

Pine Tree Independent School District

P.A.C.E Alternative School

2019-2020



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Pine Tree P.A.C.E. Alternative School serves students from the other district campuses who have been non-compliant with an aspect of the student code of conduct. The Pine Tree ISD district is comprised of 39.5% White, 22.2% African-American, and 33.6% Hispanic in 2018-2019.

The P.A.C.E. campus has 10 staff members. One administrator, six teachers, 1 educational aide, 1 campus secretary, and 1 custodian. There is a diversity of ethnic groups at the campus. Three of the staff members helped establish the alternative program eleven years ago.

The PACE Campus received 187 placements during the 2018-2019 school year. The assigned students ranged from grades 4 to 12. The Pine Tree High School had 107 placements for 88 students. The Pine Tree Jr. High School had 52 placements for 40 students. The Pine Tree Middle School had 21 placements for 18 students.

African Americans comprised 85 of the 187 placements. Hispanic placements were 47 and White placements were 51 of total placements. There were 135 placements for male students and 51 placements were female students. There were 28 placements for students with Special Education classifications. There were 28 students with 504 classifications. There were 22 placements for students with ESL classification.

Of the placements, 72 were mandatory placements and the discretionary placements totaled 114 students.

Demographics Strengths

All ethnicities of students have been represented in the enrollment of the PACE Campus.

Students of different ethnicities work with each other in small groups and service projects.

Diversity of staff ethnicities, gender, and age.

The longevity and retention of staff providing consistent services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The recidivism rate increased to 18.5% for all students with PACE placements. **Root Cause:** The district discipline plan outlines the parameters regarding discipline procedures for PACE students who violate conduct codes upon return to home campus.

Student Achievement

Student Achievement Summary

All students are provided the opportunity to participate in character building and self-discipline programs during their assignment at PACE.

A total of 121 students comprised 120 of the placements for the 2017-2018 school year. The recidivism rate for the campus in the 2017-2018 school year was 14%.

There were 187 placements for 151 students in the 2018-2019 year. The recidivism rate for 2018-2019 is 18.54%. **This was a 4% increase from the prior 2018-2019 school year.** It is noted that there was a significant increase of in the overall number of placements from the prior school year. It is noted that several students on recidivism list are the same students over the past 3 years.

Several of the students who have completed PACE assignments have transitioned back to the home campus and become involved in different campus activities exhibiting leadership skills and being productive members of the home campus. PACE staff visit students on the home campus to support their transition. During the transition meeting, specific home campus staff members are identified as support for the student during and after transition process.

Student Achievement Strengths

Students participate in self-discipline, community service learning, character education, goal setting, and personal awareness activities that help promote student growth in all areas.

Students are engaged in transitional process with staff and family prior to return to home campus.

Several students have transitioned to ExCel High School of Choice via PACE and graduated during the school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are often limited in collaborative or group work sessions. **Root Cause:** Students are often the only one in an assigned class at the home campus.

Problem Statement 2: The recidivism rate increased to 18.5% for all students with PACE placements. **Root Cause:** The district discipline plan outlines the parameters regarding discipline procedures for PACE students who violate conduct codes upon return to home campus.

Problem Statement 3: Students state that they prefer to stay at the PACE campus rather than return to home campus. **Root Cause:** The campus provides structure and programming that is not the norm at the home campuses.

Problem Statement 4: The staff have limited collaboration with other professionals in same subject area. **Root Cause:** There is only one teacher for each subject area on the campus.

Problem Statement 5: Quality, consistency, and timeliness of student work impacts student achievement. **Root Cause:** PACE teachers depend on work to be provided by home campus teacher via school mail, email, or online.

Problem Statement 6: The majority of students with identified needs are not receiving services outside of school. **Root Cause:** Parents may not have knowledge or access to resources to provide needed supports for students.

Problem Statement 7: Student absenteeism negatively impacts student progress and growth in all areas. **Root Cause:** Students miss learning and growth opportunities due to absences.

Problem Statement 8: All students do not have access to daily on-line tutorial sessions. **Root Cause:** The number of devices available with simultaneous use with adequate internet speed.

