

**Pine Tree Independent School District**  
**Excel High School**  
**2017-2018 Campus Improvement Plan**



**Board Approval Date:** October 12, 2017

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ExCEL High School of Choice is a 9th -12th grade campus in Pine Tree ISD. Operating as an academic school of choice, the demographic makeup is ever-changing due to several factors including but limited to the following:

- Graduation every semester
- Changes in the student population each grading period by transfer from the traditional high school if approved
- Recapturing of students who previously dropped out of school

The 2015-2016 TAPR Report's ethnic distribution at ExCEL HS is White (55.4%), African American (21.5%), Hispanic (18.5%), American Indian (1.5%), and Two or More Races (3.1 %). Sub-population distribution is EcoDis (50.8%), ELL (3.1%), Special Education (7.7%), and At-Risk (81.5%).

### Demographics Strengths

The strength of this demographic is the diversity of experiences that students bring to the campus. Culture and climate is greatly enhanced when students and staff of diverse backgrounds learn together. This is evidenced with the 5-year graduation rate of 90.2%, campus met all accountability standards, decreased discipline by 47%, and increased attendance by 2%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate for 11th graders is 8% below the other grade levels averages. **Root Cause:** Parental engagement is deficient to support campus efforts to improve student attendance.

## Student Achievement

### Student Achievement Summary

**Strategic Plan Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation 1.1 Pine Tree ISD will develop systems to foster an inclusive, collaborative culture 1.2 – Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is customized for each student 1.3 - Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student. Strategic Plan Goal #2-The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy 2.1 – Pine Tree ISD will create a digital environment that engages and empowers all learners 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.**

For the 2015-2016 school year, ExCEL High School of Choice met standard in all required targets.

### Student Achievement Strengths

- English I met standard increased from 44% to 60%. Over all English I passing rate was 40%.
- English II met standard increased from 13% to 40 %.
- Science met standard maintained a rate of 100%.
- Social Studies met standard increased from 77% to 88%.
- Post-secondary Readiness increased from 37% to 100%.
- 60% of graduates were GLOBE Texas Scholars
- 1 GLOBE Texas Scholar w/ Merit
- 1 NHS Graduate (1st in school history)

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Passing rates for Algebra I decreases from 80% to 40% for ExCEL. **Root Cause:** Students in this testing group had low attendance which greatly affected student learning.

## School Culture and Climate

### School Culture and Climate Summary

**Strategic Plan Goal #5 – The Board of Trustees and administration of Pine Tree ISD will recruit, develop, support, and retain the highest quality staff**  
**5.1 – Pine Tree ISD will develop a system of professional relationships in order to increase the pool of applicants for all facets of the organization**  
**5.2 – Pine Tree ISD will implement a comprehensive mentor/mentee program to acclimate new employees to the district**  
**5.3 - Pine Tree ISD will strengthen the relationships among all PTISD staff members**  
**5.4- Pine Tree ISD will improve the PTISD culture of working and learning through recognition and collaboration.**

The current school culture and climate is atypical for an alternative school setting. The campus leadership has begun implementing a "Gung Ho!" culture that drives the overall campus expectations and ensures that the climate is conducive from academic, social, and behavioral success of students and staff.

Teachers and staff actively support the students in their academic environment and sincerely care about student success. There is a commitment to support the mission and vision of Pine Tree ISD of "continuing a tradition of excellence by providing a high-quality and challenging educational environment, maximizing opportunities for the success of all students, equipping them to become responsible, involved, and productive citizens".

The staff actively participates in relevant and intentional professional learning that aligns with the overall strategic plan and goals of the school district.

