

Pine Tree Independent School District
Pine Tree Primary
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

Tradition of Excellence

Value Statement

We believe in:

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

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

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

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

Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

Pine

Tree Primary houses 2 PPCD classes, 10 PreKindergarten classes and 18 Kindergarten classes.

Based on 2016-2017 Texas Education Agency Texas Academic Performance Report:

Students by Grade:

Grade	Count	Percent District	State
Early Childhood Education	5	.9%	.1% .3%
Pre-Kindergarten	200	37.2%	4.3% 4.2%
Kindergarte	333	61.9%	7.2% 7.0%

Student by Ethnicity:

Ethnicity	Count	Percent District	State
African American	110	20.4%	22.5% 12.6%
Hispanic	215	40%	35.1% 52.4%
White	179	33.3%	37.4% 28.1%
American Indian	2	.4%	.2% .4%
Asian	6	1.1%	1% 4.2%

Pacific Islander	0	0%	0%	.1%
2 or Mor Races	26	4.8%	3.8%	2.2%

Students by Sub-Pop

Subpop	Count	Percent	District	State
Economically Disadvantaged	410	76.2%	59.5%	59%
ELL	135	25.1%	14.3%	18.9%
At Risk	179	33.3%	48.7%	50.3%

No retention at this grade level and class size average is 17.6

Teachers by Ethnicity

Ethnicity	Count	Percent	District	State
African American	3	10.3%	7.5%	10.2%
Hispanic	6	20.6%	7.6%	26.6%
White	20	69.1%	82.7%	59.8%

Teacher by Years of Experience

Number of Years	Count	Percent	District	State
Beginning	0	0	7.1%	7.8%
1-5 Years	7	24%	27.8%	28%
6-10 Years	7	24%	20.5%	20.9%
11-20 Years	12	41.7%	24.8%	27.8%
20+ Years	3	10.3%	19.9%	15.5%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

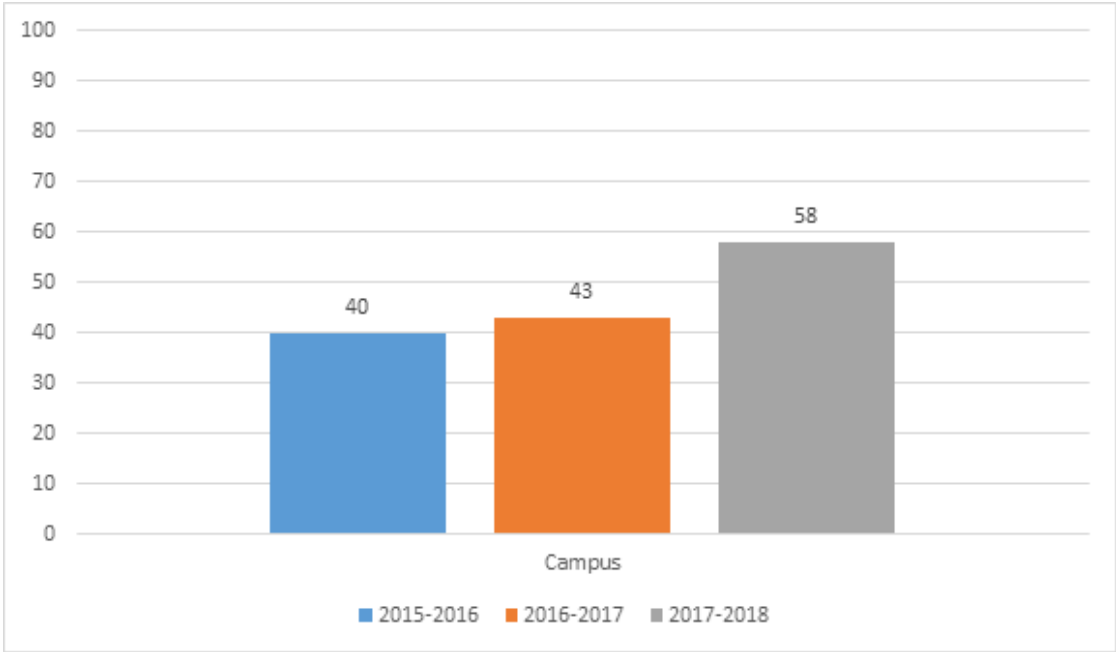
Problem Statement 1: Economically Disadvantage is 76.2 % vs. State 5% **Root Cause:** PreKindergarten students must qualify for Program based on Economically Disadvantage Status

