

# *Pine Tree ISD*

---

---

*District Improvement Plan 2006-2007*



*The Mission Statement  
of  
Pine Tree Independent School District*

*Our mission is to continue 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.*

***Pine Tree Independent School District  
District Site Council Members  
2006-2007***

**Campus Representatives**

<i>Primary</i>	<i>Jane Thompson, Jamie Wright</i>
<i>Elementary</i>	<i>Teresa Meadows, Jennifer Roberts</i>
<i>Intermediate</i>	<i>Ann Broyles, Melanie Taylor</i>
<i>Middle 5/6</i>	<i>Alicia Hipke, Debbie Nelson</i>
<i>Middle 7</i>	<i>Stephanie Jones, Jon McBride</i>
<i>Jr. High</i>	<i>Angela Fuller, Ken Wall</i>
<i>High School</i>	<i>Susan Duncan, Judy Haley</i>

**District Representatives**

*Carole Black*      *Cindy Gabehart*

**Non-Teaching Members**

*Faye Goode*      *Tony Hollins*      *Jason Mixon*      *K'Dawn O'Rear*      *Donna Wilson*

**Parent / Business / Community Members**

<i>Belinda Johnson</i>	<i>Greg Clark</i>	<i>Mary Lou Clendenin</i>
<i>Karen Roe</i>	<i>Randy Martin</i>	<i>Carol Pope</i>
<i>Terry Wohlfahrt</i>	<i>Leonard Riley</i>	<i>Nita Windham</i>

**Special Programs**

*Donna Gwin*

**Testing**

*Wendy Gray*

**Technology**

*Jeff Hahne*

**Public Information**

*Vickie Echols*

**District Administrators**

*Mr. Lynn Whitaker, Superintendent of Schools*      *K'Dawn O'Rear, Deputy Superintendent*  
*Debbie Connor, Director of Academic Achievement*

## *DISTRICT GOALS 2006-2007*

**GOAL I:** To perform to the standard 90% and above on all TAKS tests at all grade levels during the 2006-2007 school year

**Objectives:** All students and sub-populations will achieve a 90% and above passing rate in reading, math, writing, social studies, and science in the spring of 2007.

### 1. Reading

- All students will improve from **90%** to **95%** passing.
- African American students will improve from **79%** to **90%** passing.
- Hispanic students will improve from **82%** to **90%** passing.
- White students will improve from **93%** to **95%** passing.
- Economically disadvantaged students will improve from **83%** to **90%** passing.

### 2. Mathematics

- All students will improve from **81%** to **90%** passing.
- African American students will improve from **60%** to **90%** passing.
- Hispanic students will improve from **72%** to **90%** passing.
- White students will improve from **85%** to **95%** passing.
- Economically disadvantaged students will improve **71%** to **90%** passing.

### 3. Writing

- All students will improve from **94%** to **97%** passing.
- African American students will improve from **91%** to **95%** passing.
- Hispanic students will improve from **91%** to **95%** passing.
- White Students will improve from **95%** to **97%** passing.
- Economically disadvantaged students will improve from **90%** to **95%** passing.

### 4. Social Studies

- All students will improve from **90%** to **95%** passing.
- African American students will improve from **74%** to **90%** passing.
- Hispanic students will improve from **76%** to **95%** passing.
- White Students will improve from **94%** to **97%** passing.
- Economically disadvantaged students will improve from **78%** to **90%** passing.

## 5. Science

- All students will improve from **80%** to **95%** passing.
- African American students will improve from **50%** to **90%** passing.
- Hispanic students will improve from **68%** to **90%** passing.
- White Students will improve from **88%** to **90%** passing.
- Economically disadvantaged students will improve from **67%** to **90%** passing.

**GOAL II:** To improve district student attendance rate from **96%** to **97%** by the year 2007

### Objectives:

- Improve African American attendance from **96%** to **97%**
- Improve Hispanic attendance from **95%** to **97%**
- Improve White attendance from **96%** to **97%**
- Improve Economically Disadvantaged attendance from **95.4 %** to **97%**
- Improve Native American attendance from **93.7 %** to **97%**
- Improve Asian attendance from **98.5 %** to **99%**

**GOAL III:** To improve the district student completion rate from **96.5%** to **98%**

### Objectives:

- Improve African American completion rate from **96.6%** to **98%**
- Improve Hispanic completion rate from **92%** to **98%**
- Improve White completion rate from **99.2%** to **100%**
- Improve Economically Disadvantaged completion rate from **93%** to **98%**

**GOAL IV:** To provide a safe and orderly school climate that facilitates learning

### Objectives:

- Increase student awareness of behavior expectations and the consequences of misbehavior
- Promote decreases in violence and substance abuse

**GOAL V: To promote parent, school, and community relationships/communication that foster increased student achievement**

**Objectives:**

- **Provide opportunities to involve parents and community members in school events**
- **Promote an increased partnership between school and parents/community through enhanced communications**

**GOAL VI: To provide research based, developmentally appropriate and relevant instruction that emphasizes higher order thinking skills**

**Objectives:**

- **Increase the average of the SAT scores from 1071 to 1100**
- **Increase the average of the ACT scores from 22.2 to 23**
- **Increase the number of students tested on SAT or ACT from 71.2% to 75%**
- **Achieve top 10% in Lone Star Cup competition and Top Ten in Academic Decathlon**
- **Increase the passing rate on overall AP exams for courses taught from 62% to 75%**
- **Advance 50% of UIL participants past district level competition**

**GOAL VII: To enrich the curriculum and expand learning opportunities by providing enhanced technology**

**Objectives:**

- **Provide technology training for staff**
- **Improve technology resources**

**State Compensatory Education funds: \$1,197,881.00**

**Total FTEs: 32.165**

## District Improvement Plan 2006-2007

**GOAL I:** To perform to the standard 90% and above on all TAKS tests at all grade levels during the 2006-2007 school year

**Objectives:** All students and sub-populations will achieve a 90% and above passing rate in reading, math, writing, social studies, and science in the spring of 2007.

