

**Pine Tree Independent School District
P.A.C.E Alternative School
2024-2025 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 and adapting to change.

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Pine Tree PACE Alternative Campus serves students from the other district campuses who have been non-compliant with an aspect of the district's student code of conduct. District level demographics based upon 2019-2020 TAPR report released on December 2022-23: 22% African American, 36% Hispanic, 33% White, with 70% economically disadvantaged and a total enrollment of 4,611.

The PACE Alternative Campus is comprised of 12 staff members. The staff members include: one administrator, six teachers, two educational aides, 1 campus secretary. There is a diversity of ethnic groups, age ranges, and levels of experience at the campus. Two of the staff members helped establish the alternative program over 15 years ago.

The PACE Alternative Campus serviced **290** placements during the 2023-2024 school year. The assigned students ranged from grades 3 to 12. The elementary campuses had 9 placements. The Middle School (5-6) had **28** placements. The Jr High campus (7-8) had **70** placements. The High School (9-12) had **176** placements.

The ethnic demographics for the majority of the **290** placements are as follows: 119 African-American, 80 Hispanic, 75 White. There were **203** male placements and **80** female placements. There were **159** mandatory placements and **229** placements were determined to be discretionary. The recidivism rate was 16.5%.

Student Achievement

Student Achievement Summary

All students are provided the opportunity to participate in character building and self-discipline programs during their assignment at PACE. Successful completion of the PACE program requires satisfactory progress based on student goal and observation of behaviors.

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

Several students completed online based classes for course credit and early graduation.

Student Achievement Strengths

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

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

Several students have transitioned to ExCel High School of Choice via PACE to ensure school retention and academic progress.

School Culture and Climate

School Culture and Climate Summary

The Pine Tree PACE Alternative Campus exhibits a positive, safe, and nurturing environment. The students and staff engage in relationship building activities on a daily basis. The PACE S.T.R.O.N.G. Program focuses on specific areas of character development by which the students and staff are challenged to abide by in the daily activities. The campus is highly structured with a focus on discipline, self-awareness, and personal growth. PACE SWAG is the acronym for Show Up, Work Hard, Act Right, Go Pirates. The students are recognized for exemplifying this trait.

The PACE Alternative Campus continued to partner with the district's Community Volunteer Coordinator and the district Nutrition Department to fulfill the district oriented Food Backpack Program. The students and staff volunteered after school to prepare bags of food to be distributed to identified students throughout the district by campus counselors. The weekly backpack goals ranged from 100 to 125+ bags to be prepared.

The PACE Alternative Campus added student led aspects to the transition system to build relationships among the district staff. The transitional program provided individualized meetings for each student prior to their transition back to the home campus. This helped to bridge gaps during the students' transition back to the campus and the classroom. The adults in attendance included: PACE Administrator, PACE Staff/Teacher, Home Campus Admin and/or Counselor, Parents.

In 2023-24, the PACE Alternative Campus partnered with the district Special Education Department for Special Olympics activities. The students helped lead activities for the students.

In 2023-24, the PACE Alternative Campus ensured that students had daily opportunities to speak and to listen to others using various strategies: talking circles, small groups (goal-setting, etc.), and journaling that promoted relationship building and problem solving.

In 2023-24, the Pine Tree PACE Campus was in partnership with Partners in Prevention's Coalition for Drug Free Youth, and Mentoring Program. Another community partnership is with Community Healthcore's STAR Program, which is a referral system for parents upon their request. ETCADA and Wellness Point also provided the campus with specific resources (i.e. brochures, presentations) for intervention and education purposes.

A new partnership with Wellness Pointe provided mandatory educational sessions on nicotine, vaping, alcohol, stress management, and goal-setting.

Pine Tree PACE Campus continues to utilize positive restorative discipline practices along with PBIS in the engagement and interpersonal approaches with students. This promotes social and emotional wellness for the whole campus.

School Culture and Climate Strengths

Strengths: varied programs to support all student needs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The majority of the PACE Alternative Campus have been team members ranging from 1 year to staff who helped established the campus 15 years ago. All of the staff have been trained in necessary areas and have demonstrated being vested in the vision and mission of the district and the PACE Campus Program. All of the teachers are certified in designated teaching areas.

The PACE Alternative Campus is comprised of 11 staff members. The staff members include: two administrators, six teachers, two educational aides, 1 campus secretary. There is a diversity of ethnic groups at the campus.