### School Culture and Climate Strengths

- Diverse student and staff populations promotes learning environments that bring many different aspects of teaching and learning into the classroom.
- Teachers are dedicated to student success.
- All stakeholders are committed to a "Gung Ho!" attitude and expectations of the campus.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Some students new to the ExCEL High School of Choice have difficulty getting acclimated to the high expectations of the campus culture. This sometimes lead to discipline issues as students attempt to challenge teachers and staff on the high expectations. **Root Cause:** Lack of school and home partnerships that work cooperatively and collaboratively in whole-child development throughout the K-12 system.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

**Strategic Plan Goal #5 – The Board of Trustees and administration of Pine Tree ISD will recruit, develop, support, and retain the highest quality staff. 5.1-Develop a system of professional relationships in order to increase the pool of applicants for all facets of the organization. 5.2-Implement a comprehensive mentor/mentee program to acclimate new employees to Pine Tree ISD. 5.3-Strengthen the relationships among all PTISD staff members. 5.4-Improve the PTISD culture of working and learning through recognition and collaboration.**

ExCEL recruits and employs effective personnel that have the knowledge and expertise to plan instructional activities and implement the state TEKS in an effective and efficient manner. There are 7 total staff consisting of 4 core content teachers (math, Science, ELA, Social Studies), 1 educational aide, 1 campus secretary, and 1 campus administrator.

### Staff Quality, Recruitment, and Retention Strengths

- Campus leadership is committed to investing in ongoing professional learning opportunities for all staff.
- All professional staff members meet the effective personnel requirement
- The staff has a combined 86 years of experience in public education with expertise in teaching diverse populations including economically disadvantaged, special education, At-Risk populations.
- The staff provides individualized instruction as well as support the fully-online curriculum delivery platform.
- The staff has a commitment to the tradition of excellence.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Although ExCEL HS has trained and maintained its teaching staff over the past several, there are two FTE positions that need to be filled for the upcoming school year (Social Studies, Science). **Root Cause:** The average pay schedule and the high cost of benefits have forced these two staff to pursue jobs in another school district and outside teaching field in order to meet their increasing financial obligations.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

**Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation. 1.1-Pine Tree ISD will develop systems to foster an inclusive, collaborative culture 1.2-Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is for each student. 1.3-Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student.**

**Goal #2- The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1-Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12**

ExCEL utilizes the Edgenuity On-line Learning Platform as its primary form of individualized curriculum delivery system. Edgenuity is a state and local school board approved resource for teaching and learning. The campus utilizes teacher-led, one-on-one instruction to support the individualized instruction platform to increase student engagement and overall student achievement. Formative assessment data is collected through teachers actively monitoring the online learning labs and student work through quizzes, classwork completed online, and ESPMs. Summative assessment data is collected through the online system.

### Curriculum, Instruction, and Assessment Strengths

- Aligned to state standards.
- Fully-online platform provides immediate information to teachers for data-driven decisions.
- Fully-online platform allows students to work at their own pace with differentiated instruction.
- Fully-online platform provides students access when not at school.
- Teachers can easily adapt the course for RtI and special education modifications.
- Teachers can utilize the prescriptive in tandem with Marzano's research-based strategy (Advanced Cues, Questions, and Organizers) to maximize student learning opportunities.
- Teachers can readily monitor performance through detailed reports of student's progress
- Blended-Learning portal fosters small-group collaboration for differentiated learning environments.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2. **Root Cause:** Students are

currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.

## Family and Community Involvement

### Family and Community Involvement Summary

**Strategic Plan Goal #3- The Board of Trustees and administration of Pine Tree ISD will boldly support the social and emotional needs of all students. 3.1-Implement The CASEL (Collaborative for Academic, Social, and Emotional Learning) model in grades PK-12. 3.2-Establish a character development program for grades PK-12. 3.3-Equip staff to provide social and emotional support to all students.**

Academic schools of choice often carry the stigma of being a place where students are sent because they pose problems in academics, discipline, or simply can not operate in the traditional school setting. The population is typically labeled At-Risk, EcoDis, SpEd, a combination of the previous, and students who have personal issues in life that force them into an alternative school setting. Research has shown that this population of student tend to have little to no parental involvement in schools. This stigma will also lend itself to very little to no community involvement.

ExCEL has placed itself in the community by participating in community service activities. However, more needs to be done to promote parental and community involvement within the halls of ExCEL HS and evidenced in the School Community Matrix Survey.