### 1. Reading

- All students will improve from 90% to 95% passing.
- African American students will improve from 79% to 90% passing.
- Hispanic students will improve from 82% to 90% passing.
- White students will improve from 93% to 95% passing.
- Economically disadvantaged students will improve from 83% to 90% passing.

### 2. Mathematics

- All students will improve from 81% to 90% passing.
- African American students will improve from 60% to 90% passing.
- Hispanic students will improve from 72% to 90% passing.
- White students will improve from 85% to 95% passing.
- Economically disadvantaged students will improve 71% to 90% passing.

### 3. Writing

- All students will improve from 94% to 97% passing.
- African American students will improve from 91% to 95% passing.
- Hispanic students will improve from 91% to 95% passing.
- White Students will improve from 95% to 97% passing.
- Economically disadvantaged students will improve from 90% to 95% passing.

### 4. Social Studies

- All students will improve from 90% to 95% passing.
- African American students will improve from 74% to 90% passing.
- Hispanic students will improve from 76% to 95% passing.
- White Students will improve from 94% to 97% passing.
- Economically disadvantaged students will improve from 78% to 90% passing.

**GOAL 1 (cont): To perform to the standard of 90% and above on all TAKS tests at all grade levels during the 2006-2007 school year.**

**5. Science**

- All students will improve from **80%** to 95% passing.
- African American students will improve from **50%** to 90% passing.
- Hispanic students will improve from **68%** to 90% passing.
- White Students will improve from **88%** to 90% passing.
- Economically disadvantaged students will improve from **67%** to 90% passing.

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Continue to monitor progress and implement updates for TAKS, <b>TAKS-I</b> , RPTE, and SDAA II assessments	Region VII ESC staff  Compass Data Mgmt. System  TEA provided information booklets ( <b>TAKS, TAKS-I</b> RPTE, SDAA II)  State testing manuals	Department meeting reports  Sign-in sheets from training sessions  Agendas from training sessions	On-going throughout the year per state testing dates	Instructional Leaders  Curriculum Director  Assessment Coordinator	Test scores  Procedurally correct test administrations
Continue to train staff in new assessment guidelines for TAKS, TAKS I, TAKS ALT, TAKS M,SDAA II, TELPAS, TPRI, and the Student Success Initiative	Information booklets  TEA provided manuals  Student Success Initiative (SSI) parent brochures  Region VII ESC	Sign – in sheets from training sessions  Agendas from training sessions	On-going throughout the year per state testing schedule	Director of Academic Achievement  Assessment Coordinator  Campus Coordinators  Instructional Leaders  Special Programs Director	Test scores  Procedurally correct test administrations

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Continue to train <b>and support</b> staff to disaggregate TAKS, <b>TAKS-I</b> , SDAA II and RPTE data using the Compass Data Management System	Region VII ESC  Compass Data Mgmt System	Sign-in sheets from staff development sessions  Agendas from staff development sessions	Sept. & Oct. 2006  Spring, 2007 following test sessions	Assessment Coordinator  Director of Academic Achievement  Instructional Leaders	Test results
Continue planning for state assessment with concentration on at-risk students to include teacher training, travel, and supplies  <b>199-11-6411.96-001-7-24 \$200</b> <b>199-11-6494.96-001-7-24 50</b> <b>199-11-6411.00-042-7-24 50</b> <b>\$300</b>  <b>199-11-6398.00-001-7-24 \$ 772</b> <b>199-11-6399.00-102-7-24 400</b> <b>\$1172</b>	TEA publications  Title II funds  Travel: <b>SCE (HS/001) \$250 (M7/042) \$ 50</b>  Supplies: <b>SCE (HS/001) \$772 (INT/102) \$400</b>	Staff development attendance  Benchmark tests  Report card grades	Workshops as offered  Each six weeks	Director of Academic Achievement  Assessment Coordinator  Special Programs Director  Instructional Leaders	Increased awareness of TAKS objectives and strategies needed to improve achievement
Continue to administer benchmark tests in grades 1 through 11 to analyze and determine mastery of objectives in writing, math, reading, and where appropriate, science and social studies	Benchmark tests  Compass program  TEKScore  TAKS released tests	Benchmark test results  Classroom reporting forms  Data base of campus wide results  Compass reports	District assessment calendar	Instructional Leaders  Teachers  Assessment Coordinator  Director of Academic Achievement	TAKS scores

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Continue district-wide TAKS benchmark testing program.	<p>TAG Program</p> <p>TEKScore</p> <p>Compass</p> <p>Benchmark tests</p> <p>TAKS released tests</p>	<p>Benchmark scores</p> <p>TAKS released test scores</p>	2006-2007 Campus Benchmark Calendar	<p>Director of Academic Achievement</p> <p>Assessment Coordinator</p> <p>Campus Instructional Leader</p>	TAKS scores
Continue the TAKS <b>groups</b> for high school students who are at-risk on TAKS tests; tutoring at other campuses, including accelerated small group instruction and extended day	<p>PTHS Aca-Dec students for tutors at grades 1 - 9</p> <p>Jr. High SLEEK program</p> <p>High School TRACK lab</p> <p>Successmaker software, grades 1 through 7</p> <p>Direct instruction-extended day</p> <p>TAKS formatted materials</p>	<p>Teacher observation</p> <p>Benchmark testing</p> <p>Compass program</p> <p>Benchmark tests</p>	As designated by instructional leader	<p>Campus Instructional Leaders</p> <p>Assessment Coordinator</p> <p>Special Programs Director</p> <p>Director of Academic Achievement</p> <p>Counselor</p> <p>Teachers</p>	TAKS scores

