Pine Tree Primary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics



Board Approval Date: October 12, 2017
Public Presentation Date: October 12, 2017

Mission Statement

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

Vision

Tradition of Excellence

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Primary houses 2 PPCD classes, 9 PreKindergarten classes and 17 Kindergarten classes.

Our student population is 522 students made up of 34.7% White, 20.1% African American and 40.2% Hispanic with a 77.4% rate of economically disadvantaged students. 25.7% of students are English Language Learners. The mobility rate at PTP is N/A on campus but 18.4% for the district. Students who are At-Risk make up 32.2% of the student population. The retention rate of students in kindergarten is 1%. Average class size is 17.9 students per classroom in Kindergarten. 6/1% of students receive special education services.

Teacher ethnicity is 13% African American, 22.3% Hispanic and 64.8% White. The average years of experience of teachers is 10.

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: Pine Tree Primary has a high mobility rate based on the district data. **Root Cause:** Student's families living month to month rental

Student Achievement

Student Achievement Summary

Pine Tree Primary Met Standard according to the 2017 Accountability Summary.

By the end of the 2016-2017 school year, 68% of Kindergarten students read on or above grade level. 62% of students were Tier 1 on the Overall Reading ISIP.

Primary PreK has previously been a 1/2 day program which minimizes instructional time (averaging approximately 90 minutes of instruction). 2017-2018 school year, Primary will implement full day PreK which will require 6 additional FTE's (3 classroom teachers and 3 paraprofessionals).

Primary's Instructional Coach's duties were shifted during the 2016-2017 school year to schedule more time with students. The additions to her schedule included push in guided reading so that new teachers could observe best practices while students in need of intervention

Student Achievement Strengths

Kindergarten students grew from being 59% on or above grade level in reading during the 2015-2016 school year to 68% in the 2016-2017 school year.

RtI meetings were implemented every 3 weeks during the 2016-2017 school year for the first time. Specials teachers (PE, Music, etc) were assigned Tier 2 groups for reading and math. The need for a Reading specialist is evident according to data. Students who received intervention increased scores to on grade level. FastforWord and Istation were used as computer interventions. LLI was provided second semester by temporary employees and all students showed growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 100% of students left Kindergarten reading on grade level **Root Cause:** Tier 1 Instruction

Problem Statement 2: Lack of Tier 2 intervention in Fall semester **Root Cause:** Staffing: In need of Academic Specialist

Problem Statement 3: PreK students lack sufficient instructional time **Root Cause:** 1/2 day PreK

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 2016-2017 school year, school culture was the 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. Continuing to build our school culture is a focus for 2017-2018.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Primary has not had consistency in Leadership creating a culture of uncertainty **Root Cause:** Primary has had 6 principals in the 9 years the school building has been open

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pine Tree Primary implemented a common planning time for prekindergarten and kindergarten so that all students and teacher have an equitable experience. In order to provide full day prekindergarten during the 2017-2018 school year, 3 additional classrooms will need to be opened with 3 additional para FTE's to maintain 11:1 ratio.

During the 2017-2018 school year, Primary will have an increase in 3 year old PPCD numbers which will result in adding an FTE for PPCD classroom teacher.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Inconsistency in implementation of Best Practices **Root Cause:** Low staff turnover with high administrative turnover

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Primary utilizes the TEKS Resource System as the curriculum management portal.

The bilingual classrooms utilize Gomez and Gomez dual language enrichment model to instruct in both Reading and Writing.

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

Teacher 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 will implement a STEAM focus daily during the 2017-2018 school year.

The school has implemented a planning protocol that connects the "Big Four PLC Questions," Backwards Design, and Learning Keys professional learning. 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: Lack of utilization of formal and informal data impacting responsive instruction **Root Cause:** Lack of training in previous years

Family and Community Involvement

Family and Community Involvement 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, Primary would like to connect to parents through SeeSaw. This will allow 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.

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 2017 for prekindergarten families to get feedback on how the program helps to prepare parents and students for Kindergarten.

Family and Community Involvement 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.

Problem Statements Identifying Family and Community Involvement 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 and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program.

RTI (Response to Intervention) Teams meet every 3 weeks to plan, implement, and evaluate the campus RTI program. During the 2016-2017 school year, 3 temporary employees were hired to provide Tier 2 reading intervention using Leveled Literacy Intervention. 100% of students showed growth. 72% of students receiving intervention ended the year on grade level. Primary would like the opportunity in 2017-2018 to provide consistent LLI intervention with one specialized teacher with the outcome of 100% of students receiving intervention leaving on grade level.

