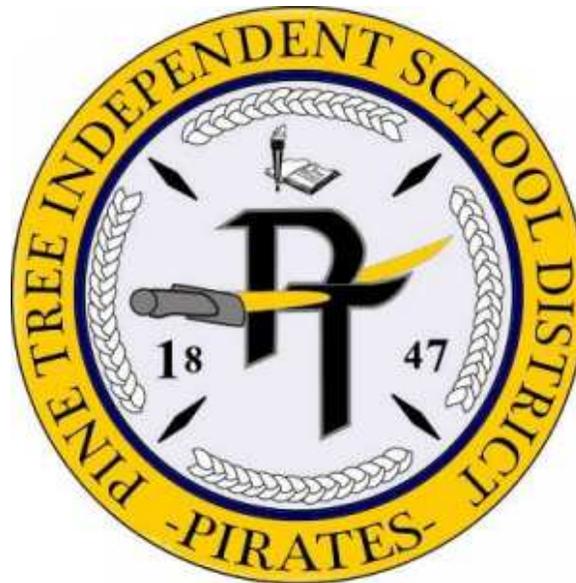


Pine Tree Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: October 12, 2017
Public Presentation Date: October 5, 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

Core Beliefs

We believe in:

Lifelong 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 and 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The district total enrollment as of the 2015-2016 TAPR report was 4,671, an increase of 49 students from the prior year. The ethnic breakdown consists of: 22.2% African-American, 33.6% Hispanic, and 39.5% White. There was a slight increase in both the African American and Hispanic subgroup while there was a slight decrease in the White subgroup. The district's economically disadvantaged population increased to 62.3% in 2015-2016, 61.7% in 2014-2015 from 60.7% in 2013-14. English Language Learners (ELL) decreased by .7% to 14% in 2015-2016 from the prior 14.7% and at-risk students decreased to 48% from the prior 51.3%. The district's enrollment by program for the 2015-2016 school year includes: Bilingual education (12.4%), Career & Technical Education (30.4%), Gifted & Talented (5.4%), and Special Education (8.0%). The CTE enrollment increased from the previous year by 1.8% while all other programs had a slight decrease.

Student enrollment numbers have fluctuated over the past five years. In 2011-12, the student enrollment was 4,711; in 2012-13, the student enrollment was 4,603; in 2013-14, the student enrollment was 4,624; in 2014-15 the student enrollment was 4,622 and in 2015-2016 the enrollment was 4,671.

The district's attendance rate has remained consistent over the past four years: 95.6% (2011-12), 95.4% (2012-13), 96% (2013-2014) and 95.6% (2014-2015). The dropout rate for grades 9-12 declined for three years; however, it increased during the 2013-2014 school year: 1.2% (2010-11), 0.6% (2011-12), 0.4% (2012-13), and 0.8 (2013-14). The 2014-2015 drop out rate showed an increase of .4% to 1.2%.

Demographics Strengths

PTISD has experienced a change in demographics to include a more diverse population.

In the 2016-2017 school year, PTISD successfully reconfigured the elementary and intermediate campuses by creating two, grade 1-4 Elementary campuses. This decreased the number of transitions from one campus to another for students providing consistency in their educational placement.

The teacher/student ratios were very good allowing students more access to the teacher for support and learning.

PTISD attendance has remained consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PTISD staff has a need to acknowledge the change in student demographics currently enrolled in the district. **Root Cause:** Staff's lack of an appropriate belief system and training in cultural responsiveness.

Student Achievement

Student Achievement Summary

2017 STAAR Reading data reveals that an academic achievement gap exists between special education (SPED; 25%), English Language Learners (ELL; 49%), and African American students (48%). The Economically Disadvantage (ECD) population is at 57%. The District's overall passing percentage on Reading is 63%.

2016 STAAR Reading data reveals that an academic achievement gap exists between special education (34%), ELL (46%), and African American students (53%). The District's overall passing percentage on Reading is 68%.

2015 STAAR Reading data reveals that an academic achievement gap exists between white students and other student sub-populations including African American, Hispanic, ECD, SPED, and ELL. The lowest performing student sub-population is SPED with 43% passing in Reading.

2017 STAAR Math data reveals that an academic achievement gap exists between the SPED population (39%). However, ELL (previously 55% increased to 64%) and African American (previously 58% increased to 62%) have shown improvement in their results. The overall passing percentage for math is 72%.

2016 STAAR Math data reveals that an academic achievement gap exists between SPED (35%), ELL (55%), African American (58%), and other student sub-populations.

2017 STAAR Writing data reveals that special education students are the lowest performing student sub-population with only 24% passing with a decrease of 13% points from the 2016 results. This sub-population is followed by African American students (37%), ELL (47%), Economically Disadvantaged students (48%), Hispanic students (53%), and students with two or more races (58%). The district overall writing results were at 55% pass rate.

2016 STAAR Writing data reveals that special education students are the lowest performing student sub-population with only 37% passing; an increase of 6% points from the 2015 results. This sub-population is followed by ELL (42%), African American students (53%), and Hispanic students (57%).

2015 STAAR Writing data reveals that SPED is the lowest performing student sub-population with 31% of students passing compared to 72% of White, 59% of Hispanic, and 52% of African American.

2017 STAAR Science data reveals that SPED (36% passing) and ELL (54% passing) sub-populations are the lowest performing groups along with the African American population (54% passing). The District's overall passing percentage in science is 69%.