Staff will be recognized and appreciated via: campus celebrations and district recognition programs. Staff are provided opportunities to participate in leadership and professional development to promote personal growth. Staff are provided opportunities to participate in cross-campus team building activities to foster relationships outside of the campus.

Staff Quality, Recruitment, and Retention Strengths

The PACE Alternative Campus secondary program was comprised of the same staff to provide for continuity of program.

Five of the 6 teachers assigned to the campus have twenty plus years of teaching experience.

Both of the educational aides has more than ten years of school experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The PACE Alternative Campus teachers work closely with the home campus teachers to ensure learning opportunities for the PACE students are in alignment with the TEKS-based YAG (Year at a Glance). The PACE teachers are encouraged to participate in meetings with home campus teachers to strengthen working relationships.

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

In the 2023-24 school year, the PACE Alternative Campus supported student learning primarily via the Google Classroom online platforms and Edgenuity programs. Other online programs such as IXL were utilized as well.

Curriculum, Instruction, and Assessment Strengths

Small group intervention sessions for targeted areas.

Tutorial sessions assigned based on work performance.

Access to the home campus and/or district staff for support in identified issues.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parents are provided an optional referral to the Community Healthcore FAYZE Program and Wellness Pointe for further resources and continuous support for the family and the student even after PACE assignment is completed.

Volunteer programs are welcome to provide services to the campus per district guidelines with a MOU.

Parent and Community Engagement Strengths

A well-rounded group of community organizations and agencies are in partnership with the PACE Campus for the past 10 years.

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

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

School Context and Organization

School Context and Organization Summary

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

The PACE Campus uses Google drive to organize ease of access for campus procedures.

Daily communication with all campus staff is disseminated by campus administrator.

The campus staff are organized with designated leadership responsibilities.

Experienced teachers are provided opportunities to mentor new staff.

School Context and Organization Strengths

The PACE Campus made great effort to maintain learning alignment with the district policies and procedures for all areas of the educational process.

Technology

Technology Summary

The PACE Campus is supported by the Pine Tree ISD Technology Department in regards to technology.

The campus has access to desktops, iPads, and Chromebooks.

The campus uses the assigned Senso program to monitor the student's use of technology.

Technology Strengths

The Technology Dept is timely and knowledgeable in addressing any IT problems.





Goals

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

Performance Objective 1: The Pine Tree PACE Campus will ensure each student has access to individualized instructional materials to support learning.

High Priority





Evaluation Data Sources: Student Work Logs, Point Sheets, Teacher Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student work will be customized in the varied online programs to ensure a progressive academic experience.</p> <p>Strategy's Expected Result/Impact: Students will be on track with academics at transition back to home campus.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, ELA Teacher (1FTE), Elementary Teacher (1FTE), Science Teacher (1FTE)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: ELAR Teacher - 199 - General Funds - 30 - \$71,990, Elementary Teacher - 199 - General Funds - 30 - \$35,035, Science Teacher - 199 - General Funds - 30 - \$71,351, Science Stipend - 199 - General Funds - 30 - \$1,745</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PACE Campus teachers will provide supplemental assignments to ensure alignment with home campus for student learning utilizing MAP data, CBA data and accelerated instruction to close the academic gap.</p> <p>Strategy's Expected Result/Impact: Students will gain understanding of identified 'gap' concepts to promote academic progress.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Copier Rentals - 199 - General Funds - 30 - \$15,252, Instructional Supplies - 199 - General Funds - 30 - \$4,020</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Pine Tree PACE Campus will use online platforms for instructional delivery.





Evaluation Data Sources: Edgenuity Work Logs, Google Classroom Data, Other online program records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assignment of an online academic program for each student.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge and skills in using advanced resources and digital literacy.</p> <p>Staff Responsible for Monitoring: Lead (1 FTE), Educational Classroom Aide (2 FTE), Campus Secretary (1 FTE), Math Teacher (1), Math Stipend, Social Studies Teacher (1 FTE)</p> <p>Funding Sources: Lead Stipend - 199 - General Funds - 30 - \$1,493, Paraprofessional - 199 - General Funds - 30 - \$58,244, Campus Secretary - 199 - General Funds - 30 - \$26,240, Math Teacher - 199 - General Funds - 30 - \$71,330, Math Stipend - 199 - General Funds - 30 - \$1,869, Social Studies Teacher - 199 - General Funds - 30 - \$51,750</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