Student Achievement

Student Achievement Summary

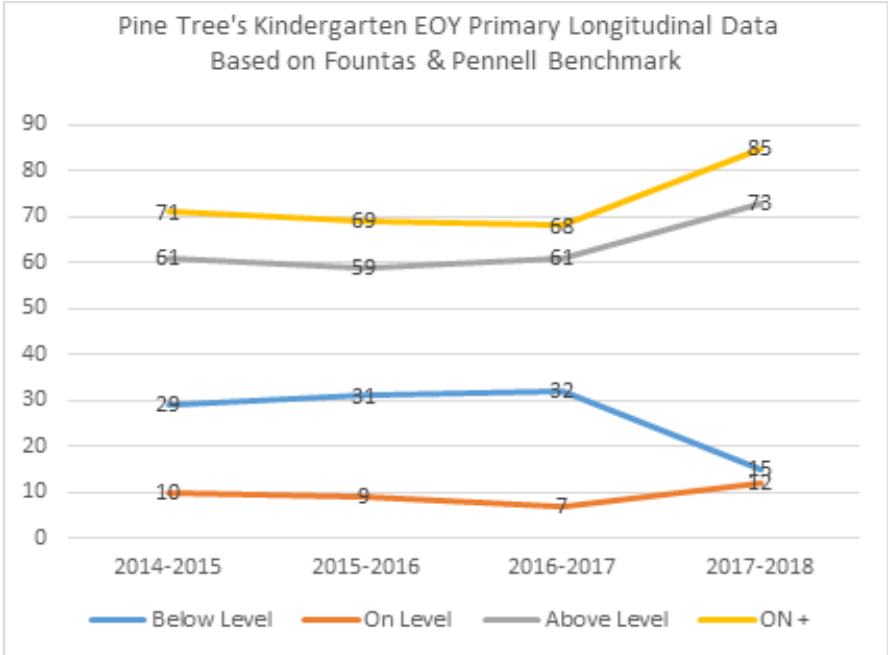
Pine Tree Primary Met Standard according to the 2017 Accountability Summary.

Primary PreK has previously been a 1/2 day program which minimizes instructional time (averaging approximately 90 minutes of instruction). 2017-2018 school year, Primary implemented a full day PreK which will impacted student achievement data. Below is percentage of student's leaving PreKindergarten Tier 1 ISIP (reading assessment)