2016 STAAR Science data reveals that SPED and ELL sub-populations are the lowest performing groups with 38% passing. The District's overall passing percentage in Writing is 62%.

2015 STAAR Science data reveals that SPED is the lowest performing student sub-population with 33% of students passing compared to 85% of White,

76% of Hispanic, and 57% of African American.

2017 STAAR Social Studies data reveals SPED is the lowest performing student sub-population with 30% of students passing followed by ELL (49% passing) and African American (56%). The district overall passing rate for social studies is 73%.

2016 STAAR Social Studies data reveals ELL is the lowest performing student sub-population with 35% of students passing followed by SPED (48%) and African American (63%).

2015 STAAR Social Studies data reveals SPED is the lowest performing student sub-population with 33% of students passing compared to 89% of White, 62% of Hispanic, and 62% of African American.

All campuses are continuing to increase the percentage of students who are served in an inclusion model with the support of a professional or para-professional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities. PTISD will also offer a Ninth Grade Initiative program for existing PTISD students who have shown historically shown trends of needing support both academically and behaviorally. The students are classified ninth grade students and are identified using a matrix developed by the 9th grade initiative committee. Once students are identified, they will be scheduled into classes among the same group of four core content teachers. While in the Ninth grade initiative program, the core group of teachers will serve these students with targeted, prescriptive interventions that support student's individual needs. Students will be scheduled into classes along with peers who are not necessarily in the ninth grade initiative program. The program will be new for the 2017-18 SY. The students will be housed on the High School campus the entire year and continue to work with the same group of four core content teachers.

In an effort to focus on continuous school improvement, the CIA department and campus principals have a data cohort meeting after each local and state assessment administration to deconstruct the achievement data. An instructional plan is developed with specific, targeted recommendations. The CIA Curriculum Coordinators, in addition to campus personnel, provide additional support to teachers. The district also employs Academic specialists and instructional coaches on designated campuses.

To provide additional support to the District's identified gifted and talented students, the district employed a K-4 GT specialist and a 5-10 GT specialist. The K-4 specialist works with homogeneously grouped GT students during a pull out program. The 5-10 GT specialist works directly with the GT ELAR teachers to effectively differentiate student work based on individual student needs. PTISD's goal for the GT students is for 90% of the students to score Masters on all STAAR assessments.

Student Achievement Strengths

2017 STAAR data reveals that PTISD and all campuses were rated as met standard.

The district has employed an Academic specialist at Primary, Birch and Parkway Elementary, and Middle School campuses to work directly with Tier II and Tier III students. The specialists work with students utilizing targeted prescriptive interventions to meet the needs of students. The district has employed a math specialist at the Middle School to work with Tier II and Tier III students. The district also has instructional coaches in both reading and math to provide

coaching support to instructional staff to design and deliver engaging student lessons. In addition, the High School utilizes the Academic Dean to work with ELA/R teachers focused on curriculum and instruction.

The Junior High and High school campuses utilize a content mastery model to provide students with additional support. The Junior High campus has separated the reading and writing classes to allow students additional time to focus on both areas.

PTISD funds and administers the PSAT exam to all sophomores as well as the Readistep assessment to all 8th grade students.

PTISD continues to utilize writing plans and the collection of student writing samples through portfolios. These portfolios are distributed to subsequent teachers during the following school year to review student's previous writing samples

PTISD will continue improving the RTI system across all campuses in an effort to analyze all student data and prescribe the most essential intervention to support deficits in student learning. Campus RTI meetings will be held at least every six weeks and data points will be collected every 3 to 4 weeks at minimum. The Pyramid of Intervention (POI) will be utilized district-wide to ensure alignment of interventions and help determine needs.

Essential standards were determined in May 2017 for every grade level and subject area and will be incorporated throughout each content scope and sequence. Essential Standards Progress Monitoring will occur, BOY, MOY, and EOY to determine improvement throughout the year on these essential standards.

The following distinction designations were earned by Pine Tree HS in 2016: Academic Achievement in Mathematics and Social Studies and Postsecondary Readiness. Distinction designations for 2017 have not been assigned at the date of publishing this document.

Grades 6 - 9 will place an emphasis on Building Powerful Numeracy with training provided by Pam Harris consulting.

Intervention time will be built into the regular school day. In Kindergarten through 4th grade, intervention in the classroom will be targeted through guided reading ensuring the needs and deficits of all students are addressed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not making adequate progress from one grade level to the next. **Root Cause:** Weak Tier I instruction (Tier I instruction must be aligned to the grade level TEKS (content, context, and cognition type); Not enough small group, one-on-one, teacher guided Tier 2 and 3 intervention

Problem Statement 2: Low achievement in Masters (Level 3) Grade Level. **Root Cause:** Not enough depth and complexity of instruction beyond knowledge and comprehension

Problem Statement 3: Low reading/writing levels across grade levels. **Root Cause:** Teachers fail to effectively implement reading and writing professional

development (reader's workshop/writer's workshop/balanced literacy). Also, there has been a lack of monitoring the implementation as well as holding teacher's accountable for their learning.

Problem Statement 4: Classroom instruction is not adequately differentiated. **Root Cause:** Teachers lack an in depth understanding of how to provide differentiated instruction for all students

Problem Statement 5: Sub-populations (African American, ELL, Special Education, Hispanic, ECD.) perform below grade level in comparison to the overall district performance. **Root Cause:** The staff belief system and ability to differentiate instruction is not adequate for the diverse sub-populations.