### Family and Community Involvement Strengths

- The staff at ExCEL supports parental communication through conference periods and scheduled meetings.
- The ExCEL leadership collaborates with local community organizations such as Longview Partners in Prevention, Longview NAACP, Longview Hope for Youth, and D.O.R.S. Youth Transition Services.
- Forever Friends supports the young ladies through mentoring and social services.
- Home visits are a integral part of the school and home relationship.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** CaSE Rating Accountability: ExCEL HS had 13 dropouts (98's) during the 2016-2017 school year. We must ensure all students receive the appropriate academic, social, and behavioral supports to maintain student enrollment (School-Community Collaboration, Family Engagement, mentoring, etc.) **Root Cause:** There is typically less parent involvement at the middle and senior high school levels, as students strive for greater autonomy and separation from their parents; students are disconnected from the responsibilities of the home; working students and parents make it difficult for increased parental involvement; single mothers; primary wage earners.

**Problem Statement 2:** CaSE Ratings Accountability: ExCEL HS must increase education partnerships with community members (city organizations, colleges/universities, businesses, etc.) to maximize learning opportunities and support student SEL needs. **Root Cause:** Limited staff opportunities to market



the campus and its student needs.

## School Context and Organization

### School Context and Organization Summary

**Strategic Plan Goal #1- The Board of Trustees and administration of Pine Tree ISD will create a customized learning environment that ensures a culture of innovation. 1.1- Pine Tree ISD will develop systems to foster an inclusive, collaborative culture. 1.2-Pine Tree ISD will restructure learning frameworks with integrated, inquiry based curriculum that is customized for each student. 1.3-Pine Tree ISD will create flexible learning spaces that extend beyond the walls of the classroom and school building for every student. Strategic Plan Goal #2-The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1- Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.**

ExCEL HS strives to be an organization focused on increasing student achievement through the utilization of data-driven decisions. As a professional learning community, administration and staff will collaborate ensure every decision is centered around student success. The principal is an instructional leader focused on creating a culture and climate that is safe and conducive to teaching and learning. Since ExCEL HS is an academic school of choice with a small campus community, the principal must be a visionary that builds teacher capacity through transformational leadership and shared decision making. At ExCEL HS, every staff member serves on the Campus Improvement Team (CIT) and contributes to the overall operation of the campus organization.

### School Context and Organization Strengths

- Protocols are in place for systematic operation of the organization.
- Campus operates as a Professional Learning Community.
- The campus utilizes the RtI system to monitor student academic and behavioral needs and develops strategies to target those areas of need.
- Global communication to keep all staff on the same page with organizational changes, issues, concerns.
  - Campus-wide email
  - Shared files through Google Docs
  - Transformational Leadership design
  - Shared-decision making design

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** ExCEL HS students have limited opportunities to pursue CTE, UIL, and other extra-curricular programs that support the "Portrait of a Graduate" initiative of the strategic plan. **Root Cause:** Although the ExCEL HS is relevant and necessary to provide PTISD students with an alternative learning environment that fosters academic, social, and behavioral success, the school of choice mission and design is not currently conducive to meeting all of the underlying "Portrait of a Graduate" criteria due to the nature of the credit recovery aspects of the program.

# Technology

## Technology Summary

**Strategic Plan Goal #2- The Board of Trustees and administration of Pine Tree ISD will maximize learning through the use of advanced resources and digital literacy. 2.1-Pine Tree ISD will create a digital environment that engages and empowers all learners. 2.2-Pine Tree ISD will implement a digital literacy framework PK -12.**

In an effort to enhance instruction and learning with the use of technology, ExCEL HS supports the **Bring Your Own Device (“BYOD”)** for 21<sup>st</sup> century learning initiative. All stakeholders have access to the PTISD wireless portal for teaching and learning purposes. All stakeholders must be in compliance with digital citizenship Acceptable Use Policy expectations.

## Technology Strengths

- All staff have a district-issued Ipad and/or laptop.
- Students will have access to additional technology to enhance the learning environment and opportunities such as Kahoot.
- All staff receive on-going training for use of the Edgenuity Online Learning Platform.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- 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
- Community and student engagement rating data

## Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey 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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

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

# Goals






## Goal 1: We will create a customized learning environment that ensures a culture of innovation.

**Performance Objective 1:** All ExCEL HS of Choice student groups will meet and/or exceed the state average percentage passing for each each STAAR/STAAR EOC grade level and subject.