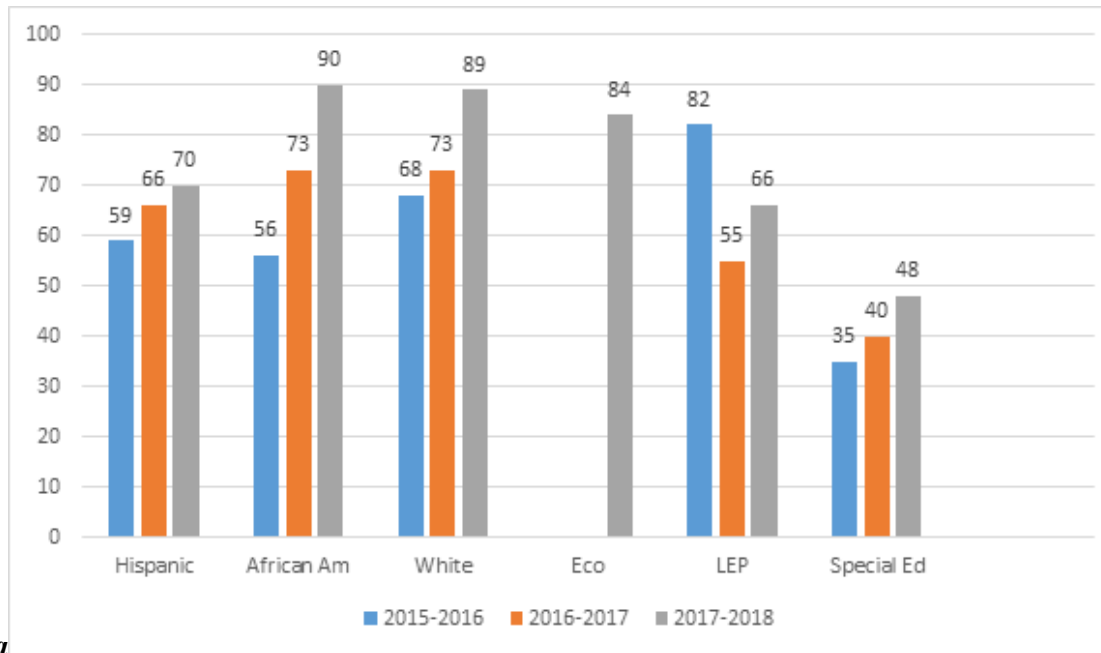


Primary's Instructional Coach's duties were shifted during the 2016-2017 school year to schedule more time with students. The additions to her schedule included push in guided reading so that new teachers could observe best practices while students in need of intervention. Primary also added an additional reading specialist to provide Tier 2 and Tier 3 interventions.

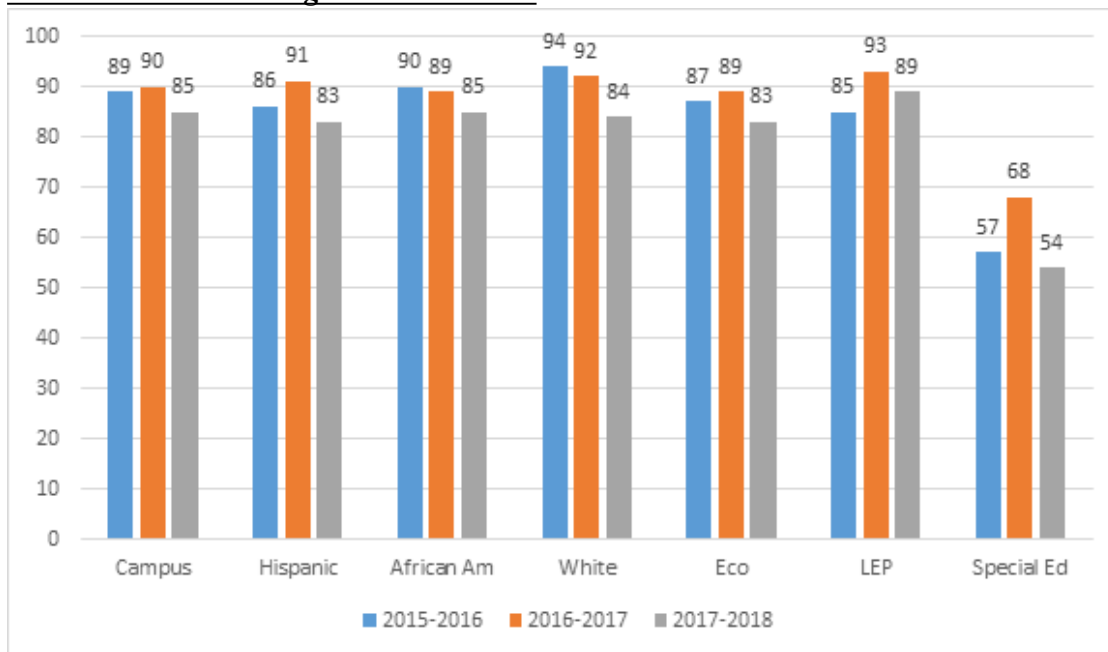
The following is data based on a 3 years of Kindergarten End-of-Year reading scores. In 2017-2018 Primary had a 17% increase in on and above level reading scores.