District Culture and Climate

District Culture and Climate Summary

Each year, the district conducts a climate survey of either the community or the district staff. In Spring 2017, a district survey was administered to all professional teaching staff focusing on the implementation of the state teacher appraisal system and student discipline.

The district had to write a corrective action plan for Data Validation Monitoring-Discipline for SPED Discretionary ISS and OSS placements.

The district staff lacks an understanding of the accountability system and how discipline impacts the district; therefore, an accountability training was scheduled with Region 7 for September of 2017.

The district experiences a high level of teacher turnover each year.

District Culture and Climate Strengths

The district has a consistent positive behavior support model, CHAMPS/Safe and Civil Schools, utilized from PreK through 8th grade.

The district is implementing the OLWEUS Bullying Prevention Program at all campuses. The program allows for weekly student meetings to teach students how to proactively react to bullying situations.

All campuses implement positive behavior interventions to address student discipline concerns.

The district is providing differentiation training in August of 2017.

The district is implementing a behavior redirect program to help support positive behavior interventions on each campus in an effort to increase student participation and learning in the classroom to ensure learning takes place.

PTISD staff interview questions have been modified to interview applicants for individual beliefs correlated to the district beliefs of "All Means All" instead of primarily focusing on individual experiences and expertise.

The district offered a twelve week English class for native Spanish speaking parents during Spring 2017. The district also provided day care during the classes to increase parent participation and attendance. These classes will be offered during the 2017-2018 school year.

The discipline alternative (PACE) campus added a transition system to build relationships among the campus staff and the alternative campus staff in addition to holding transition meetings for students returning to their general education campus to bridge gaps during the students' transition back to the

classroom.

The district is exploring the implementation of the AVID program at Pine Tree in an effort to improve campus culture across the district. The AVID program would set high expectations for all students, providing social and emotional support to students ensuring they will rise to the challenge.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: The African American population experiences more classroom/campus disciplinary removals in PTISD than other ethnicities. **Root Cause:** PTISD staff have a student deficit mindset pertaining to certain student sub populations.

Problem Statement 2: The African American population is academically under performing in comparison to other sub-populations. **Root Cause:** Lack of differentiation in the classrooms for discipline and academic interventions.

Problem Statement 3: PTISD hires individuals for experience instead of a personal belief system. **Root Cause:** PTISD's interview format focuses on content vs. belief.

Problem Statement 4: Inconsistent expectations exist across the district. **Root Cause:** Lack of consistent communication and understanding of expected behaviors for both students and staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PTISD has a mentor program for zero-based teachers called Anchor Academy. The Academy meets more frequently during the first six weeks of school and includes assigning a mentor, support from district administrators, and a book study. Mentors will be assigned to each zero based teacher and receive training on district expectations on how they can mentor the teachers. Also, during Anchor Academy for 2017-2018, principals and assistant principals will be asked to participate and present specified topics addressing specific needs of zero-based teachers. District administrators will work individually with the zero-based teachers by performing classroom walkthroughs and providing individualized feedback. On the Primary, Elementary, and Middle Campuses instructional coaches are able to provide additional 'coaching' support regarding the classroom environment, classroom management, and instructional guidance in both the design and delivery phases.

All PTISD employees participate in an exit interview process noting specific reasons why they are leaving the district. This information is used to modify existing practices, when appropriate, in an attempt to retain personnel.

Staff Quality, Recruitment, and Retention Strengths

PTISD has a mentoring program for campus teachers.

PTISD continues to host a job fair in early spring in an effort to recruit personnel. Also, PTISD will attend other job fairs to broaden the scope of highly qualified recruits.

The PTISD Strategic Plan, approved by the Board during the April 2017 meeting, will be implemented during the 2017-2018 SY. The Strategic Plan is focused on recruiting, development, support and retention of the highest quality staff. One of the actions to ensure PTISD retains quality staff is to incorporate employee movie nights, a spring carnival, and participation in local events. In addition, the Strategic Plan will create staff attendance incentives and partner with higher education to provide advanced opportunities for staff. Finally, the Strategic Plan will strengthen relationships with teacher preparation programs to increase the number of student teachers assigned to the district.

In order to promote a culture of collaboration and strengthen staff relationships, celebrations will be held throughout the school year. Also, staff will be encouraged to participate in community events. Additionally, campuses will be encouraged to hold campus celebration.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Currently, there is a disconnect between teaching staff, the campus administration, and the district personnel; therefore, PTISD has a

high turn-over rate. **Root Cause:** Teaching staff does not feel supported enough by administration to be successful.

Problem Statement 2: PTISD staff and applicants do not feel PTISD offers adequate pay/benefits in comparison to the surrounding areas. **Root Cause:** PTISD has not built adequate community relationships with local businesses to promote or receive those benefits.

Problem Statement 3: Current PTISD systems do not foster an inclusive, collaborative culture. **Root Cause:** Throughout the system there are silos; including departments, campuses, grade levels, and individual classrooms.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

The bilingual classrooms, Pre-K-5, utilize the Gomez and Gomez dual language enrichment model. For the 2017-2018 school year, PTISD will explore the possibility of implementation of balanced literacy within the Gomez and Gomez model.