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<b>Implement</b> a vertically aligned district scope and sequence for English/ Language Arts (E/LA) grades K-12	John Crain E/LA alignment process  John Crain  Region VII ESC  TEKS	Teacher lesson plans  Benchmark test results	<b>John Crain alignment documents</b>	Director of Academic Achievement  Instructional Leaders  E/LA Teachers	TAKS reading scores  TAKS writing scores
<b>Implement</b> a vertically aligned district scope and sequence for Math grades K-12	John Crain math alignment process  Region VII presenters  TEKS	Teacher lesson plans  Benchmark test results	<b>John Crain alignment documents</b>	Director of Academic Achievement  Instructional Leaders  Math Teachers	TAKS math scores
Reinforce writing instruction	John Crain E/LA district scope & sequence  6 Traits of Writing training  Victoria Young writing workshop  TAKS Writing Assessment Guides  TAKS Information Booklets	Staff development attendance  Benchmark test results  Lesson plans	Six weeks/ nine weeks at Primary & Elementary  Scheduled writing prompts  Region VII workshops as offered	Department Chairs  Lead Teachers  Instructional Leaders  Director of Academic Achievement	TAKS writing scores  Writing samples

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Continue technology assisted writing programs with Writing to Read, SuccessMaker, and Sleek software	Computer Labs Lab Assistants Computer software	Teacher graded writing samples Report cards Journal completion Computer software reports	Student projects as assigned  Six weeks / nine weeks at primary and elementary	Instructional Leaders E/LA Teachers Computer lab assistants	TAKS writing scores  Writing samples
Continue opportunities to build students' science skills through hands- on laboratory activities	Region VII ESC workshops  Science labs in grades K-6	Benchmark tests  Lab reports	Weekly lessons plans K-6	Teaching Staff  Instructional Leaders	TAKS science scores
<b>Develop</b> a vertically aligned district scope and sequence for <b>Science</b> grades K-12	John Crain <b>science</b> alignment process  Region VII presenters  TEKS	Teacher lesson plans  Benchmark test results	<b>Scheduled workshops for 2006-07</b>	Director of Academic Achievement  Instructional Leaders  <b>Science</b> Teachers	TAKS <b>science</b> scores

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p><b>Strengthen problem solving strategies in regular education, G/T programs, and accelerated instruction</b></p>	<p><b>Problem Solving workshops</b></p> <p><b>G/T workshops</b></p> <p><b>Higher Order Thinking Skills workshops</b></p>	<p><b>Workshop sign-in sheets</b></p> <p><b>Lesson plans</b></p> <p><b>Principal walk-throughs</b></p> <p><b>Report card grades</b></p> <p><b>Benchmark tests</b></p>	<p><b>Training dates as scheduled</b></p> <p><b>Weekly lesson plans</b></p>	<p><b>Instructional Leaders</b></p> <p><b>Teaching Staff</b></p>	<p><b>TAKS scores</b></p>
<p><b>Identify and monitor business/industry and educational opportunities that are available to Career and Technology Education (CATE) students; implement strategies that will prepare students for those opportunities</b></p>	<p><b>CATE funds – state and federal</b></p>	<p><b>Teacher-made assessments based on required skills, industry standards, and TEKS guidelines</b></p>	<p><b>School year 2006-2007</b></p>	<p><b>CATE Teachers</b></p> <p><b>CATE Director</b></p>	<p><b>Teacher-made end-of-year assessments and senior follow-up</b></p>

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<p>Support TEKS instruction on all campuses in bilingual, gifted/talented, and dyslexia programs by purchasing supplementary materials as needed</p> <p>Elementary: \$150.00 199-11-6399.89-101-7-24</p> <p>Intermediate: 150.00 199-11-6399.89-102-7-24</p> <p>Middle 5/6: 100.00 199-11-6399.89-043-7-24</p> <p>Middle 7: 100.00 199-11-6399.89-042-7-24</p> <p>Jr. High: 100.00 199-11-6399.89-041-7-24</p>	<p>Stevenson Reading program</p> <p>MTA program</p> <p>Bilingual funds</p> <p>G/T and Title 1 funds</p> <p>SCE funds: \$600</p>	<p>Report cards</p> <p>Teacher graded samples</p> <p>Benchmark test scores</p>	<p>School year 2006-2007</p>	<p>Instructional Leaders</p> <p>Bilingual Teachers</p> <p>AGM Teachers Dyslexia Teachers</p>	<p>TAKS scores</p> <p>Teacher reports</p> <p>LPAC minutes</p>
<p>Integrate technology into the district curriculum with SuccessMaker software, Writing to Read, SLEEK, TRACK, NovaNet and Credit Recovery to aid accelerated instruction for at-risk students</p> <p>M7 Learning Lab: \$2200 199-11-6249-00-042-7-24</p> <p>Writing to Read @ Primary: \$2500 199-11-6399.00-103-7-24</p> <p>Study Island @ Jr. High: 0</p>	<p>Local funds</p> <p>Region VII workshops</p> <p>Technology Director</p> <p>Primary-Early Literacy</p> <p>SCE funds- \$ 4700</p>	<p>Teacher lesson plans</p> <p>Informal observations</p> <p>Report card grades</p> <p>Benchmark test scores</p>	<p>Computer lab schedules</p> <p>Workshops as scheduled for 2006-2007</p>	<p>Instructional Leaders</p> <p>Teaching Staff</p> <p>Technology Director</p> <p>Computer Lab assistants</p>	<p>TAKS scores</p> <p>Computer software reports</p> <p>High School credits earned</p>
<p>Continue to identify and monitor PK students at-risk for learning difficulties</p>	<p>Local funds</p>	<p>Dial 3</p> <p>PK inventory scores</p> <p>Report card assessment</p>	<p>Fall 2006</p> <p>Spring 2007</p> <p>Each nine weeks</p>	<p>Classroom Teachers</p> <p>Instructional Leader</p>	<p>End of year inventory scores</p> <p>Final report card assessment</p>