2017-2018 EOY Kindergarten Reading Data by Sub-Pop



2017-2018 EOY Kindergarten Math Data



Student Achievement Strengths

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

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 95% of students left Kindergarten reading on grade level **Root Cause:** Low reading scores in Bilingual classes

Problem Statement 2: Less than 95% of students left Prekindergarten on grade level **Root Cause:** First year of full day pre-k implementation

Problem Statement 3: Less than 95% of students left Kindergarten below grade level in math **Root Cause:** Instruction of problem solving and process standards

Problem Statement 4: Less than 195% of students left PreKindergarten below grade level in math **Root Cause:** Lack of data analysis in math

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

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

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

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

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

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

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

In 2018-2019 Primary will add an additional Kindergarten Inclusion class that will result in a needed classroom paraprofessional FTE

Staff Quality, Recruitment, and Retention Strengths

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

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

Primary campus had minimal turnover during the 2017-2018 school year. Our goal is to retain 100% of staff for the 2018-2019 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High turnover rate in classroom paraprofessionals vs. certified teachers **Root Cause:** Roles and responsibilities of classroom paraprofessionals not aligned with pay scale

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Primary utilizes the TEKS Resource System as the curriculum management portal. The bilingual classrooms utilize Gomez and Gomez dual language enrichment model to instruct in both Reading and Writing.

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

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

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

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

Curriculum, Instruction, and Assessment Strengths

Primary implements a STEAM focus daily

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Through the High Quality Prekindergarten Grant, students, staff, and families had opportunities for increased involvement in the education of the students. A survey was conducted in Spring 2017 for prekindergarten families to get feedback on how the program helps to prepare parents and students for Kindergarten. Results of the Spring 2017 survey were discussed with staff and goals are set for 2018.

Parent and Community Engagement Strengths

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

Primary offers all communication in more than one language.

The campus utilizes translators to translate campus documents.

The campus welcomes community volunteers at all campus functions.

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

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

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

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

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

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

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

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

School Context and Organization Strengths

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

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

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

Technology

Technology Summary

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

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

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

Technology Strengths

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

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

Problem Statements Identifying Technology Needs

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 08, 2018

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

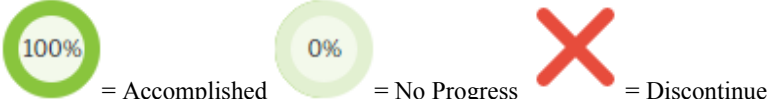
Performance Objective 1: 95% of kindergarten students will meet and/or exceed grade level reading goal (Independent C)

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

Summative Evaluation 1:

Next Year's Recommendation 1: Continue to strive for 100% on grade level reading

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teacher's will receive training on Reader's/Writer's Workshop, Running Records and Guided Reading. All components will be implemented in daily instruction.</p>	2.4, 2.5, 2.6	District CIA Department Principal, Assistant Principal, Instructional Coach (1 FTE)	Decrease in Tier 2 & Tier 3 Students will meet or exceed reading level			
<p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211- Title I Funds - 41875.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Academic Specialist will provide Tier 2 intervention using Leveled Literacy Intervention to students not progressing at same rate as peers</p>	2.4, 2.6	District ELAR Coordinator, Principal, Assistant Principal, Instructional Coach (1 FTE), Academic Specialist (1 FTE)	Student's move to Tier 1			
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 211- Title I Funds - 49045.00</p>						

Critical Success Factors CSF 1 CSF 4 CSF 7 3) Provide full day pre-kindergarten with Spring implementation of guided reading for students with readiness skills.	2.4, 2.5, 2.6	Principal, Assistant Principal, PreK Teachers (9 FTEs), Bilingual PreK Teachers (1 FTE), PreK Aides (9 FTEs); Bilingual Aides (1 FTEs), Instructional Coach (1 FTE)	Increase in PreKindergarten end of year CLI data in reading			
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 163- Comp Ed Funds - 559571.00, 211- Title I Funds - 35828.00					
						

Performance Objective 1 Problem Statements:

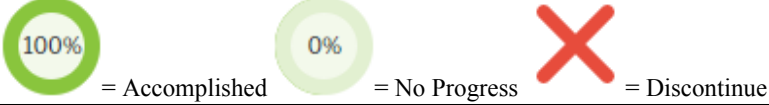
Demographics
Problem Statement 1: Economically Disadvantage is 76.2 % vs. State 5% Root Cause 1: PreKindergarten students must qualify for Program based on Economically Disadvantage Status
Student Achievement
Problem Statement 1: Less than 95% of students left Kindergarten reading on grade level Root Cause 1: Low reading scores in Bilingual classes
Problem Statement 2: Less than 95% of students left Prekindergarten on grade level Root Cause 2: First year of full day pre-k implementation
Staff Quality, Recruitment, and Retention
Problem Statement 1: High turnover rate in classroom paraprofessionals vs. certified teachers Root Cause 1: Roles and responsibilities of classroom paraprofessionals not aligned with pay scale
Curriculum, Instruction, and Assessment
Problem Statement 1: Students do not have ownership of learning goals and tracking of informal data Root Cause 1: Teachers are now comfortable and familiar with using informal data yet haven't moved to student ownership