The ELAR classrooms, Pre-K-4, utilize the Reader's and Writer's workshop framework to instruct both Reading and Writing. The focus for 2017-2018 will be utilizing guided reading to improve reading levels Pre-K - 4th grades.

Elementary math and ELAR teachers have participated in aligning math and ELAR instructional strategies to the TEKS during both vertical alignment meetings during the school year and summer professional learning.

Teachers across the district collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement and examining student work to ensure alignment in content, context, and cognition type of the student expectations in the TEKS.

The district has a thorough assessment calendar implementing a combination of curriculum-based assessments (CBAs) and benchmark assessments to monitor student achievement. Local assessments are administered every nine weeks. In addition, common assessments are administered every 3-4 weeks. In all core content areas, common formative assessments and curriculum based assessments will be designed prior to a unit of study to ensure teachers design lessons aligned with the content, context, and cognition of the TEKS being taught. Progress on the essential standards are also monitored through a BOY, MOY and EOY assessment focused on the essential standards in Math, Science, and ELAR.

PTISD will Implement Data Walks results (data) into professional learning community conversations to increase student engagement and focus on research-based instructional strategies. There also will be a focus during PLC collaboration on student data, student work, and deconstructing the TEKS to ensure alignment of instruction, activities and student work to the TEKS. The district will develop a data protocol to support data conversations in PLCs.

PTISD will revise the YAG in ELAR and Math focusing on the identified Essential Standards based on student achievement data.

Continue vertical alignment meetings in ELAR, Math, Social Studies, and Science to ensure alignment of TEKS, refine instructional practices and strategies, essential standards, instructional strategies, and resources across all grade levels. Ensure that vertical conversations are communicated to all campus staff.

Teachers across the district collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement and examining student work to ensure alignment in content, context, and cognition type of the student expectations in the TEKS.

Principals will work to understand and implement the PLC model with greater fidelity. Groups of teachers and principals will be specifically trained on the

PLC and backwards design process in August of 2017. This training will also include differentiation of instruction.

PTISD implements the Lead4Ward Academy for grades 5-12, ELAR teachers. The district will continue implementation of Reader's and Writer's workshop in grades PreK through 4 by offering professional learning sessions. In Pre-K to 4th grade, there is a focus on guided reading to improve reading levels. The district is exploring additional reading interventions to address this concern as well.

Essential standards were identified for math, science, and ELAR using STAAR data. Curriculum documents will be revised to ensure adequate time for mastery of these standards by students in each grade level.

The district will focus on how to implement an effective Pyramid of Interventions to support students by identifying the skill and appropriate support to remediate that skill.

PTISD will continue work to refine and develop curriculum documents for tightly aligned instructional delivery.

The district will implement the Strategic Plan in which Strategy #1 focuses on enhancing the learning environment through integrated, inquiry-based curriculum, customized for each student.

Curriculum, Instruction, and Assessment Strengths

The district curriculum coordinators reconfiguration to elementary ELAR/SS and Math/Science coordinators and secondary ELAR/SS and Math/Science coordinators. This reconfiguration allows coordinators to work with campus staff on designing instruction and student work aligned to the TEKS content, context, and cognition.

Principal data cohort meetings ensured a focus on curriculum based, common formative, and STAAR assessment data to improve instruction across the campus. Discussion focused on attendance and individual teacher data and specific areas of need will continue to be addressed.

Curriculum coordinators wrote content curriculum-based assessments to ensure alignment to the TEKS and the rigor of the STAAR. They also completed data walks and walk-throughs to gain an understanding of individual teacher and campus curriculum and instruction needs. This information was utilized during PLC collaboration discussions, to determine professional learning needs, and discuss with campus administrators and instructional coaches.

Writing plans were developed and implemented district-wide to ensure consistent writing in all grade levels, including writing portfolios which moved to the subsequent grade level with a student.

The district is implementing a planning protocol that connects the 'Big Four PLC Questions', Backwards Design, and Learning Keys professional learning. The content Coordinators have placed curriculum documents on a Team Drive to ensure campus' staff have easy access to curriculum resources and instructional resources. This ensures alignment within a grade-level and across campuses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Systems are still being established to ensure tight alignment of written, taught, and tested curriculum. **Root Cause:** Lack of systems to ensure tight alignment between the written, taught, and tested curriculum.

Problem Statement 2: Teachers have limited knowledge of interventions/strategies to utilize with struggling students. **Root Cause:** Teachers need further training in differentiated instruction.

Problem Statement 3: Systems are not being utilized at the campuses to ensure the review and response to data. **Root Cause:** Teachers need further training to understand how to disaggregate and respond to data.

Problem Statement 4: Lack of utilization of formal and informal data impacting responsive instruction. **Root Cause:** There is a lack of systems on some campuses to review, analyze, and respond to the data.

Family and Community Involvement

Family and Community Involvement Summary

The district will continue to host English language classes for the bilingual parents in an effort to increase their English verbal and written skills.

Each campus 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, College Readiness Series, digital citizenship, and transition and campus orientation meetings for parents and students.

A dyslexia parent meeting is scheduled to discuss dyslexia characteristics, the dyslexia identification process, and tips to help their identified dyslexia students.

A parent special education training is offered a minimum of one time a year in the spring semester. This meeting is scheduled to provide parents with information related to disabilities, community resources, and resources that can be used in the home.