School Culture and Climate

School Culture and Climate Summary

The Pine Tree PACE Alternative Campus exhibits a positive, safe, and nurturing environment. The students and staff engage in relationship building activities on a daily basis. The PACE S.T.R.O.N.G. Program focuses on specific areas of character development by which the students and staff are challenged to abide by in the daily activities. The campus is highly structured with a focus on discipline, self-awareness, and personal growth.

In 2018-2019, the PACE Alternative Campus maintained a Students Against Violence Everywhere Chapter #2189, now known as Sandy Hook Promise Club that advocates for youth violence prevention and empowers students with a voice to speak out against violence in various forms.

In 2018-2019, the PACE Alternative Campus hosted a National Youth Violence Prevention Week Campaign which was highlighted by a Youth Violence Prevention Seminar that hosted youth and adults from other local school districts and the community.

In 2018-2019, the PACE Alternative Campus added student led aspects to the transition system to build relationships among the district staff. The transitional program provided individualized meetings for each student prior to their transition back to the home campus. This helped to bridge gaps during the students' transition back to the campus and the classroom.

In 2018-2019, the PACE Alternative Campus ensured that students had daily opportunities to speak and to listen to others using various strategies: talking circles, small groups (goal-setting, etc.) that promoted relationship building and problem solving.

In 2018-2019, the PACE Alternative Campus launched a community wide service project that promoted appreciation for the district and local staff of educational systems.

The Pine Tree PACE Campus is a partner with Partners in Prevention's Hope for Youth Initiative, Coalition for Drug Free Youth, and Mentoring Program. Another community partnership is with Community Healthcore's STAR Program, which is a referral system for parents upon their request.

Pine Tree PACE Campus utilizes positive restorative discipline practices along with PBIS in the everyday engagement and disciplinary approach of each student. This promotes social and emotional wellness for the whole campus.

School Culture and Climate Strengths

The Pine Tree PACE Campus is reflective in assessing the best outcomes of programming and strategies that promote a safe and nurturing environment for the school campus and the district. The following aspects are vital in this goal:

Strong and active partnerships with community agencies is an important component of the PACE Campus character education and self-discipline programs.

Being involved in a national anti-violence organization helps create the zero tolerance for negative activities on the campus.

The transitional program to the home campus strengthened the students' support system and provided guidance for the student to be successful.

The talking circles and small group sessions provide means of support and strength for students to help solve problems and to be heard.

The community projects allow for students to grow in empathy and service which promotes a mindset change about how to treat and respect life.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students state that they prefer to stay at the PACE campus rather than return to home campus. **Root Cause:** The campus provides structure and programming that is not the norm at the home campuses.

Problem Statement 2: The recidivism rate increased to 18.5% for all students with PACE placements. **Root Cause:** The district discipline plan outlines the parameters regarding discipline procedures for PACE students who violate conduct codes upon return to home campus.

Problem Statement 3: The staff have limited collaboration with other professionals in same subject area. **Root Cause:** There is only one teacher for each subject area on the campus.

Problem Statement 4: The majority of students with identified needs are not receiving services outside of school. **Root Cause:** Parents may not have knowledge or access to resources to provide needed supports for students.

Problem Statement 5: Student absenteeism negatively impacts student progress and growth in all areas. **Root Cause:** Students miss learning and growth opportunities due to absences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The 2017-2018 school year is strong with trained and quality individuals who are vested in the vision and mission of the PACE Campus Program. There are 8 staff members which includes: one administrator, 5 teachers, one educational aide, and one secretary. All staff have been on the team for more than one year.

Staff will be recognized and appreciated via: campus celebrations and district recognition programs. Staff are provided opportunities to participate in leadership and professional development to promote personal growth.

Staff Quality, Recruitment, and Retention Strengths

The 2017-2018 school year has the same staff as the prior year without any changes.

Of the eight staff, seven have a minimum of 10 years of educational/teaching experience in some capacity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff have limited collaboration with other professionals in same subject area. **Root Cause:** There is only one teacher for each subject area on the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The PACE Alternative Campus teachers work closely with the home campus teachers to ensure learning opportunities for the PACE students. The PACE teachers participate in professional learning communities to strengthen working relationships with home campus teachers.

The PACE teachers utilize the tools provided and uses the TEKS Resource System as the curriculum management portal in alignment with district protocol. The Essential Standards tool for Math, ELAR, and Science will be utilized to support and guide instruction in addition to that which is provided by the home campuses. Teachers also use formative assessments to measure student progress. The campus and district based assessments are administered by the PACE teachers according to the district testing calendar.