**Evaluation Data Source(s) 1:** STAAR data

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3  1) Increase writing instruction to include Cornell Note-taking across all grades and content areas.	2	Principal, Campus Teachers	Increase English I passing rate from 40% to 80%; Increase English II EOC passing rate from 40% to 80%; Increase Algebra I EOC passing rate from 40% to 90%; Increase US History EOC passing rate from 88% to 100%; Maintain Biology EOC passing rate at 100%.			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 7  2) Identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students.	9	Principal, Campus Teachers, Educational Aide	Documentation of growth in student performance ( Edgenuity Mypath/Course completion data, CBA and STAAR data)			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6  3) Improve Tier I Instruction and Intervention in every classroom to promote student growth for all students.	9	Principal, Campus Teachers, Educational Aide	Effective first-time individualized and differentiated instruction evidencing student growth; discipline management; positive school/classroom climate (Edgenuity, CBA, STAAR EOC data).  Prepare students for their post-secondary endeavors; Develop innovative learning environment; promote social and emotional learning; implement advanced resources and digital literacy.			

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Administer the PSAT exam to all ExCEL HS sophomores and promote ACT and SAT for all students.</p>		Principal, Campus Teachers, Educational Aide	Number of PSAT assessments administered Individual student scores on the PSAT/SAT/ACT assessments			
Funding Sources: 164- High School Allotment - \$0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Identify and remove barriers that force students to request opting out of the endorsement program. Connect students with business/industry and educational opportunities that are available, including Career and Technical Education (CTE) and implement strategies that will open up these opportunities for students.</p>		Principal, Campus Teachers	Implement necessary supports for student learning in order to increase their performance and prepare students for their chosen endeavors.			
Funding Sources: 164- High School Allotment - \$0.00						
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Passing rates for Algebra I decreases from 80% to 40% for ExCEL. <b>Root Cause 1:</b> Students in this testing group had low attendance which greatly affected student learning.

**Goal 1:** We will create a customized learning environment that ensures a culture of innovation.

**Performance Objective 2:** 100% ExCEL HS of Choice staff will be proficient in the use of Edgenuity.

**Evaluation Data Source(s) 2:** Professional development results; regular instructional design and delivery integrated with technology

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) 1) On-going professional learning for teachers and staff.	1, 3, 6, 7	Principal, Campus Teachers, Educational Aide	Training sessions with Edgenuity. On-campus technology ideas, training, and implementation by staff.  All state-tested courses will be aligned with the PTISD scope and sequence.			




**Goal 1:** We will create a customized learning environment that ensures a culture of innovation.

**Performance Objective 3:** ExCEL HS of Choice staff will substantially increase the effective use of digital resources and tools to improve the learning environment and increase student achievement.

**Evaluation Data Source(s) 3:** STAAR data, Discipline data, Attendance data

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Implement flipped/blended classroom for every student to include effective use of instructional technology.</p>	1	Principal, Campus Teachers, Educational Aide	Weekly flipped/blended format evidenced in master schedule and classroom walkthroughs.			
Funding Sources: 164- High School Allotment - \$0.00						
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.</p>		Principal, Campus Teachers, Educational Aide	Monthly training and implementation of one new application; grading cycles 2-6.			
Funding Sources: 164- High School Allotment - \$0.00						
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3</p> <p>3) Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.</p>	9	Principal, Campus Teachers	The total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning will meet or exceed five (5) digital resources utilized in classrooms throughout the school year.			
Problem Statements: Technology 1						
Funding Sources: 164- High School Allotment - \$0.00						
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>4) Administer the TSI to all eligible ExCEL HS students.</p>		Principal, Campus Teachers, Educational Aide	Number of TSI assessments administered Individual student scores on the TSI assessment			
Funding Sources: 164- High School Allotment - \$0.00						
						

**Performance Objective 3 Problem Statements:**

<b>Technology</b>
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**Problem Statement 1:** ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause 1:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

## Goal 2: We will maximize learning through the use of advanced resources and digital literacy.

**Performance Objective 1:** ExCEL HS of Choice will increase the College and Career Ready Graduates from 35% in 2016-2017 to a minimum of 65% in 2017-2018.