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Teacher's will receive training on Guided math and implement instructional practices daily.	2.4, 2.5, 2.6	District Math/Science Coordinator, Principal, Assistant Principal, Instructional Coach (1 FTE)	95% kindergarten students perform 70% or higher on end of year math CBA 95% kindergarten students on level end of year KEA (green=on level)			
	Problem Statements: Student Achievement 3, 4 Funding Sources: 211- Title I Funds - 47875.00					
						

Performance Objective 2 Problem Statements:

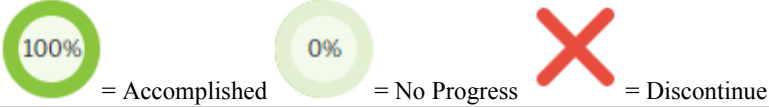
Student Achievement
Problem Statement 3: Less than 95% of students left Kindergarten below grade level in math Root Cause 3: Instruction of problem solving and process standards
Problem Statement 4: Less than 195% of students left PreKindergarten below grade level in math Root Cause 4: Lack of data analysis in math

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Pine Tree Primary will work as a Professional Learning Community and will collaborate and analyze data weekly, every 3 weeks, and 9 weeks on curriculum, instruction and assessment.</p>	2.4, 2.6	Teachers, Principal, Assistant Principal, Instructional Coach	50% of resources used in unit of study will include various cultures			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211- Title I Funds - 42725.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Common planning will be scheduled each week for 1 hour to ensure equity of instruction across classrooms. 4 Questions will be answered during meetings to ensure students at risk have Tier 2 intervention in classroom and students needing enrichment will receive Tier 1 extensions to learning.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach (1 FTE), Classroom Teachers	100% of walkthroughs will reflect best practices decided on through common planning and use of data.			
<p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211- Title I Funds - 42725.00</p>						
						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Less than 95% of students left Kindergarten reading on grade level Root Cause 1: Low reading scores in Bilingual classes
Problem Statement 2: Less than 95% of students left Prekindergarten on grade level Root Cause 2: First year of full day pre-k implementation
Staff Quality, Recruitment, and Retention
Problem Statement 1: High turnover rate in classroom paraprofessionals vs. certified teachers Root Cause 1: Roles and responsibilities of classroom paraprofessionals not aligned with pay scale
Curriculum, Instruction, and Assessment

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

Technology

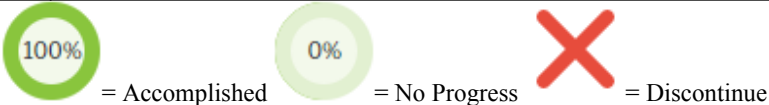
Problem Statement 1: Mimo is not the best technology tool for PreK and Kindergarten classrooms **Root Cause 1:** Lack of funding

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 3 1) STEAM time scheduled and planned daily	2.4, 2.5	Principal, Assistant Principal, Teachers, Instructional Coach (1 FTE) ,Media Center Paraprofessional	STEAM activities aligned to standards reflected in lesson plans and walk-throughs			
Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00						
						

Performance Objective 4 Problem Statements:

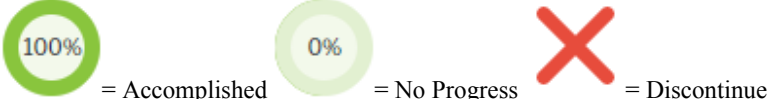
Curriculum, Instruction, and Assessment
Problem Statement 2: STEAM time incorporating depth of problem solving Root Cause 2: Challenge question is lacking in STEAM activities

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

Performance Objective 5: 80% of PreK students will be on target for entering Kindergarten

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Use CLI engage to collect, analyze and make instructional decisions in ELAR, math, science and social studies</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Coach (1 FTE)	80% of Students will be on level in reading and in math (CIRCLE score= green)			
<p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: 211- Title I Funds - 41875.00</p>						
						