Curriculum, Instruction, and Assessment Strengths

Access to the home campus teachers via conferences and professional learning communities.

Small group settings to provide interventions and enrichment for students as appropriate.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Quality, consistency, and timeliness of student work impacts student achievement. **Root Cause:** PACE teachers depend on work to be provided by home campus teacher via school mail, email, or online.

Problem Statement 2: Students are often limited in collaborative or group work sessions. **Root Cause:** Students are often the only one in an assigned class at the home campus.

Problem Statement 3: The staff have limited collaboration with other professionals in same subject area. **Root Cause:** There is only one teacher for each subject area on the campus.

Problem Statement 4: All students do not have access to daily on-line tutorial sessions. **Root Cause:** The number of devices available with simultaneous use with adequate internet speed.

Parent and Community Engagement

Parent and Community Engagement Summary

The PACE Alternative Campus continues to build strong family and community involvement. Parents are invited to participate in scheduled learning sessions focused on character education and social/emotional learning components.

Parents are provided an optional referral to the Community Healthcare's STAR Program for further resources and continuous support for the family and the student even after PACE assignment is completed.

Volunteers are welcome to provide services to the campus per district guidelines.

Parent and Community Engagement Strengths

A well-rounded group of community organizations and agencies in partnership with the PACE Campus for the past 4 years.

The use of the campus website, Facebook, Twitter, Remind Messenger App, and other newsletter and communications are used to inform parents and the community of the campus activities.

A strong working relationship between the campus and community provide a solid foundation for resource referral and wrap around services for the students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The majority of students with identified needs are not receiving services outside of school. **Root Cause:** Parents may not have knowledge or access to resources to provide needed supports for students.

School Context and Organization

School Context and Organization Summary

The PACE Campus utilizes the district Strategic Plan as the foundational basis for decision-making. The PACE Campus Improvement Plan establishes campus goals for the school year.

The PACE Campus uses the Google drive to organize ease of access for campus procedures. Daily communication with all campus staff is disseminated by campus administrator. The campus staff are organized with leadership responsibilities.

School Context and Organization Strengths

The PACE Campus strives to remain aligned with the district policies and procedures for all areas of the educational process.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student absenteeism negatively impacts student progress and growth in all areas. **Root Cause:** Students miss learning and growth opportunities due to absences.

Problem Statement 2: Students are often limited in collaborative or group work sessions. **Root Cause:** Students are often the only one in an assigned class at the home campus.

Problem Statement 3: Students state that they prefer to stay at the PACE campus rather than return to home campus. **Root Cause:** The campus provides structure and programming that is not the norm at the home campuses.

Technology

Technology Summary

The PACE Campus has adequate amount of virtual based computers in the classrooms to allow for completion of assignments that require technology. Ipads are available for student use based on the requirement for an assignment. Staff engage students in the use of technology as often as possible in the classroom and in extra projects.

Technology Strengths

There is a sufficient number of technology tools for the students to gain access for academic progress.

The technology is current and up to date.

The technology requests are completed in a timely manner.

Problem Statements Identifying Technology Needs

Problem Statement 1: All students do not have access to daily on-line tutorial sessions. **Root Cause:** The number of devices available with simultaneous use with adequate internet speed.

Priority Problem Statements

Problem Statement 1: The recidivism rate increased to 18.5% for all students with PACE placements.

Root Cause 1: The district discipline plan outlines the parameters regarding discipline procedures for PACE students who violate conduct codes upon return to home campus.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Demographics - School Processes & Programs

Problem Statement 2: Student absenteeism negatively impacts student progress and growth in all areas.

Root Cause 2: Students miss learning and growth opportunities due to absences.

Problem Statement 2 Areas: Student Achievement - School Culture and Climate - School Context and Organization - School Processes & Programs

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

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

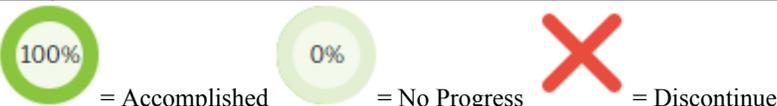
Revised/Approved: November 14, 2019

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

Performance Objective 1: Pine Tree PACE Campus will implement an individualized case management program that focuses on customized learning and a culture of innovation.