**Evaluation Data Source(s) 1:** 2016-2017 Accountability Projection Report

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6  1) Implement flipped/blended classroom for every student to include effective use of instructional technology.	1	Principal, Campus Teachers, Educational Aide	Weekly flipped/blended format evidenced in master schedule and classroom walkthroughs.			
Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - \$0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  2) Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.		Principal, Campus Teachers, Educational Aide	Monthly training and implementation of one new application; grading cycles 2-6.			
Problem Statements: Technology 1 Funding Sources: 164- High School Allotment - \$0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  3) Plan and implement innovative ideas to increase student achievement (blended classrooms, digital literacy, project-based learning).	3, 9	Principal, Campus Teachers	Increased student achievement data coupled with decreased classroom discipline data.			
Funding Sources: 164- High School Allotment - \$0.00						
						

### Performance Objective 1 Problem Statements:


Technology
<b>Problem Statement 1:</b> ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. <b>Root Cause 1:</b> Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

**Goal 2:** We will maximize learning through the use of advanced resources and digital literacy.

**Performance Objective 2:** ExCEL HS of Choice will increase the number of graduates graduating on the Foundation High School Plan w/Endorsement from 50% to 100%.

**Evaluation Data Source(s) 2:** School-wide Accountability Data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Research, identify options for ExCEL HS students to earn post-secondary credit.	2	Principal, Campus Teachers	Dual-credit course offerings are made available for ExCEL HS students during the 2017-2018 school year.			
		Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 164- High School Allotment - \$0.00				
						

**Performance Objective 2 Problem Statements:**


Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> ExCEL HS students are not able to earn post-secondary credit as outlined in Goal 1, indicator 1.2. <b>Root Cause 1:</b> Students are currently unable to enroll in dual-credit courses due to the our course allotment in the Edgenuity online platform.

### Goal 3: We will boldly support the social and emotional needs of all students.

**Performance Objective 1:** ExCEL HS of Choice will decrease student discipline referrals by 50%.

**Evaluation Data Source(s) 1:** Six weeks Discipline data

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 1) Continue the implementation of PBIS Restorative Discipline practices. Infuse Safe and Civil Schools protocols.		Principal, Campus Teachers	Decreased classroom discipline data. Overall school climate is improved considerably.			
Problem Statements: School Culture and Climate 1 Funding Sources: 164- High School Allotment - \$0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 2) Promote school, parent, and community engagement through parent organizations (PTA/PTO).		Principal, Campus Teachers	Monthly parent/community dialogue with the principal, teacher-parent contacts, and home visits.			
Problem Statements: Family and Community Involvement 1, 2 Funding Sources: 164- High School Allotment - \$0.00						
<b>System Safeguard Strategy</b> 3) Utilize character education programs and a Young Women's Mentoring Program to promote social and emotional learning (SEL) and student student self-efficacy.	2, 9	Principal, Campus Teachers	Increased student involvement in schools (including extra curricular activities); reduction in discipline referrals; increased attendance (PEIMS data)			
Funding Sources: 164- High School Allotment - \$0.00						
						

#### Performance Objective 1 Problem Statements:

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Some students new to the ExCEL High School of Choice have difficulty getting acclimated to the high expectations of the campus culture. This sometimes lead to discipline issues as students attempt to challenge teachers and staff on the high expectations. <b>Root Cause 1:</b> Lack of school and home partnerships that work cooperatively and collaboratively in whole-child development throughout the K-12 system.
<b>Family and Community Involvement</b>

**Problem Statement 1:** CaSE Rating Accountability: ExCEL HS had 13 dropouts (98's) during the 2016-2017 school year. We must ensure all students receive the appropriate academic, social, and behavioral supports to maintain student enrollment (School-Community Collaboration, Family Engagement, mentoring, etc.) **Root Cause 1:** There is typically less parent involvement at the middle and senior high school levels, as students strive for greater autonomy and separation from their parents; students are disconnected from the responsibilities of the home; working students and parents make it difficult for increased parental involvement; single mothers; primary wage earners.