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

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff not equipped to become paperless campus **Root Cause:** Lack of training in Google Apps

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, mimio, document camera and students computers. Three computer labs are available for student use. Each teacher has a laptop that can be used in and out other classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are not improving digital competency and are not moving up the SAMR model scale during instructional design and delivery. **Root Cause:** Lack of knowledge on how to improve digital competency

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Response to Intervention (RI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- PDAS and/or T-TESS

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






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

Performance Objective 1: All student groups will meet and/or exceed grade level reading goal (Independent D) as well as master 80% of math standards

Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teacher's will receive training on Reader's Writer's Workshop, Running Records and Guided Reading and implement practice daily.</p>	1, 2, 3, 4, 10	District CIA Department Principal, Assistant Principal, Instructional Coach (1 FTE)	Decrease in Tier 2 & Tier 3 Students will meet or exceed reading level			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Academic Specialist will provide Tier 2 intervention using Leveled Literacy Intervention to students not progressing at same rate as peers</p>	1, 2, 3, 9, 10	District ELAR Coordinator, Principal, Assistant Principal, Instructional Coach, Academic Specialist	Student's move to Tier 1			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will receive training in Guided Math and process standards.</p>	2, 3, 4, 10	District CIA Department, Principal, Assistant Principal, Instructional Coach	Decrease in Tier 2 & Tier 3. Students will master math standards/TEKS 80% or above			
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211- Title I Funds - 41225.00</p> <p>Problem Statements: Student Achievement 1, 2 Funding Sources: 211- Title I Funds - 48200.00</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211- Title I Funds - 41225.00</p>						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Implement full day PreKindergarten</p>	<p>1, 2, 3, 5, 6, 7, 9, 10</p> <p>Principal, Assistant Principal, PreK Teachers (7 FTEs), Bilingual PreK Teachers (4 FTEs), PreK Aides (6 FTEs); Bilingual Aides (4 FTEs), Instructional Coach</p>	<p>Increase in PreKindergarten end of year reading data</p>
<p>Problem Statements: Demographics 1 - Student Achievement 1, 3 Funding Sources: 163- Comp Ed Funds - 577282.80, 211- Title I Funds - 64425.68</p>		
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>		

Performance Objective 1 Problem Statements:






<p>Demographics</p>
<p>Problem Statement 1: Pine Tree Primary has a high mobility rate based on the district data. Root Cause 1: Student's families living month to month rental</p>
<p>Student Achievement</p>
<p>Problem Statement 1: Less than 100% of students left Kindergarten reading on grade level Root Cause 1: Tier 1 Instruction</p>
<p>Problem Statement 2: Lack of Tier 2 intervention in Fall semester Root Cause 2: Staffing: In need of Academic Specialist</p>
<p>Problem Statement 3: PreK students lack sufficient instructional time Root Cause 3: 1/2 day PreK</p>
<p>School Culture and Climate</p>
<p>Problem Statement 1: Primary has not had consistency in Leadership creating a culture of uncertainty Root Cause 1: Primary has had 6 principals in the 9 years the school building has been open</p>
<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: Inconsistency in implementation of Best Practices Root Cause 1: Low staff turnover with high administrative turnover</p>
<p>Curriculum, Instruction, and Assessment</p>
<p>Problem Statement 1: Lack of utilization of formal and informal data impacting responsive instruction Root Cause 1: Lack of training in previous years</p>

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

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

Evaluation Data Source(s) 2: STAAR Data, State reports, Fountas & Pinnell Benchmark Assessment results, Essential Learning Progress Measures

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will use Reader's/Writer's workshop model with fidelity to teach reading and writing</p>	1, 2, 3	District ELAR coordinator, Principal, Assistant Principal, Instructional Coach, Academic Specialist (1 FTE)	Decrease in students in TIER 2 & 3 80% on grade level reading (Independent D)			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will use formative and summative running records to drive instruction and monitor student growth. Data will be reviewed at RTI and Data Meetings with grade level team and students will be placed in appropriate interventions based on Pyramid of Interventions.</p>	1, 2, 8, 9, 10	District ELAR coordinator, Principal, Assistant Principal, Instructional Coach, Academic Specialist	Data reviewed at RTI and data meetings will reflect student growth.			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211- Title I Funds - 48200.00</p>						
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - School Context and Organization 1 Funding Sources: 211- Title I Funds - 48200.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics
Student Achievement
Problem Statement 1: Pine Tree Primary has a high mobility rate based on the district data. Root Cause 1: Student's families living month to month rental
Problem Statement 1: Less than 100% of students left Kindergarten reading on grade level Root Cause 1: Tier 1 Instruction
Problem Statement 2: Lack of Tier 2 intervention in Fall semester Root Cause 2: Staffing: In need of Academic Specialist

Problem Statement 3: PreK students lack sufficient instructional time **Root Cause 3:** 1/2 day PreK

School Culture and Climate

Problem Statement 1: Primary has not had consistency in Leadership creating a culture of uncertainty **Root Cause 1:** Primary has had 6 principals in the 9 years the school building has been open

Staff Quality, Recruitment, and Retention

Problem Statement 1: Inconsistency in implementation of Best Practices **Root Cause 1:** Low staff turnover with high administrative turnover

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of utilization of formal and informal data impacting responsive instruction **Root Cause 1:** Lack of training in previous years

School Context and Organization






Problem Statement 1: Staff not equipped to become paperless campus **Root Cause 1:** Lack of training in Google Apps

