

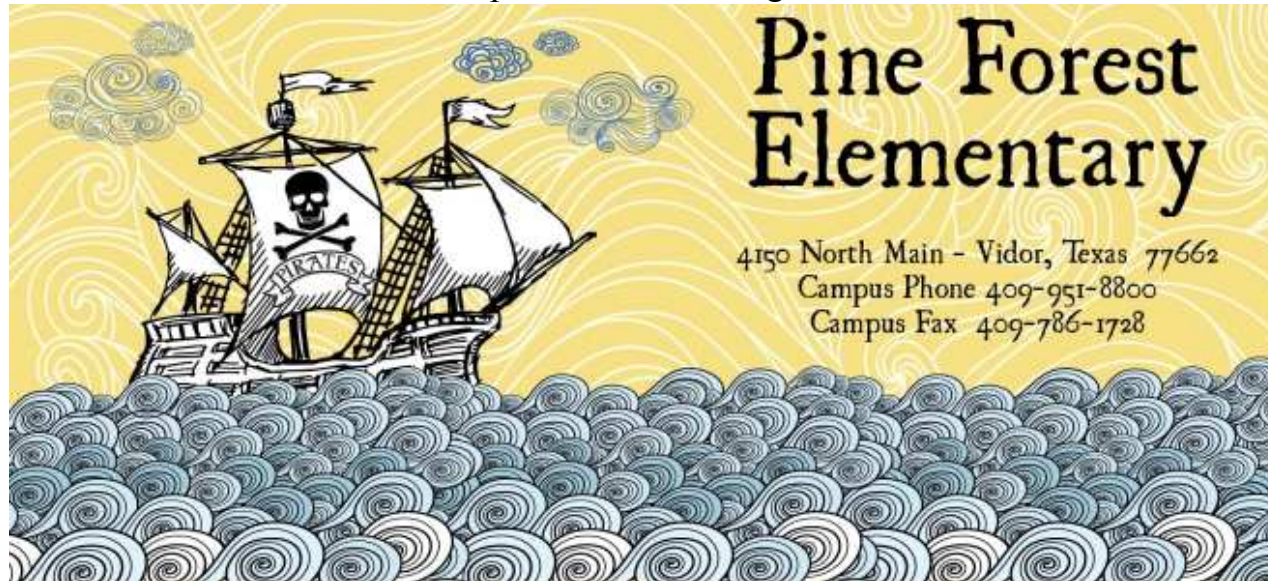
Vidor Independent School District

Pine Forest Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Student Progress



Board Approval Date: November 13, 2017
Public Presentation Date: November 13, 2017

Mission Statement

The mission of Pine Forest Elementary is to educate all students in a safe, enriched learning environment. Our school will foster a productive and fulfilling life through a balanced curriculum aligned with quality instruction and assessment of achievement. Pine Forest students will feel successful and have pride in themselves for who they are and what they have become.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Forest Elementary is a EE-4 campus serving students in Vidor ISD. According to the 2015-2016 Texas Academic Performance Report, Pine Forest serves 610 students. Our student population is 92.1% White, 5.1% Hispanic, 0.0% Pacific Islander, 0.3% African-American, 0.7% Asian, and 1.3% two or more races. The student population is 51.1% Economically Disadvantaged. The At-Risk group makes up 54.4% of the student population and we have a mobility rate of 13.7%. Ten years ago our enrollment was 639 with an economically disadvantaged group of 51.5%.

The teaching staff at Pine Forest Elementary is 97.7% White, 2.3% Hispanic.

Self-contained regular education classrooms include 3 pre-kindergarten, 5 kindergarten, and 6 first grade classrooms. Self-contained special education classrooms include one life skills classroom and two adaptive behavior unit classroom. Team teaching in the regular education classroom includes 5 second grade, 6 third grade, and 6 fourth grade classrooms.

Pull-out programs include third and fourth grade Read 180 classrooms, applied classes for math and ELA for grades 1-4, intervention labs for grades K-4, and dyslexia and speech services. In addition, we have a science lab for grades K-4 and two computer labs for grades K-4. Gifted and talented services are provided K-4 through a pull out program as well.

Students follow a rotation of PE, music, and technology applications classes each week. Our librarian is on a flexible schedule that allows her to interact with teachers and students for in depth lessons. The librarian also helps with instructional technology.

Attendance rates for Pine Forest Elementary has remained steady around 96% for the past couple of years. Our attendance dropped from 96.09% in 2014/15 to 95.74% in 2015/16. We will continue existing programs and develop new strategies in an effort to increase attendance to 97.0%.

Demographics Strengths

Demographic percentages have remained fairly steady at Pine Forest Elementary over the course of the past ten years.

Students performed above the state average in all areas of STAAR Testing. 2015-16 passing rates are as follows: third grade reading 76%, third grade math 73%, fourth grade reading 87%, fourth grade math 95%, fourth grade writing 78%.

Level III Advanced percentages on STAAR are about the same from the previous year: third grade reading 19%, third grade math 19%, fourth grade reading 16%, fourth grade math 31%, fourth grade writing 15%.

Student Academic Achievement

Student Academic Achievement Summary

Pine Forest Elementary received an Accountability Rating from TEA for the 2016-17 school year of Met Standard.