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Implement strategies to support the Student Success Initiative in reading and math (K-7) including specialists, Bridges math kits, Extended Day services, and small group instruction</p>	<p>Accelerated Reading - Accelerated Math Funds</p> <p>Student Success Initiative parent information</p> <p>District website</p>	<p>TPRI results</p> <p>Benchmark test scores</p> <p>Teacher generated assessments</p> <p>Report card grades</p> <p>Attendance rosters for extended day &amp; small group</p>	<p>School year 2006-2007 as tested</p>	<p>Instructional Leaders K-7</p> <p>Director of Academic Achievement</p> <p>Reading and Math Teachers</p> <p>Special Programs Director</p> <p>Testing Coordinators</p>	<p>TAKS scores</p> <p>Success Initiative evaluations</p> <p>3<sup>rd</sup> and 5<sup>th</sup> grade promotion rates</p>
<p>Continue to utilize CORE teams for intervention strategies in the regular education classroom and align CORE team functions with Response to Intervention model.</p>	<p>Local and special education funds</p>	<p>Number of special education referrals</p> <p>Report card grades</p> <p>Failure rate per six-weeks</p> <p>Student action plans</p> <p>Discipline referrals</p>	<p>On-going CORE team training and meetings as scheduled for 2006-2007</p>	<p>CORE Teams Members</p> <p>Instructional Leaders</p> <p>Special Programs Director</p> <p>District Assessment Staff</p>	<p>TAKS scores</p> <p>Number of students identified for special education</p> <p>Discipline reports</p>
<p>Continue Instructional Duty assignments at the Junior High and High School campuses</p>	<p>Teaching staff</p> <p>Teaching materials and supplies</p>	<p>Report card grades</p> <p>Benchmark scores</p> <p>Failure rate per six weeks</p>	<p>Weekly schedules assigned by Instructional Leaders</p>	<p>Instructional Leaders</p> <p>Teaching Staff</p>	<p>TAKS scores</p> <p>Failure rate</p> <p>High School credits earned</p>

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION																																																			
<p>Provide services to support and accelerate instruction for at-risk students grades PK-12; continue training and travel funds for support personnel of at-risk students</p> <table border="1" data-bbox="44 440 619 1455"> <thead> <tr> <th>CAMPUS</th> <th>NAMES</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>Primary:</b></td> </tr> <tr> <td></td> <td><b>Best, Schulik, Zaragoza</b></td> <td><b>3.00</b></td> </tr> <tr> <td colspan="3"><b>Elementary:</b></td> </tr> <tr> <td></td> <td><b>Stringer, Hickman, Clark Pirtle, Harris, Bright, Rojas De Muniz, Griffin, Herrera</b></td> <td><b>5.63</b></td> </tr> <tr> <td colspan="3"><b>Intermediate:</b></td> </tr> <tr> <td></td> <td><b>Rowell, Hamilton, Sinclair Bryan, Fleet, Rodriguez, Williams</b></td> <td><b>4.90</b></td> </tr> <tr> <td colspan="3"><b>Middle 5/6:</b></td> </tr> <tr> <td></td> <td><b>Clark, Estes, Morgan, Ott, Gober, Permenter, Cottier</b></td> <td><b>3.67</b></td> </tr> <tr> <td colspan="3"><b>Middle 7:</b></td> </tr> <tr> <td></td> <td><b>Brooks, Clark, McBride Ware-Smith, Arredondo</b></td> <td><b>3.03</b></td> </tr> <tr> <td colspan="3"><b>Jr. High:</b></td> </tr> <tr> <td></td> <td><b>Hamilton, Fuller, Miller Martin, Kady, Hood, Purl, Rue, Scholl, Alexander</b></td> <td><b>5.82</b></td> </tr> <tr> <td colspan="3"><b>High School:</b></td> </tr> <tr> <td></td> <td><b>Pierce, Recer, Ford Ray, Cathey, Dyslexia Teacher Travel</b></td> <td><b>2.50</b></td> </tr> <tr> <td><b>199-13-6411.89-043 -6-24</b></td> <td></td> <td><b>\$100</b></td> </tr> <tr> <td><b>199-13-6411.89-102-6-24</b></td> <td></td> <td><b>100</b></td> </tr> </tbody> </table>	CAMPUS	NAMES	FTE	<b>Primary:</b>				<b>Best, Schulik, Zaragoza</b>	<b>3.00</b>	<b>Elementary:</b>				<b>Stringer, Hickman, Clark Pirtle, Harris, Bright, Rojas De Muniz, Griffin, Herrera</b>	<b>5.63</b>	<b>Intermediate:</b>				<b>Rowell, Hamilton, Sinclair Bryan, Fleet, Rodriguez, Williams</b>	<b>4.90</b>	<b>Middle 5/6:</b>				<b>Clark, Estes, Morgan, Ott, Gober, Permenter, Cottier</b>	<b>3.67</b>	<b>Middle 7:</b>				<b>Brooks, Clark, McBride Ware-Smith, Arredondo</b>	<b>3.03</b>	<b>Jr. High:</b>				<b>Hamilton, Fuller, Miller Martin, Kady, Hood, Purl, Rue, Scholl, Alexander</b>	<b>5.82</b>	<b>High School:</b>				<b>Pierce, Recer, Ford Ray, Cathey, Dyslexia Teacher Travel</b>	<b>2.50</b>	<b>199-13-6411.89-043 -6-24</b>		<b>\$100</b>	<b>199-13-6411.89-102-6-24</b>		<b>100</b>	<p>Reading Recovery, Accelerated Reader, Stevenson reading &amp; guided reading groups, Reading Enrichment, Space Lab / Laser Lab (reading/math)</p> <p>Literacy Groups, Speech Therapy, Writing to Read, Content Mastery (reading, writing, math), MTA/ Dyslexia program</p> <p>Sp. Ed. funds, Title I and Title II funds, Community volunteers</p> <p>SCE funds: <b>\$945,781.00</b></p> <p>FTEs: <b>28.55</b></p> <p>Travel: <b>\$200.00</b></p> <p>Total SCE: <b>\$945,981.00</b></p>	<p>Report card grades</p> <p>Benchmark test scores</p> <p>STAR test results</p> <p>Running records</p> <p>IEP conferences</p> <p>TPRI</p>	<p>Six weeks/ nine weeks at Primary &amp; Elementary</p> <p>Training dates as scheduled</p>	<p>Special Programs Director</p> <p>Special Programs Teachers</p> <p>Regular Education Teachers</p> <p>Instructional Leaders</p> <p>Director of Academic Achievement</p>	<p>End-of-year testing</p> <p>TAKS scores</p> <p>ARD meetings</p> <p>LPAC meetings</p> <p>TPRI</p>
CAMPUS	NAMES	FTE																																																						
<b>Primary:</b>																																																								
	<b>Best, Schulik, Zaragoza</b>	<b>3.00</b>																																																						
<b>Elementary:</b>																																																								
	<b>Stringer, Hickman, Clark Pirtle, Harris, Bright, Rojas De Muniz, Griffin, Herrera</b>	<b>5.63</b>																																																						
<b>Intermediate:</b>																																																								
	<b>Rowell, Hamilton, Sinclair Bryan, Fleet, Rodriguez, Williams</b>	<b>4.90</b>																																																						
<b>Middle 5/6:</b>																																																								
	<b>Clark, Estes, Morgan, Ott, Gober, Permenter, Cottier</b>	<b>3.67</b>																																																						
<b>Middle 7:</b>																																																								
	<b>Brooks, Clark, McBride Ware-Smith, Arredondo</b>	<b>3.03</b>																																																						
<b>Jr. High:</b>																																																								
	<b>Hamilton, Fuller, Miller Martin, Kady, Hood, Purl, Rue, Scholl, Alexander</b>	<b>5.82</b>																																																						
<b>High School:</b>																																																								
	<b>Pierce, Recer, Ford Ray, Cathey, Dyslexia Teacher Travel</b>	<b>2.50</b>																																																						
<b>199-13-6411.89-043 -6-24</b>		<b>\$100</b>																																																						
<b>199-13-6411.89-102-6-24</b>		<b>100</b>																																																						