Numerous gifted and talented parent meetings are held throughout the school year.

Family Engineering nights will be held to encourage parents and students to work together on an engineering challenge. A Girls in Technology Day at Joy Global will be planned for the fall of 2017 to provide girls at the secondary level the opportunity to experience hands-on activities focused on technology.

Family and Community Involvement Strengths

PTISD utilizes School Messenger, district, campus, and teacher websites, and district and campus newsletters to communicate district/campus/classroom activities.

PTISD offers parent and student information in more than one language for all programs in the district. In addition, the district uses Remind101 and Twitter to communicate.

The district employs a translator to translate district and campus documents as well as for district/campus meetings.

The district welcomes community volunteers at all campus functions. The elementary campuses have volunteers to work with individual students on reading skills (Literacy Army).

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: Parental/Family involvement in student's day to day education. **Root Cause:** Lack of familial support systems and resources.

District Context and Organization

District Context and Organization Summary

Each campus has a designated leadership team consisting of grade level and lead teachers that meet regularly with the campus principal. This allows for two-way feedback regarding campus happenings and decision making. Most campuses meet weekly with their staff during faculty meetings. Other campuses have once a month faculty meetings. Each campus has a campus improvement committee that meet periodically to review student academic achievement, the progression of the campus plan, and provide feedback regarding subsequent year's improvement planning.

CHAMPS and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program.

All campuses will designate a Response to Intervention (RtI) task force to plan, implement, and evaluate both the campus and district's RtI program.

The District Improvement and Campus Improvement Committee meet on a scheduled basis to update the improvement plans for the district.

During the 17-18 school year the district developed a Strategic Plan through the use of a strategic planning committee and design teams. The Strategic Plan has received Board approval. In addition, the district submitted to become a district of innovation starting the 2017-2018 school year and leading into the 18-19 school year, which also received Board approval.

The district developed a Curriculum Team Drive to give campus staff ease of access to all curriculum documents.

The district also utilizes the Google drive to develop folders for administration ease of access for district procedures.

District Context and Organization Strengths

The district meets often with campus principals as a group and individually to gather information regarding campus needs related to human capital and instructional/curriculum concerns. The curriculum Coordinators work with campus staff on an ongoing basis. Specifically, Curriculum Coordinators meet with campus instructional coaches focused on curriculum and instruction to ensure alignment across grade levels and to the TEKS .

The district will continue to implement the RtI system to ensure every student is reviewed at least once a six weeks.

The district will continue to utilize PLCs meetings weekly to review assessment data and collaboratively plan for instruction using the backwards design model focused on the four PLC questions.

The district has implemented a Principal's/CIA PLC that meets once a month for professional development in the areas of curriculum, instruction, and assessment.

The 9th grade Initiative will be added for the 17-18 school year instead of the transition program.

Transition meetings will continue to be held to successfully move students from one campus to the next (this is done for campuses as a whole and special education students separately).

The district has developed a pyramid of intervention to focus on the alignment of interventions from campus to campus and determine intervention needs for each campus.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Students are not showing incremental academic growth from year to year due to lack of consistent RTI processes. **Root Cause:** The interventions have not been consistent from campus to campus. In some cases, campus interventions have not occurred during the school day. Also, regularly scheduled RTI meetings to analyze student data have not consistently occurred.

Technology

Technology Summary

PTISD's campuses have access to student iPads to enrich the curriculum and expand learning opportunities for all students. The district expanded the 1:1 initiative by purchasing iPads for the JH students. The district also expanded the number of iPad carts from 2 carts to 10 carts at the Middle School and purchased 5 iPads per classroom for the (K-4). Finally, PTISD purchased 6 iPads for each Pre-K classroom with Pre-K grant money.

As part of the three year professional learning plan, the instructional technology Coordinator in collaboration with campus designees will provide support and professional learning opportunities regarding the SAMR model of technology integration as well as basic technology usage. Students beginning in kindergarten have computer classes built into their instructional day and will be taught basic coding skills.

Technology Strengths

One-to-One initiative at PTHS and PTJH.

Purchase of keyboards for the MS, JH, and HS campuses to use with the iPads in ELAR classrooms.

Purchase of iPads for the primary and elementary campuses (five iPads per classroom) in addition to student desk top computers.

Virtualized student computer labs across the district.

Technology technicians helping staff more efficiently and in a timely manner.

Effective technology infrastructure across the district.

The installment of the District's own fiber.

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: Updated LED projectors, cabling, and sound for classrooms across the district. **Root Cause:** Previous equipment is in need of

replacement.

Problem Statement 3: Update student computers in the classroom with virtual desktops. **Root Cause:** The existing computers in classrooms are in need of replacement.

Problem Statement 4: Need to provide training for all levels for basic 'How To's', technology updates, and expectations. **Root Cause:** Lack of technology expectation on some campuses.

Problem Statement 5: Need to have disaster recovery center. **Root Cause:** Potential loss of essential data.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: All student groups will meet and/or exceed the state and regional average percentage of approaching grade level for each STAAR/STAAR EOC grade level and subject.

Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.</p>	8	Campus Administrators; CIA Department; Academic Specialists (4 FTEs) ; Instructional Coaches (6 FTEs); Academic Dean	Local and State Assessment Data			
Funding Sources: 211- Title I Funds - \$458,125.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The district will identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.</p>		Campus Administrators; Academic Specialists; Instructional Coaches; Academic Dean; CIA Department; Bilingual Teachers (15 FTE); Bilingual Para Professionals (9 FTEs); Content Mastery Teachers-Junior High (1 FTE); Content Mastery Para Professional (1 FTE); Classroom Teachers (8 FTEs)	Common Assessment Data; Running Record Data; Numeracy Data; Benchmark Data; CBA Data; STAAR Data			
Funding Sources: 211- Title I Funds - \$101,657.68, 163- Comp Ed Funds - \$947,823.38, 263- Title III Funds - \$35,656.80						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Identify and monitor Pre-Kindergarten students at-risk for learning difficulties.</p>		<p>Campus Administrators; Instructional Coaches; Teachers (7 FTEs); Para Professional (6 FTEs); Elementary ELAR Coordinator; Elementary Math Coordinator</p>	<p>Running Record data; Numeracy data</p>			
<p>Funding Sources: 163- Comp Ed Funds - \$414,847.80</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) Establish a system for visually showing student progress and/or mastery for all staff to see and engage in professional dialogue regarding individual student progress.</p>		<p>Campus and District Administrators; CIA Department Coordinators; Teachers</p>	<p>Campus Data Room Results; Individual student assessment results</p>			
<p>System Safeguard Strategy PBMAS</p> <p>5) Monitor and evaluate student's performance who receive services in special programs including dyslexia, advanced academics (GT), bilingual, special education, and English as a Second Language (ESL).</p>	<p>2, 9</p>	<p>Campus Administrators; Dyslexia Teachers (.15 FTE); ESL Teachers (2 FTEs); CIA Department</p>	<p>PBMAS Data; TAPR Report; Program Reviews (Fidelity Checks); Student Data (Local and State); Reduction of the achievement gap between all students and students enrolled in special programs; Student exiting numbers when applicable; 100% of GT students performing 'Meets Grade Level' on STAAR</p>			
<p>Funding Sources: 163- Comp Ed Funds - \$92,639.25</p>						
<p>6) Continue Principal Cohort Data meetings after each District assessment to track individual student and sub-population progress by utilizing the District Data Protocol.</p>	<p>2</p>	<p>Director of Assessment & Accountability, Administrators, CIA, Special Programs Director, and Special Education Director</p>	<p>Recognize trends, develop and implement action plans to address noted trends.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Pine Tree ISD 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 CSF 7</p> <p>1) Continue to provide training regarding depth and complexity to all teachers in an effort to increase the number of students achieving Masters Grade Level on all STAAR assessments.</p>	1, 4	Campus Administrators; CIA Coordinators	100% of students making one year's academic growth.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Continue the GT pull-out program in grades K-4 and homogeneously grouped ELAR and Science classes in grades 5-11, that are structured to provide advanced learning opportunities for identified gifted learners by integrating the Laying the Foundations curriculum in these classes.</p>	4	Campus Administrators; GT Specialist; Secondary ELAR/SS & Advanced Academics Coordinator; GT designated Teachers	100% of identified GT students perform at Masters Grade Level on STAAR assessments.			
<p>3) Ensure all Pre AP and AP teachers attend AP training every other year to provide students with a rigorous college curriculum.</p>	3, 4	Academic Dean and Campus Principals	100% of all Pre-AP and AP teachers attend; students provided with a rigorous curriculum resulting in college readiness; increased student participation and performance on AP exams			
<p>4) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs.</p>	1, 2, 9	Teachers, Administrators, CIA, Academic Specialists, Instructional Coaches, and Academic Dean	100% of students making one year's academic growth.			
<p>5) Provide differentiation training to all instructional staff to ensure differentiation strategies are utilized in the classroom.</p>	3, 4	Administrators, CIA, and Academic Dean	100% of classrooms are utilizing differentiation strategies on a daily basis to meet the needs of all students.			
						

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

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

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

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Establish a district wide culture of "All In" with all stakeholders by creating shared beliefs and collective commitments.</p>	1, 2, 4, 9	PTISD Family	Changed mindsets that will result in increased student achievement (From deficit to asset mindset).			
<p>2) Hold all PTISD stakeholders accountable to "All In" regarding student learning and growth (growth mindset) and not allow excuses.</p>	2	All PTISD stakeholders	Increased student growth (learning) towards established goals (individual student goal setting)			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Pine Tree ISD 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:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide STEAM learning opportunities for students in grades K-12.	2	CIA, STEAM Teachers, Administrators	STEAM emphasis/activities grade PreK-10			
<p>Critical Success Factors CSF 1</p> 2) Assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.		Secondary Math/Science/STEAM/Career Readiness Coordinator, CTE teachers, Campus Administrators. CIA Department	Girls in Technology, CTE Course curriculum			
						

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

Performance Objective 1: Improve technology knowledge and skills for all PTISD staff to increase technology integration into instructional practices.