**Problem Statement 2:** CaSE Ratings Accountability: ExCEL HS must increase education partnerships with community members (city organizations, colleges/universities, businesses, etc.) to maximize learning opportunities and support student SEL needs. **Root Cause 2:** Limited staff opportunities to market the campus and its student needs.

**Goal 3:** We will boldly support the social and emotional needs of all students.

**Performance Objective 2:** ExCEL HS of Choice will ensure that 100% of all stakeholders commit to the culture of the organization.

**Evaluation Data Source(s) 2:** School and community collaboration on and off campus. School and community matrix.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  1) Promote overall campus development of cultural responsiveness utilizing AVID strategies (Socratic Seminar and Philosophical Chair) and SRI Protocols (Group Development and MicroLabs), Safe and Civil Schools protocols.		Principal, Campus Teachers, Community Partnerships	Weekly dialogue with stakeholders centered around culture to create consistency. (Agendas, stakeholder feedback)			
Problem Statements: School Culture and Climate 1 Funding Sources: 164- High School Allotment - \$0.00						
						

**Performance Objective 2 Problem Statements:**


<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Some students new to the ExCEL High School of Choice have difficulty getting acclimated to the high expectations of the campus culture. This sometimes lead to discipline issues as students attempt to challenge teachers and staff on the high expectations. <b>Root Cause 1:</b> Lack of school and home partnerships that work cooperatively and collaboratively in whole-child development throughout the K-12 system.

**Goal 3:** We will boldly support the social and emotional needs of all students.

**Performance Objective 3:** ExCEL HS of Choice will develop or partner with community organizations to provide social and emotional learning opportunities.

**Evaluation Data Source(s) 3:** Attendance and discipline data, academic data (Edgenuity, CBA, state assessments); feedback from counselors, social workers.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) ) Develop plans to teach SEL: a) Self-awareness: strengths, needs, values b) Social awareness: empathy, diversity and respect for others c) Responsible decision-making: problem solving, moral and ethical responsibility d) Self-management: goal-setting, organization, and impulse control e) Relationship management: cooperation and collaboration	1, 2, 9	Principal, Campus Teachers, Educational Aide	Bi-weekly sessions with students addressing at least one of the SEL modules each grading cycle			
						




**Goal 4: We will ensure student leadership is an integral part of our learning culture.**

**Performance Objective 1:** 75% of all students will have at least 1 parent actively engaged in school operations.

**Evaluation Data Source(s) 1:** Sign in sheets at events, parent feedback, parent participation in community groups.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  1) Promote school, parent, and community collaboration.		Principal, Campus Teachers, Educational Aide	Monthly parent/community dialogue with the principal, teacher-parent contacts, and home visits.			
	Problem Statements: Family and Community Involvement 2 Funding Sources: 164- High School Allotment - \$0.00					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7  2) Involve students, parents, and community members in the campus improvement process and CIT.		Principal, Campus Teachers	Membership of 3 parents and 2 students and 1 community member on the CIT.			
	Problem Statements: Family and Community Involvement 2 Funding Sources: 164- High School Allotment - \$0.00					
3) Develop a school marketing plan and promote the campus through the creation of a campus PTA/PTO.	1, 6	Principal, Campus Teachers	The campus will have an organized PTA/PTO initiative by October 2017.			
	Problem Statements: Family and Community Involvement 2 Funding Sources: 164- High School Allotment - \$0.00					
						

**Performance Objective 1 Problem Statements:**






<b>Family and Community Involvement</b>
<b>Problem Statement 2:</b> CaSE Ratings Accountability: ExCEL HS must increase education partnerships with community members (city organizations, colleges/universities, businesses, etc.) to maximize learning opportunities and support student SEL needs. <b>Root Cause 2:</b> Limited staff opportunities to market the campus and its student needs.

## Goal 5: We will recruit, develop, support, and retain the highest quality staff.

**Performance Objective 1:** 100% of all ExCEL HS of Choice staff will engage in high quality professional learning opportunities in an effort to increase staff capacity and student achievement.