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Continue new teacher mentoring program</b>	<b>Local funds</b> <b>New Teacher Academy</b>	<b>Staff evaluations</b>	<b>As scheduled for 2006-2007</b>	<b>Deputy Superintendent</b> <b>Special Programs Director</b>	<b>New teacher evaluations and feedback</b>
<b>Monitor bilingual program in terms of staffing needs, training, and recruitment of highly qualified teachers</b>	<b>Local funds</b> <b>Bilingual funds</b> <b>Title II funds</b>	<b>Benchmark test scores</b> <b>Job Fairs</b> <b>Region VIII staff development documentation</b>	<b>School year 2006-2007</b>	<b>Special Programs Director</b> <b>Deputy Superintendent</b> <b>Instructional Leaders</b>	<b>Campus staffing requirements</b> <b>Bilingual exception</b> <b>ESL waiver application</b>
<b>Strengthen writing, reading, and English grammar in the bilingual/ESL programs</b>	<b>Bilingual/ESL funds</b> <b>Title III funds</b> <b>Local funds</b> <b>Literacy strategies</b> <b>Sheltered instruction strategies for ESL students</b> <b>Running records</b>	<b>Progress reports</b> <b>Report card grades</b> <b>Benchmark test scores</b> <b>Teacher graded writing samples</b>	<b>Six weeks/ nine weeks at Primary &amp; Elementary</b> <b>Region VIII training calendar for 2006-2007</b>	<b>Bilingual/ESL Staff</b> <b>Instructional Leaders</b> <b>Director of Academic Achievement</b> <b>Special Programs Director</b>	<b>TAKS scores</b> <b>TELPAS results</b>

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Provide teachers with sheltered instruction strategies to support LEP students	Educational Resource Center (ERC)  Region VIII ESC	Progress reports Report card grades Benchmark test scores	As scheduled for 2006-2007 school year	Instructional Leaders LEP teachers Special Programs Director	TAKS scores TELPAS results
Integrate sheltered instruction strategies into content areas for second language learners	Sheltered instruction strategies  ESL teachers  Content teachers	Progress reports Report card grades Benchmark test scores	Each grading period	Instructional Leaders Bilingual / ESL Staff Content Teachers	TAKS scores TELPAS results
Assure proper identification and academic support of at-risk students  Gwin 199-21-6119.00-999-7-24	SCE Funds: <b>\$36,668</b>  FTE: 0.5	Instructional Leaders meeting agendas  Counselor meeting agendas	As scheduled for 2006-2007 school year	Special Programs Director Instructional Leaders	TAKS scores of at-risk students

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Provide secretarial/clerk support to professional staff assigned to the Educational Resource Center</p> <p style="text-align: right;">FTE</p> <p>Wallace .5  Ferguson .5  Bishop .5</p> <p style="text-align: right;">199-21-6129.00-999-7-24</p>	<p>SCE:  \$ 39,197.00</p> <p>FTE: 1.5</p>	<p>Staff meetings with supervisor</p>	<p>Monthly</p>	<p>Special Programs Director</p>	<p>Staff evaluations</p>
<p>Work with teachers to plan, implement, and monitor behavioral intervention strategies for at-risk students</p> <p>Collins 199-31-6119.00-999-7-24  Gilbert 199-31-6119.00-999-7-24</p>	<p>SCE:  \$14,264.00</p> <p>FTE: .225</p>	<p>Student contracts/behavior charts</p> <p>Discipline referrals</p> <p>Teacher conferences</p> <p>Progress reports</p>	<p>As scheduled for 2006-2007 school year</p>	<p>Special Programs Director</p> <p>Instructional Leaders</p> <p>District Behavior Specialist</p>	<p>Discipline reports</p> <p>DAEP referrals</p> <p>Annual ARD meetings</p>
<p>Provide materials to support implementation of No Child Left Behind mandates</p>	<p>Local Funds</p>	<p>Benchmark testing</p>	<p>Quarterly</p>	<p>Instructional Leaders</p>	<p>TAKS scores</p>

**GOAL II: To improve district student attendance rate from 96% to 97% by the year 2007**

**Objectives:**

- Improve African American attendance from 96% to 97%
- Improve Hispanic attendance from 95% to 97%
- Improve White attendance from 96% to 97%
- Improve Economically Disadvantaged attendance from 95.4 % to 97%
- Improve Native American attendance from 93.7 % to 97%
- Improve Asian attendance from 98.5 % to 99%