Evaluation Data Source(s) 1: Regular instructional design and delivery integrated with technology

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue to provide technology professional learning sessions to increase teaching staff competency to include Foundational, Online, and Multimedia Skills as well as Digital Citizenship (Technology Pyramid for staff and student learning).</p>	1, 4	Administrators	Sign in sheets; Agendas from training opportunities provided; BrighBytes survey results; Lesson Plans; teacher technology competencies			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Develop written, classroom technology expectations for both students and staff.</p>		Administrators and Director of Technology	Increased technology usage in classroom instruction			
<p>3) Develop and implement a Technology Teacher Incentive Program to encourage teacher utilization of the SAMR model.</p>		Administrators, Director of Technology	Teacher growth on the SAMR model			
<p>4) Create a digital literacy framework for grades PreK-12.</p>		Administrators, Director of Technology	Increased student awareness of digital literacy			
						

Goal 3: Pine Tree ISD 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:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.</p>		Administrators; Assistant Superintendent; Teachers	PEIMS data for Discipline; PBMAS report; TAPR report			
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Facilitate character development through district support systems (Restorative Discipline, OLWEUS, CHAMPS, Chik Fil A character education grades K-5, and other research based programs).</p>		Student Services Coordinator, Counselors, Administrators, Behavior Intervention Coordinator, Director of Special Education; Administrators, and Teachers	Increased utilization of positive behavior support systems; decreased Bullying incidents; consistent utilization of CHAMPS procedures			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Develop appropriate systems to reinforce positive student behavior including Texas Behavior Support Initiative (TBSI).</p>	4	Campus administrators; LSSPs; Behavior specialist; Teachers; Diagnosticians; Coordinator of Special Programs; Director of SPED	Reduced Discipline Referrals; State and Local Assessment Success Increase; PEIMS Data; TAPR report; PBMAS report			
<p>Critical Success Factors CSF 6</p> <p>4) Integrate activities/lessons to support the counseling staff with the implementation of interventions related to violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution, and safety.</p>	2, 6, 10	Campus Administrators; Campus Counselors; Lead Counselors	Reduction in student discipline referrals and criminal activity; increased academic success (state and local assessment data); PEIMS discipline data			

5) Provide professional learning in cultural responsiveness in order for staff to acquire an understanding of PTISD's diverse culture.	1, 2, 4, 9	Administrators, CIA, and Teachers	Build appropriate relationships with students; Decreased discipline referrals			
6) Ensure professional learning is provided for staff to support student's social and emotional needs including sexual abuse and other maltreatment of children.		Student Services Coordinator; Asst. Supt. of HR/SS; Administrators	Increased awareness of the social and emotional needs of students; decreased utilization of punitive discipline practices, certificates of professional learning of sexual abuse and other maltreatment of children.			
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 7) Support students diagnosed with autism and teachers of autistic students.	4, 5, 7	Campus Administrators; Director of Special Education; Behavioral Specialist; LSSPs; Teachers	Increase in the number of inclusion students; PBMAS; TAPR report; Counseling Notes; Student individual IEPs; District based Autism Training			
Critical Success Factors CSF 5 8) Offer an English language class to our Bilingual parents to increase their English oral and written skills.	6	Special Programs Coordinator & District Translator	Class sign in sheet; parent survey			
System Safeguard Strategy Critical Success Factors CSF 1 9) The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.		Campus administrators; Para-professionals; Teachers;	Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results)			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 10) Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.		Special Programs Coordinator; Teachers; Campus Administrators	Agendas; Sign In sheets; individual student data showing academic growth (RTI data, evaluated IEPs, State and Local Assessment Results); PBMAS; TAPR report			
11) The district will support Middle School, Jr. High, High School, and ExCEL as they analyze data such as graduation rate, drop-out rates, high school equivalence rates, and a percentage of students who remain in High School more than 4 years after entering 9th grade.	2	Campus Administrators, Assistant Supt. CIA, Assistant Supt. HR/SS; Campus Counselors; Lead District Counselor	Increase in 4 year graduation rate, decrease in drop-out rate			
12) The district will monitor and support student attendance by campus during principal data meeting and during Administrative Council.	2	Campus Administrators, Assistant Supts. of HR/SS and CIA, CIA Department	Agendas, Sign-in Sheets, Individual Student attendance data, TAPR Report			
13) Ensure student and parental awareness of sexual abuse and other maltreatment of children through human sexuality curriculum (grades 5-9), inclusion in the student handbook, and on PTISD web-site.		Campus Administrators, teachers, Assistant Supt. of HR/SS; CIA	PTISD Web-site, Student workbooks, curriculum nights			

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

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

Performance Objective 2: Reduce violent and illegal drug use among students.

Evaluation Data Source(s) 2: Decreased drug related discipline referrals

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Support the campus participation in Red Ribbon week activities and host special programs presented (Adopt a School) during the school year related to drug and alcohol abuse.</p>		Campus Administrators; Campus Counselors; Lead Counselor; Community Relations Coordinator	Reduction in discipline referrals; reduction in the student incarceration rate			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Continue to build relationships between the district staff and community agencies associated with reducing drug use and violence.</p>	1, 2, 4, 6	Campus administrators; Campus Counselors; Teachers	Increased involvement of agencies at PTISD campuses; increased involvement of district staff at community functions			
Funding Sources: 199 - General Funds - \$0.00						
						

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

Performance Objective 1: Improve K-12 student leadership skills.