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

Evaluation Data Sources: Campus schedule of activities
Student feedback at transition meeting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure each student has an opportunity to participate in a chosen activity that promotes social and emotional wellness.</p> <p>Strategy's Expected Result/Impact: Each student will have active support of their social emotional needs while at PACE.</p> <p>Staff Responsible for Monitoring: SPED/Lead Teacher Special Education Aide ABU Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PACE Campus will provide referrals with families that offer counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other services that support life skills.</p> <p>Strategy's Expected Result/Impact: Students in need of services will be provided resources.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Pine Tree Campus will recruit, develop, support, and retain the highest quality staff.





Performance Objective 1: The PACE Campus will provide varied opportunities for the development, support, and retention of the highest quality staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Varied learning and leadership opportunities will be provided for all staff. Strategy's Expected Result/Impact: All staff will receive support based on individual needs and goals. Staff Responsible for Monitoring: Principal (1 FTE), Assistant Principal (1 FTE)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Principal - 199 - General Funds - 30 - \$102,924, ABU Stipend - 199 - General Funds - 30 - \$5,750, Assistant Principal - 199 - General Funds - 30 - \$81,490, Travel/Membership Dues/ Student Awards - 199 - General Funds - 30 - \$2,800</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PACE Campus will increase the number of ESL Certified teachers in core content classes. Strategy's Expected Result/Impact: Increase the number of teachers providing ESL services.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Pine Tree PACE Campus will increase parent, family, and community engagement.

Performance Objective 1: PACE Campus will provide opportunities for parents to participate in activities with their students.





Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and strengthen relationships with families by engaging them in campus and community activities. Strategy's Expected Result/Impact: Increase in number of families that participate in campus activities.	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Pine Tree PACE Campus will increase parent, family, and community engagement.

Performance Objective 2: Pine Tree PACE Campus will collaborate with community organizations to provide services to students and families.





Evaluation Data Sources: Event Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Community organizations will provide education on identified topics of need (i.e. vaping, self-esteem, goal-setting). Strategy's Expected Result/Impact: Increase in collaboration with community organizations.	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Pine Tree PACE Campus will provide equitable access to education by identifying and addressing disparities that stem from language and/or cultural barriers or migrant and/or homelessness status.

Performance Objective 1: PACE Campus will identify and address disparities of students by taking steps to ensure that their basic educational needs are met.

Evaluation Data Sources: Documentation of addressed needs

Strategy 1 Details	Formative Reviews		
Strategy 1: Refer identified student needs to district support staff. Strategy's Expected Result/Impact: The needs of students with disparities will be addressed.	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for P.A.C.E Alternative School

Total SCE Funds: \$603,283.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

State comp ed funds the PACE DAEP program to intervene with At Risk students. All campus salaries, supplies, and technology are covered in this funding.

Personnel for P.A.C.E Alternative School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Blake Newman	Assistant Principal	1
David Quinn	Science Teacher	1
Jack Manasco	Social Studies	1
Jerry Griffith	ELAR Teacher	1
Kameyah Jones	Paraprofessional	1
Kyle Stansell	Elementary Teacher	1
Rebekah Alexander	Math Teacher	1
Shalonda Adams	Principal	1
Tavoskia Jones	Principal's Secretary	1
Vacant	Paraprofessional	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Science Teacher	30	\$71,351.00
1	1	1	Science Stipend	30	\$1,745.00
1	1	1	Elementary Teacher	30	\$35,035.00
1	1	1	ELAR Teacher	30	\$71,990.00
1	1	2	Copier Rentals	30	\$15,252.00
1	1	2	Instructional Supplies	30	\$4,020.00
2	1	1	Lead Stipend	30	\$1,493.00
2	1	1	Math Stipend	30	\$1,869.00
2	1	1	Paraprofessional	30	\$58,244.00
2	1	1	Campus Secretary	30	\$26,240.00
2	1	1	Math Teacher	30	\$71,330.00
2	1	1	Social Studies Teacher	30	\$51,750.00
4	1	1	ABU Stipend	30	\$5,750.00
4	1	1	Travel/Membership Dues/ Student Awards	30	\$2,800.00
4	1	1	Assistant Principal	30	\$81,490.00
4	1	1	Principal	30	\$102,924.00
Sub-Total					\$603,283.00