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<b>Continue to implement</b> behavioral and academic intervention CORE team strategies to address attendance needs of students targeted at-risk	CORE team  Teachers, administrators, counselors, attendance clerks	Attendance reports  Individual student records	Daily  Six weeks/nine weeks at Primary & Elementary	Instructional Leaders  CORE Team Chairperson  Teachers	2006-2007 Average Daily Attendance (ADA) rate  Individual student record
Provide support services for at-risk students at Junior High to promote academic and social success  \$12,500 199-11-6219.cs-041-7-24	“Communities In Schools” personnel and school staff  SCE: \$12,500	Report card grades  Attendance reports	Each grading period  Weekly	Instructional Leaders  “Communities In Schools” Teacher	2006-2007 ADA rate
Treat truancy as a legal issue following ten absences <b>or three or more days or parts of days within a four-week period.</b>	Data Processing Director  PEIMS data	Attendance reports	Upon each ten day occurrence	Assistant Principals  Teachers	2006-2007 truancy report

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p><b>Continue perfect attendance incentives and awards per campus</b></p>	<p><b>Local funds</b></p> <p><b>Celebration assemblies, certificates, coupons, ribbons</b></p> <p><b>Jr. High campus: Grade level competitions per semester for various rewards; Cash prize drawings</b></p> <p><b>High School semester exam exemptions</b></p>	<p><b>Attendance reports</b></p> <p><b>Number of awards</b></p>	<p><b>Each six weeks/ nine weeks at Elementary &amp; Primary</b></p>	<p><b>Instructional Leaders</b></p>	<p><b>2006-2007 ADA rate</b></p>
<p><b>Provide school personnel for telephone calls, letters, and home visits to parents for absenteeism and excessive tardiness</b></p>	<p><b>Campus attendance clerks</b></p> <p><b>Phone logs</b></p> <p><b>Parent letters</b></p>	<p><b>Attendance reports</b></p>	<p><b>Daily</b></p> <p><b>Each six weeks/ nine weeks at Elementary &amp; Primary</b></p>	<p><b>Instructional Leaders</b></p>	<p><b>2006-2007 ADA rate</b></p>

**GOAL III: To improve the district student completion rate from 96.5% to 97.5%**

**Objectives:**

- Improve African American completion rate from 96.6% to 97%
- Improve Hispanic completion rate from 92% to 97.5%
- Improve White completion rate from 99.2% to 97.5%
- Improve Economically Disadvantaged completion rate from 93% to 97%

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Continue to provide a dropout recovery program for students ages 17 – 21; support teacher with supplies, training, and travel</p> <p>Jackson</p>	<p>Credit Recovery Coordinator</p> <p>Local funds</p> <p>SCE funds:</p> <p>199-11-6239.97-001-7-24 NovaNet ESC Co-op \$5,000</p> <p>199-11-6119.00-001-7-24 Salary \$47,520</p> <p>199-11-6399.97-001.7-24 Supplies \$450</p> <p>199-11-6411.97-001-7-24 Travel \$300</p> <p>199-11-6223.97-001-7-24 Tuition/Credit Recovery \$140</p> <p>Total SCE funds: \$53,410</p> <p>FTE: 1</p>	<p>Individualized graduation plans</p>	<p>Upon student completion of requirements</p>	<p>High School Instructional Leader</p> <p>Credit Recovery Coordinator</p>	<p>Reduced dropout rate</p>

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Continue the Vocational Adjustment Class (VAC) for Special Programs students	Special Education, Local and CATE funds  VAC teacher	Monitor student job placements	Each six weeks	VAC Teacher  CATE Director  High School Instructional Leader	Number of students with jobs
Monitor attendance and performance of at-risk students and sub-populations; examine retention rates of students at each grade level	Local funds  PEIMS reports	Progress reports  Report card grades  Attendance reports	Each three weeks  Each six weeks  May 2006	Instructional Leaders  Counselors  Student Services Director  Special Programs Director	Annual retention rate  Dropout rate  Graduation rate  TAKS scores

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Continue to provide mentors for at-risk students at grades 3-12</p>	<p>School Counselors</p> <p>Community volunteers</p> <p>Longview Partnership</p> <p>Forever Friends</p> <p>PALS</p>	<p>Discipline referrals</p> <p>Attendance reports</p>	<p>As scheduled for 2006-2007 school year</p>	<p>Instructional Leaders</p> <p>Counselors</p> <p>Mentors</p>	<p>Discipline reports</p> <p>Annual program evaluation</p>
<p>Provide the “Communities In Schools” program to address at-risk students in grades 8 through 9</p>	<p>Title VI</p> <p>Medicaid</p>	<p>Attendance reports</p> <p>Discipline referrals</p> <p>Report card grades</p>	<p>Weekly</p> <p>Each six weeks</p>	<p>“Communities In Schools” Coordinator</p> <p>Instructional Leaders</p>	<p>Discipline reports</p> <p>Annual attendance record</p> <p>Decreased dropout rate</p>

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Support students through pregnancy-related services with Teen Parenting class and homebound instruction</p> <p>Hepler                    199-11-6119.00-001-7-24 Durst                      199-11-6119.00-999-7-24</p> <p>199-11-6411.75-001-7-4</p>	<p>SCE funds: <b>\$18,889.00</b></p> <p>FTE: .39</p> <p>Travel: <b>\$200.00</b></p>	<p>Enrollment in class</p> <p>Teacher log of home instruction</p>	<p>August 2006 through May 2007.</p>	<p>Teen Parenting Teacher</p> <p>Homebound Teacher</p>	<p>Decreased dropout rate</p>
<p>Support the high school Multicultural Club to increase the involvement of diverse student groups, including Hispanic students, in academic and extra-curricular programs</p>	<p>Campus funds</p>	<p>Student enrollment in the club</p>	<p>Monthly meetings 2006-2007 school year</p>	<p>High School Staff</p>	<p>Decreased dropout rate among diverse student groups</p>

**GOAL IV: To provide a safe and orderly school climate that facilitates learning**

**Objectives:**

- Increase student awareness of behavior expectations and the consequences of misbehavior
- Promote decreases in violence and substance abuse