**Evaluation Data Source(s) 1:** Copy of PLC Agenda and Sign in Sheets, improved classroom instruction resulting in higher assessment results (state and local), staff facilitating learning

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) On-going professional learning for all teachers and staff to include but not limited to the following: Learning Keys, Data Walks, Edgenuity, Cognitive Coaching, Driven by Data, National School Reform Protocols, Culturally Responsiveness and Restorative Discipline, and book studies.</p>	1, 2, 4, 8	Principal, Campus Teachers, Educational Aide	<p>Weekly PLC meetings for professional learning, data analysis, and instructional planning.</p> <p>District-facilitated Professional Learning</p> <p>Region 7 Workshops</p>			
Funding Sources: 199 - General Funds - \$0.00						
<p>2) Ensure that each core teacher attends and participates in relevant and intentional profession learning (ie. state and regional conference).</p>	2, 4	Principal, Campus Teachers	Budgetary allotments are efficiently utilized and each teacher will submit a summary and presentation of their learning to the team.			
Funding Sources: 164- High School Allotment - \$5,500.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) On-going professional learning for teachers and staff.</p>	1, 4, 9	Principal, Campus Teachers, Educational Aide	<p>Training sessions with Edgenuity.</p> <p>On-campus technology ideas, training, and implementation by staff.</p> <p>All state-tested courses will be aligned with the PTISD scope and sequence.</p>			
Problem Statements: Technology 1						
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

### Performance Objective 1 Problem Statements:

<b>Technology</b>
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**Problem Statement 1:** ExCEL HS must increase the total of digital resources (computers, software, storage, software, and systems) used to manage an academic enterprise and support, enable or manage learning. **Root Cause 1:** Due to student population and their academic, social, and behavioral needs, ExCEL HS staff is challenged with implementing more digital strategies and resources because students are primarily focused on "credit restoration".

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase writing instruction to include Cornell Note-taking across all grades and content areas.
1	1	2	Identify, monitor, and support the performance of at-risk and/or RtI students and provide accelerated instruction for identified students.
1	1	3	Improve Tier I Instruction and Intervention in every classroom to promote student growth for all students.
1	3	1	Implement flipped/blended classroom for every student to include effective use of instructional technology.
1	3	2	Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.
1	3	3	Integrate technology tools into the daily instruction for Tier II and Tier III Math and Reading support for all students.
2	1	1	Implement flipped/blended classroom for every student to include effective use of instructional technology.
2	1	2	Provide opportunities for staff to train with district and regional support on effective digital tools and resources to embrace the use of technology.
2	1	3	Plan and implement innovative ideas to increase student achievement (blended classrooms, digital literacy, project-based learning).
3	1	1	Continue the implementation of PBIS Restorative Discipline practices. Infuse Safe and Civil Schools protocols.
3	1	2	Promote school, parent, and community engagement through parent organizations (PTA/PTO).
3	1	3	Utilize character education programs and a Young Women's Mentoring Program to promote social and emotional learning (SEL) and student student self-efficacy.
3	2	1	Promote overall campus development of cultural responsiveness utilizing AVID strategies (Socratic Seminar and Philosophical Chair) and SRI Protocols (Group Development and MicroLabs), Safe and Civil Schools protocols.
4	1	1	Promote school, parent, and community collaboration.
4	1	2	Involve students, parents, and community members in the campus improvement process and CIT.
5	1	1	On-going professional learning for all teachers and staff to include but not limited to the following: Learning Keys, Data Walks, Edgenuity, Cognitive Coaching, Driven by Data, National School Reform Protocols, Culturally Responsiveness and Restorative Discipline, and book studies.
5	1	3	On-going professional learning for teachers and staff.

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cleo Wadley	Principal
Non-classroom Professional	LaTosha Anaya	Administrative Assistant
Classroom Teacher	Cindy Anderson	History Teacher
Classroom Teacher	Jennifer Wilbur	English Teacher/Lead Teacher

# Campus Funding Summary

<b>199 - General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>164- High School Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

5	1	2			\$5,500.00	
					<b>Sub-Total</b>	\$5,500.00
					<b>Grand Total</b>	\$5,500.00