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:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Pine Tree Primary will work as a Professional Learning Community and will collaborate weekly, every 3 weeks, and 9 weeks on curriculum, instruction and assessment.</p>		Teachers, Principal, Assistant Principal, Instructional Coach, Academic Specialist	50% of resources used in unit of study will include various cultures			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Common planning will be scheduled each week for 90 minutes 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.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal, Assistant Principal, Instructional Coach	100% of walkthroughs will reflect best practices decided on through common planning and use of data.			
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1</p> <p>Funding Sources: 211- Title I Funds - 90925.00</p> <p>Problem Statements: Student Achievement 1, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: 211- Title I Funds - 42725.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Less than 100% of students left Kindergarten reading on grade level Root Cause 1: Tier 1 Instruction
Problem Statement 3: PreK students lack sufficient instructional time Root Cause 3: 1/2 day PreK
School Culture and Climate
Problem Statement 1: Primary has not had consistency in Leadership creating a culture of uncertainty Root Cause 1: Primary has had 6 principals in the 9 years the school building has been open
Problem Statement 1: Inconsistency in implementation of Best Practices Root Cause 1: Low staff turnover with high administrative turnover
Staff Quality, Recruitment, and Retention





Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of utilization of formal and informal data impacting responsive instruction Root Cause 1: Lack of training in previous years
School Context and Organization
Problem Statement 1: Staff not equipped to become paperless campus Root Cause 1: Lack of training in Google Apps
Technology
Problem Statement 1: Teachers are not improving digital competency and are not moving up the SAMR model scale during instructional design and delivery. Root Cause 1: Lack of knowledge on how to improve digital competency

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) STEAM time scheduled and planned daily</p>	<p>1, 2</p>	<p>Principal, Assistant Principal, Teachers, Instructional Coaches</p>	<p>STEAM activities aligned to standards reflected in lesson plans and walk-throughs</p>			
<p>Funding Sources: 199 - General Funds - 0.00, 211 - Title I Funds - 0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress = Discontinue </p>						

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

Performance Objective 1: Provide professional learning opportunities to staff concerning instructional technology.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide Google App and SAMR model training to all Primary staff members.</p> <p>2) Review technology devices in each classroom and develop a plan to ensure consistency.</p>	I	<p>Principal, Assistant Principal, Instructional Technology Coordinator</p> <p>Principal, Assistant Principal, Technology Department Technician</p>	<p>Increased utilization of Google Education Apps.</p> <p>Consistent Technology tools in all classrooms</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>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.</p>	1, 2, 9	Principal, Assistant Principal, Behavior Interventionist	Tier 2 & 3 behavior students will increase class instructional time			
Funding Sources: 199 - General Funds - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Use of District Parent Liaison to strengthen home/school relationships and increase attendance rate while decreasing truancy rate.</p>	1, 2, 6	Assistant Superintendent of Human Resources, Principal, Assistant Principal, Parent Liaison	Parent survey will reflect positive feedback			
Funding Sources: 199 - General Funds - 0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Improve PreK-Kindergarten student leadership skills.

Evaluation Data Source(s) 1: Leadership curriculum; Leadership classes

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Safe and Civil Schools CHAMPS as well as Olweus program will be implemented across campus as a foundation discipline management plan</p>	2	Principal, Assistant Principal, Teachers, Counselor, Behavior Interventionist	Decrease in office referrals			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Improve campus culture by implementing district strategic plan</p>	1, 2, 5	All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Improve campus culture by implementing district strategic plan</p>	1, 2, 5	All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
<p>  = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue </p>						

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cristi Parsons	Principal
Administrator	Ruthie Walker	Assistant Principal
Classroom Teacher	Jayne Craig	PPCD Teacher
Non-classroom Professional	Laura Johns	Music
Classroom Teacher	Claudia Ruiz	Bilingual
District-level Professional	Jennifer Schroeder	Occupational Therapist
Paraprofessional	Amanda Roberts	Librarian Paraprofessional
Business Representative	Micah Devendorf	Horace Mann
Parent	Laura Coti	Parent
Parent	Shawn Longoria	Parent

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
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	\$41,225.00
1	1	2	Academic Specialist	211 E 11 6119 00 103 9 32 000	\$48,200.00
1	1	3	Instructional Coach	211 E 11 6119 00 103 1 32 000	\$41,225.00
1	1	4			\$64,425.68
1	2	1			\$48,200.00
1	2	2	Academic Specialist	211 E 11 6119 00 103 9 32 00	\$48,200.00
1	3	1	Instructional Coach	211 E 11 6116 00 103 1 32 000	\$42,725.00
1	3	1	Academic Specialist	211 E 11 6119 00 103 9 32 000	\$48,200.00
1	3	2	Instructional Coach	211 E 11 6119 00 103 1 32 000	\$42,725.00
1	4	1			\$0.00
				Sub-Total	\$425,125.68
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$577,282.80
				Sub-Total	\$577,282.80
				Grand Total	\$1,002,408.48