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Continue implementation of campus discipline policies and the Student Code of Conduct</b>	<p>Campus handbooks</p> <p>Student Code of Conduct</p> <p>All staff</p> <p>District website</p>	<p>Discipline referrals</p> <p>Parent and student signed receipt of campus handbook, including Student Code of Conduct</p>	<p>Each six weeks</p> <p>Update as laws change</p>	<p>Instructional Leaders</p> <p>Assistant Principals</p> <p>All staff</p>	Discipline reports
<b>Develop appropriate strategies on each campus to reward positive behavior and provide consequences for violations of the Student Code of Conduct</b>	<p>Campus site council</p> <p>Instructional Leaders</p> <p>Teachers</p> <p>Behavior specialists</p> <p>CORE Team</p> <p>Teen Court at High School</p>	Discipline referrals	Each six weeks	<p>Instructional Leaders</p> <p>Assistant Principals</p>	Discipline reports

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Continue student mentor programs	Longview Partnership  Local funds  Community members  PALS  Aca-Dec tutors	Discipline referrals  Report card grades  Mentor sign-in sheets	As scheduled per campus	Instructional Leaders  Counselors	Discipline reports  Promotion rates
Continue to support students with behavioral challenges	Special Education funds  CORE Teams  IEP teams  Behavior Assistants  District Behavior Specialist  Crisis Prevention and Intervention strategies	IEP documents  On-Campus Suspension (OCS) referrals  District Alternative Education Placement (DAEP) referrals	School year 2006-2007	Deputy Superintendent  District Behavior Specialist  Special Programs Director  Instructional Leaders  Assistant Principals	Annual review of student IEPs  Staffing reports  Discipline reports
Provide Disciplinary Alternative Education Program (DAEP) and on-campus suspension for students who violate student Code of Conduct  199-11-6222.00-001-7-24	SCE Funds: \$ 70,000.00	DAEP referrals	Each six weeks	Instructional Leaders  Assistant Principals	Discipline reports

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Provide an Emergency Management Plan and training to all staff members</b>	<b>Local funds</b>	<b>Roster of training  Campus drills</b>	<b>Fall 2006</b>	<b>Instructional Leaders  Assistant Principals</b>	<b>Preparedness for emergency</b>
<b>Implementation of drug curriculum (Examples: Red Ribbon Week, Protecting You/Protecting Me, Project Alert, etc.)</b>	<b>Title IV funds  PTA funds  Longview Drug Task Force  Local funds  ETCADA</b>	<b>Student participation and teacher evaluations</b>	<b>Red Ribbon Week  Sessions as scheduled 2006-2007</b>	<b>Instructional Leaders  Assistant Principals  Volunteer Coordinator  ETCADA Director</b>	<b>2006-2007 District offense report</b>
<b>Provide School Resource Officer to support grades K-7 administration, monitor Jr. High and High School campuses, report disruption incidents, and work with Crime Stoppers</b>	<b>50% Longview City Police Department funds  Local funds</b>	<b>Discipline referrals</b>	<b>School year 2006-2007</b>	<b>Instructional Leaders  Assistant Principals  Resource Officer</b>	<b>Annual discipline report</b>

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Promote positive school climate and teacher morale</p>	<p>Fish Philosophy  Whale Done Philosophy</p>	<p>Teacher surveys  Benchmark test scores  Teacher contacts conducted by Administrative Staff</p>	<p>School year 2006-2007</p>	<p>Instructional Leaders  Director of Academic Achievement  Assistant Superintendent  Superintendent</p>	<p>Low teacher turnover rate  TAKS scores</p>
<p>Integrate activities/lessons to support the counseling staff with interventions relating to violence prevention, bullying, crisis intervention, character education, suicide prevention, resiliency, conflict resolution and safety.</p>	<p>Local funds</p>	<p>Counselor logs  Lesson plans  District Newsletter</p>	<p>School year 2006-2007</p>	<p>Instructional Leaders  Counselors  Instructional staff</p>	<p>Staff/student surveys  Discipline and Attendance Reports</p>

**GOAL V: To promote parent, school, and community relationships that foster increased student achievement**

**Objectives:**

- **Provide opportunities to involve parents and community members in school events**
- **Promote an increased partnership between school and parents/community through enhanced communications**

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Conduct Meet the Teacher Nights, Open House, and other events for all parents and community members</b>	<b>Invitations Announcements Posters</b>	<b>Parent and community attendance at school events and activities</b>	<b>As scheduled per campus</b>	<b>Instructional Leaders PTA Chairperson</b>	<b>Parental involvement and participation</b>
<b>Continue scheduled conferences for parents</b>	<b>Local funds</b>	<b>Parent sign-in sheets Report card grades</b>	<b>Conferences as scheduled per campus  Parent conference days K-4</b>	<b>Instructional Leaders Teaching Staff</b>	<b>Parental participation  TAKS scores</b>
<b>Promote the district website and websites of individual teachers</b>	<b>Local funds Teacher training for creating individual websites</b>	<b>Notes informing community of websites</b>	<b>School year 2006-2007</b>	<b>Instructional Leaders  Technology Director  Education Foundation Director</b>	<b>Increase in the hits to PTISD website  Increased hits to teacher websites</b>
<b>Promote communication between staff, parents and community with an electronic parent/community newsletter as well as an electronic staff newsletter.</b>	<b>Local funds Teacher training</b>	<b>Copies of newsletters</b>	<b>School year 2006-2007</b>	<b>Public Information Coordinator  Director of Academic Achievement</b>	<b>Increase in the hits to PTISD website  Parent involvement and volunteer sign in sheets</b>

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
<p>Increase Hispanic parental involvement through scheduled parent informational meetings highlighting testing requirements, graduation plan, and college scholarship information</p>	<p>TEA brochures District handouts <b>Path to Scholarships</b></p>	<p>Meeting agendas Attendance rosters</p>	<p>As scheduled 2006-2007</p>	<p>Counselors Director of Academic Achievement Assessment Coordinator</p>	<p>Attendance rosters Hispanic graduation rate Hispanic TAKS scores</p>
<p>Continue to inform parents and community of TAKS requirements</p>	<p>TEA brochures, campus/district newsletters, and campus and district website</p>	<p>Benchmark test results</p>	<p>As scheduled per campus</p>	<p>Instructional Leaders Director of Academic Achievement Assessment Coordinator</p>	<p>TAKS scores</p>