Evaluation Data Source(s) 1: Case Management Assignment Logs; Case Management Progress Notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Each student will be assigned to a mentor teacher during placement at PACE Alternative Campus.	2.4, 2.6	Principal (1 FTE), 9staff (5FTE)	Positive Relationships			
	Funding Sources: 163- Comp Ed Funds - 358709.00					
2) Students assigned to PACE will have a weekly conference to review academic progress and personal goals.	2.4, 2.6	Principal	Academic Progress/Update Personal Goal Attainment			
	Funding Sources: 163- Comp Ed Funds - 20575.00					
						

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

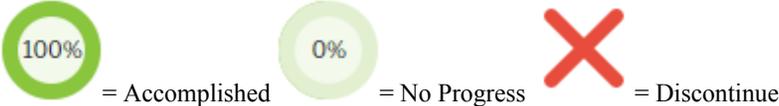
Performance Objective 1: Pine Tree PACE Campus will ensure that all students have access to digital and technological resources to maximize learning.

Evaluation Data Source(s) 1: Documentation Log

Elective Schedule

Program Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will utilize digital and/or technological resources during assignments at least weekly.	2.4	Principal Lead Teacher	Increased capacity for using various types of technology to complete assignments.			
2) Staff will identify, report, and solve campus needs for digital and technological resources to ensure learning for all students.		Principal Lead Teacher District Technology Director Staff	Digital and technological resources will be provided for all students assigned to PACE.			
						

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

Performance Objective 1: Pine Tree PACE Campus will implement programs to support the social and emotional needs of all students.

Evaluation Data Source(s) 1: Logs of conference notes

Participation Logs

Campus Schedule

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All students will have an opportunity to participate in weekly group sessions promoting social support.	2.6	Principal Lead Teacher (1 FTE) Character Education Leader (1 FTE)	Students will increase in awareness of available social and emotional support during placement.			
	Funding Sources: 163- Comp Ed Funds - 131916.00					
2) Students will participate in 1:1 and/or small group conferences weekly with an assigned mentor.	2.6	Principal	Increased student capacity to deal with emotional issues in a positive manner.			
	Funding Sources: 163- Comp Ed Funds - 2300.00					
<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 4: Pine Tree ISD will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: Pine Tree PACE Campus will provide all students with various leadership and service opportunities.

Evaluation Data Source(s) 1: Log of participation

Log of assignments

Summative Evaluation 1:

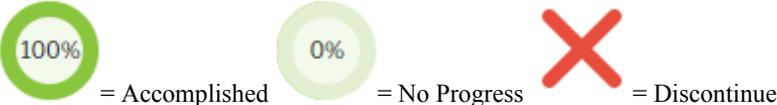
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will participate in leadership roles on the PACE Campus (gardening, campus chores, talking circles, service projects, mentoring, etc).		Principal Lead Teacher	Increased leadership capacity for students.			
	Funding Sources: 163- Comp Ed Funds - 2810.00					
2) Students will be provided opportunities to participate in community service events to gain credit for specified issues (i.e. truancy, earned credit).	2.5, 2.6	Principal Lead Teacher	Increased capacity for student responsibility for personal and other's welfare.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: Pine Tree PACE Campus will ensure that all staff are supported in opportunities to participate in leadership roles within the school, the district, and local community.

Evaluation Data Source(s) 1: Participation Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Committee memberships will be made available to each staff member within the campus and/or district.		Principal	Staff will gain capacity for leadership and input in affecting positive growth on the campus and in the district.			
Funding Sources: 163- Comp Ed Funds - 2450.00						
2) All staff will have a leadership role on the PACE Campus using their individual talents and skills.		Principal	Staff will use their talents and skills to strengthen the PACE Programs.			
						

Campus Funding Summary

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries		\$358,709.00
1	1	2	Utilities/Copier	6200	\$20,575.00
3	1	1	Salaries		\$131,916.00
3	1	2	Mentors	6200	\$2,300.00
4	1	1	Supplies	6300	\$2,810.00
5	1	1	Travel/Membership Dues	6400	\$2,450.00
				Sub-Total	\$518,760.00
				Grand Total	\$518,760.00