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

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Investigate the possibility of offering Leadership classes for grades 9-11.		Assistant Superintendents; Principals; Curriculum Coordinators	Leadership class offerings during the 2018-19 SY			
2) Establish a leadership curriculum and/or program for grades K-12.	2	Assistant Superintendents; Principals; Curriculum Coordinators	Development of a leadership curriculum to utilize in the leadership classes.			
3) Investigate the possibility of offering a senior level project based leadership class based on students' areas of interest.		Assistant Superintendents; Principals; Curriculum Coordinators	Creation of the PBL class to be offered in 2020-21			
						

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

Performance Objective 1: In an effort to reduce the teacher turnover rate, PTISD 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:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue the Anchor Academy, a mentoring program for all first year teachers.	5	CIA Department; HR Department; Campus Administrators	Increased new teacher support; Increased teacher retention			
2) Monitor the bilingual program in terms of staffing, training, and recruitment of highly effective bilingual certified teachers.		HR Department; Special Programs Coordinator	100% of teachers in the Bilingual program have their bilingual certification			
3) Continue to attend college/university recruitment fairs and host a PTISD job fair.		Assistant Superintendent for HR/SS; HR Department; Campus Administrators	Increased student teachers; increased applicants from the university job fairs			
4) Offer new employee orientation focusing on classroom management techniques, instructional design and delivery, and responsive teaching practices based on student data.	4	Assistant Superintendents; CIA Coordinators	Increased teacher retention			
5) Provide instructional coaches on the elementary campuses to provide additional support to zero based teachers to increase teacher retention.	4, 5	Campus administrators; CIA Coordinators	Increased teacher retention			
6) Provide mentors to all new to PTISD teachers and administrators to provide additional support throughout the school year.	4	Assistant Superintendents; Mentors; Campus Administrators	Increased teacher and administrator retention			
						

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

Performance Objective 2: PTISD 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
1) PTISD will plan a series of community cook outs across the district during the summer.	6	Campus Administrators; Teachers; Assistant Superintendents; Superintendent; Directors	Increased community involvement in school sponsored activities; decreased barriers between community and PTISD			
2) PTISD will host a series of events to strengthen relationships among all staff (i.e. movie nights, spring carnival and other local events).		Assistant Superintendents; Campus Administrators; CIA Coordinators and Directors; Teachers	Strengthened relationships among all PTISD staff			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
1	1	2	The district will identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students. The district will identify students who have historically been unsuccessful for multiple years regarding STAAR achievement.
1	1	3	Identify and monitor Pre-Kindergarten students at-risk for learning difficulties.
1	1	4	Establish a system for visually showing student progress and/or mastery for all staff to see and engage in professional dialogue regarding individual student progress.
1	1	5	Monitor and evaluate student's performance who receive services in special programs including dyslexia, advanced academics (GT), bilingual, special education, and English as a Second Language (ESL).
1	3	1	Establish a district wide culture of "All In" with all stakeholders by creating shared beliefs and collective commitments.
3	1	9	The district will provide training to support personnel regarding at-risk students' needs in reference to effective instructional strategies.
3	1	10	Provide training in sheltered instruction observation protocol to teachers and integrate them into content areas for second language learners and at-risk students.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
163 e 11 6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$64,472.23
163 e 11 6145	6145 Unemployment Compensation	\$1,268.20
163 e 11 6146	6146 Teacher Retirement/TRS Care	\$58,058.24
6100 Subtotal:		\$123,798.67

District Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Becky Greer	1st Grade Teacher
Classroom Teacher	Jacqueline Mosley	Kindergarten Teacher
Non-classroom Professional	Robin Best	Academic Specialist
Classroom Teacher	Lara Kirby	MS Teacher
Non-classroom Professional	Cindy Martin	HS Counselor
Classroom Teacher	Randy Castleberry	PACE Teacher
District-level Professional	Cyndi Nyvall	Secondary ELA/R-SS Coordinator
District-level Professional	Lisa Mullins	Elementary ELA/R-SS Coordinator
Classroom Teacher	April Richardson	Kindergarten Teacher
Classroom Teacher	Su Layne Cox	Birch Teacher
Classroom Teacher	Jodi Stark	Birch Teacher
Classroom Teacher	Tammy Reeves	MS Teacher
Classroom Teacher	Susan Curtis	Classroom Teacher
Classroom Teacher	Clay Nyvall	Jr. High Teacher
Classroom Teacher	Greg Collins	High School Teacher
Classroom Teacher	Angela McDonald	Classroom Teacher
Classroom Teacher	Shelby Strickland	ExCEL Teacher
District-level Professional	Daya Hill	Assistant Supt. CIA
District-level Professional	Kalli VanMeter	Special Education Director
District-level Professional	Debbie Terry	Director of Assessment & Accountability
District-level Professional	Robin White	Secondary Math/Science Coordinator
District-level Professional	Kelli Hendrix	Elementary Math/Science STEAM Coordinataor
District-level Professional	Michele Walker	Special Programs Coordinator

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$458,125.00
1	1	2			\$101,657.68
Sub-Total					\$559,782.68
263- Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$35,656.80
Sub-Total					\$35,656.80
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$947,723.38
1	1	2	Middle School Comp Ed Supplies		\$100.00
1	1	3			\$414,847.80
1	1	5			\$80,789.25
1	1	5	Dyslexia Supplemental Supplies, Testing materials, teacher travel, teacher professional learning		\$11,850.00
Sub-Total					\$1,455,310.43
Grand Total					\$2,050,749.91

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. The District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

	<p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
<p>Concluding the Investigation</p>	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p>District Action</p>	
<p>Prohibited Conduct</p>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
<p><i>Corrective Action</i></p>	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<p>Improper Conduct</p>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
<p>Confidentiality</p>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed,</p>

and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.