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Conduct special program meetings for parents, i.e. Gifted/Talented, Bilingual/ESL</b>	<b>Invitations</b> <b>Posters</b> <b>Notices</b> <b>Title 1 funds</b> <b>Title 1 newsletter</b> <b>PTA</b> <b>Local Funds</b>	<b>Roster of attendance</b>	<b>As scheduled per campus</b>	<b>Instructional leaders</b>  <b>Special Programs Director</b>  <b>Director of Academic Achievement</b>  <b>Assessment Coordinator</b>  <b>PTA Chairperson</b>  <b>Counselors</b>	<b>Annual evaluation report for Gifted/Talented and Bilingual programs</b>
<b>Provide “A Student Guide to Testing Requirements for High School Graduates”</b>	<b>Local funds</b> <b>Longview News Journal article</b>	<b>Log of parent conferences</b>  <b>List of mailed notices</b>	<b>November 2005 through March 2006</b>	<b>Counselors grades 7-12</b>	<b>Student choice sheets</b>
<b>Continue to increase number of Adopt-A-School members</b>	<b>Longview Partnership Committee</b>  <b>Volunteer Coordinator</b>	<b>Report of businesses adopting PTISD campuses</b>	<b>Semester review</b>	<b>Volunteer Coordinator</b>  <b>Longview Partnership Chairperson</b>	<b>Increase in businesses adopting PTISD campuses</b>

**GOAL VI: To provide research based, developmentally appropriate and relevant instruction that emphasizes higher order thinking skills**

**Objectives:**

- Increase the average of the SAT scores from **1071** to **1100**
- Increase the average of the ACT scores from **22.2** to **23**
- Increase the number of students tested on SAT or ACT from **71.2%** to **75%**
- Achieve top 10% in Lone Star Cup competition and Top Ten in Academic Decathlon
- Increase the passing rate on overall AP exams for courses taught from **62%** to **75%**
- Advance 50% of UIL participants past district level competition

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Fund and administer the PSAT exam to all sophomores in the district	Local funds	Individualized computer prep ACT/SAT programs	October 2006	High School Counselors	ACT/SAT scores
Continue to provide information regarding SAT/ACT workshops to assist all students and potential National Merit or Commended Scholars	Region VII ESC Surrounding districts and colleges	Committee reports Principal checklist	Fall 2005 Spring 2006	High School Counselors Jr. High Counselors	Participation in preparatory workshops AP scores
Provide opportunities to build students' vocabulary levels in preparation for use of AP textbooks and for PSAT testing	Word Power 6-12			High School Instructional Leader Pre-AP/ AP Teachers	SAT verbal scores

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Provide computerized software for SAT/ACT preparation</b>	<b>Local funds</b>	<b>Increased scores above state criterion</b>	<b>Fall 2006 Spring 2007</b>	<b>High School Counselors  Lead Teachers</b>	<b>SAT/ACT scores</b>
<b>Promote Texas Scholars programs</b>	<b>Local funds  Director of Texas Scholar Board</b>	<b>Monitor the number of students participating</b>	<b>Fall 2006 Spring 2007</b>	<b>Junior High School and High School Counselors  Instructional Leaders</b>	<b>Increase in percentage of Texas Scholars graduating from PTISD</b>
<b>Continue to provide copies of new graduation and testing requirements to all Jr. High and High School students and parents</b>	<b>Local funds  TEA publications</b>	<b>Log of student conferences  List of mailed notices</b>	<b>School year 2006-2007 four year planning conferences</b>	<b>Counselors  Assessment Coordinator  Director of Academic Achievement</b>	<b>Log of student conferences  Mailing lists  Student choice sheets</b>
<b>Provide students with information on financial aid and scholarship opportunities</b>	<b>Local funds  Counselor newsletter  Public address system announcements  Path to Scholarships</b>	<b>Log of student conferences</b>	<b>School year 2006-2007 four year planning conferences</b>	<b>Counselors</b>	<b>Increased number of students receiving aid, grants, or scholarships</b>

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Provide opportunities for Pre-AP and AP vertical alignment</b>	<b>AP funds</b>	<b>Meeting agendas</b>	<b>School year 2006-2007</b>	<b>HS/JHS/Middle 7 Instructional Leaders and Teachers</b>	<b>Increased number of AP students</b>
<b>Promote the AP success story of Pine Tree ISD</b>	<b>Local funds</b> <b>AP press releases</b> <b>Newspaper</b> <b>Scheduled presentations</b> <b>District website</b>	<b>Checklist of promotional materials</b> <b>Longview News Journal articles</b>	<b>School year 2006-2007</b>	<b>Instructional Leaders</b> <b>Assistant Principals</b> <b>Teachers</b> <b>Assessment Coordinator</b>	<b>Increased number of AP students</b>
<b>Promote all academic UIL contests and Academic Decathlon</b>	<b>Local Funds</b>	<b>Increase in number of students qualifying beyond district</b>	<b>August 2006 through May 2007</b>	<b>Instructional Leaders</b> <b>UIL Coordinator</b> <b>Academic Decathlon Teachers</b>	<b>Results of UIL, Texas Cup, and Academic Decathlon competitions</b>

**GOAL VII: To enrich the curriculum and expand learning opportunities by providing enhanced technology**

**Objectives:**

- Provide technology training for staff to be certified in the SBEC Technology Application Competencies
- Improve technology resources

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
<b>Identify levels of competencies for all faculty and staff</b>	<b>Local funds</b>	<b>Training agendas Staff Competency Checklists</b>	<b>School Year 2006-2007</b>	<b>Technology Director Technology Staff Campus Technology Trainers Director of Academic Achievement</b>	<b>Completion of Technology Application Skills Assessment</b>
<b>Train and mentor Campus Technology Trainers</b>	<b>Local Funds Title II funds</b>	<b>Training Agendas</b>	<b>School Year 2006-2007</b>	<b>Technology Director Technology Staff Campus Technology Trainers Director of Academic Achievement</b>	<b>Training Sign-in Sheets STAR Chart Evaluations</b>