Performance Objective 5 Problem Statements:

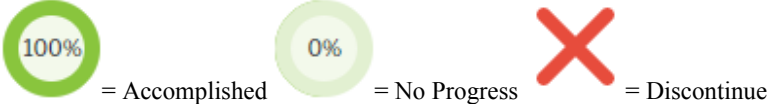
Student Achievement
Problem Statement 2: Less than 95% of students left Prekindergarten on grade level Root Cause 2: First year of full day pre-k implementation
Problem Statement 4: Less than 195% of students left PreKindergarten below grade level in math Root Cause 4: Lack of data analysis in math

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

Performance Objective 1: All classrooms will use SeeSaw on a weekly basis to track project based learning and communicate with parents.

Evaluation Data Source(s) 1: SeeSaw usage report

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide Google App and SAMR model training to all Primary staff members.</p>		Principal, Assistant Principal, Instructional Technology Coordinator	Increased utilization of Google Education Apps.			
<p>2) Review technology devices in each classroom and develop a plan to ensure consistency.</p>		Principal, Assistant Principal, Technology Department Techniciaon	Consistent Technology tools in all classrooms			
						

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

Performance Objective 1: Implement Mindful Monday's in order to focus students during the week to practice self monitoring behaviors

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

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide individual counseling, group counseling, character education and redirect program to teach students appropriate interpersonal skills and coping mechanisms as well as conflict resolution.</p>		Principal, Assistant Principal, Behavior Interventionist	Tier 2 & 3 behavior students will increase class instructional time			
Funding Sources: 199 - General Funds - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Use of District Parent Liaison to strengthen home/school relationships and increase attendance rate while decreasing truancy rate.</p>		Assistant Superintendent of Human Resources, Principal, Assistant Principal, Parent Liaison	Parent survey will reflect positive feedback			
Funding Sources: 199 - General Funds - 0.00						
 = Accomplished  = No Progress  = Discontinue						

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

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

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

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Safe and Civil Schools CHAMPS as well as Olweus program will be implemented across campus as a foundation discipline management plan</p>		Principal, Assistant Principal, Teachers, Counselor, Behavior Interventionist	Decrease in office referrals			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

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

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

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 1) Improve campus culture by implementing district strategic plan		All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 1) Improve campus culture by implementing district strategic plan		All Primary Staff	Campus Climate Survey will reflect understanding of the connection between district strategic plan and positive campus climate			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

State Compensatory

Personnel for Pine Tree Primary:

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

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cristi Parsons	Principal
Administrator	Ruthie Walker	Assistant Principal
Parent	Laura Coti	Parent
Parent	Stacie White	Parent
Community Representative	Shawn Longoria	Community
Community Representative	Ashley Hall	Community
Business Representative	Micah Devendorf	Business
Business Representative	Andy Burnfield	Business
District-level Professional	Kelli Hendrix	Coordinator of Elementary Math
Paraprofessional	Amanda Roberts	Media
Non-classroom Professional	Sarah Barnett	Counselor
Classroom Teacher	Jayne Craig	PPCD
Classroom Teacher	Laura Johns	Music
Classroom Teacher	Claudia Ruiz	Kindergarten Bilingual
Classroom Teacher	Stephanie Pearce	PreKindergarten
Classroom Teacher	Esther Zaragoza	PreKindergarten Bilingual
Classroom Teacher	Jackye Mosley	Kindergarten
Non-classroom Professional	Sarah Beth Sage	Instructional Coach

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	163 E 11 6119 00 103 0 32 000	\$41,875.00
1	1	2	Academic Specialist	211 E 11 6119 00 103 9 32 000	\$49,045.00
1	1	3	Classroom Assistants		\$35,828.00
1	2	1	Instructional Coach	211	\$47,875.00
1	3	1	Instructional Coach	211 E 11 6116 00 103 1 32 000	\$42,725.00
1	3	1	Academic Specialist	49,045	\$0.00
1	3	2	Instructional Coach	211 E 11 6119 00 103 1 32 000	\$42,725.00
1	4	1			\$0.00
1	5	1	Instructional Coach		\$41,875.00
Sub-Total					\$301,948.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teachers		\$559,571.00
Sub-Total					\$559,571.00
Grand Total					\$861,519.00