STAAR results:

4th grade Writing - Overall 65% Met Standard---Economically Disadvantaged 57% Met Standard

4th grade Reading - Overall 76% Met Standard---Economically Disadvantaged 64% Met Standard

4th grade Math - Overall 81% Met Standard---Economically Disadvantaged 68% Met Standard

3rd grade Reading - Overall 66% Met Standard---Economically Disadvantaged 49% Met Standard

3rd grade Math - Overall 68% Met Standard---Economically Disadvantaged 56% Met Standard

Student Academic Achievement Strengths

These are listed in priority order:

Math - 4th grade

Reading 4th grade

We had a large percentage of students reach the "Masters" performance level.

3rd Reading - 26%

3rd Math -21%

4th Reading - 32%

4th Math - 39%

School Processes & Programs

School Processes & Programs Summary

Pine Forest Elementary received an Accountability Rating from TEA in 2016 of Met Standard.

100% of the staff at Pine Forest Elementary is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for after school tutoring.

Pine Forest Elementary has several programs in place to address the identified needs. The Anchor Lab provides Tier 2 support for students struggling in both reading and math. An extended Prekindergarten program is designed to provide early intervention support so students will enter Kindergarten ready to work on grade level. We additionally have a Read 180 classroom that provides reading intervention for targeted third and fourth graders. Star 360 is used as a universal screener for RTI identification. We are implementing Edvocate this year to assist with professional development.

Kagan Cooperative Learning has been implemented as our Title I reform strategy for grades K-4.

School Processes & Programs Strengths

Low teacher turn over

Quality staff development for staff

High parent participation

100% Highly Qualified Staff

Pine Forest Elementary works closely with our district curriculum department in providing high-quality professional development for our staff in the needs of our campus.

Kagan Cooperative Learning has been implemented as a reform strategy for grades 1-4.

Perceptions

Perceptions Summary

Pine Forest Elementary received an Accountability Rating from TEA in 2016 of Met Standard.

Pine Forest has strong parental involvement in an array of events, activities, and programs on campus. We invite community members to such events as our Grandparent's Lunch week, SOS (Someone Special) events, Field Day, Pirate Pals Mentor Program, Open House, book fair, etc.

A Title I allotment of \$2,700 has been added to our budget for parental involvement.

Perceptions Strengths

Low teacher turn over

Quality staff development for staff

High parent participation

Strong Parental Involvement on campus highlighted by a well managed PTO and volunteer program.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals






Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 1: The Title I school-wide campus will meet or exceed all state and federal accountability requirements.

Evaluation Data Source(s) 1: TAPR report, STAAR, STAAR A, and TELPAS Reports; common assessments and benchmarks in Aware (Eduphoria)

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Support and enhance RTI through supplies, progress monitoring, elementary district meetings | 2 | Principals, Teachers, Counselor, Nurse, Diagnostician | TAPR Report. Percent of students served through special education taking general assessments will be greater than or equal to 30%. Attain performance standard for state accountability. | | | |
| Funding Sources: 211 Title I A - \$269,500.00 | | | | | | |
| 2) Encourage attendance through the use of but not limited to: campus incentive, classroom incentives, parent notification, and educate parents. | | Principals, Teachers, Counselor | 97% student attendance rate for all student groups. | | | |
| System Safeguard Strategy 3) Target special populations for compliance (Sp. Ed, ESL, Anchor Lab, GT, Dyslexia, 504, RTI, homeless & migrant) | 9, 10 | Principals, Teachers, Counselor | TAPR Report. Attain performance standard for state accountability. 97% student attendance rate for all student groups. | | | |
| System Safeguard Strategy 4) Use 6 week common assessments to drive instruction through results. | 9 | Principals, Teachers | Assessment results, STAAR results | | | |
| 5) Notify parents of the level of achievement for their child on required state assessment | 6, 9 | Principals, Teachers | Phone calls to parents and send home Confidential Student Reports (CSRs) when received from state. | | | |
| 6) Expand required 1/2 day PK program to full day program by providing supplemental certified teachers and paraprofessionals. (See PK in SCE addendum.) | 7 | Principals | PK Report Cards | | | |
| Funding Sources: 199 State Comp Ed - \$213,248.93 | | | | | | |


| | | | | | | |
|--|--|----------------------|---|--|--|--|
| <p>System Safeguard Strategy</p> <p>7) The campus will continue Kagan Cooperative Learning as an initiative aimed at transforming how content is taught. Kagan structures align instruction with research about how students learn best and retain information.</p> | | Principals, Teachers | The structures are crafted to produce positive outcomes in the most important educational domains, including: academic achievement (research shows a potential 27% gain), development of the range of intelligences, enhancement of thinking skills, development of character virtues, development of social skills, and development of emotional intelligence. | | | |
| <p>System Safeguard Strategy</p> <p>8) Accelerated Learning Lab - ALL - Supplemental targeted instruction for students at risk of failing STAAR test. (See ALL in SCE addendum.)</p> | | Principal | Passing STAAR/Promotion | | | |
| Funding Sources: 199 State Comp Ed - \$61,649.00 | | | | | | |
| <p>9) Provide instructional support and individualize assistance through instructional aides working with students one-on-one or in small groups in regular classroom or learning labs. (See Instruction Support in SCE addendum.)</p> | | Principal | Promotion | | | |
| Funding Sources: 199 State Comp Ed - \$93,682.87 | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 2: The campus will provide the necessary technological resources that will support continuous integration of technology in all areas

Evaluation Data Source(s) 2: Review summary report from Learning.com

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-----------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Computer lab facilitation through use of technology paraprofessional and web based software meeting all technology TEKS. | | Principal | Demonstrating technology proficiency on the grade level technology TEKS. | | | |
| 2) Classroom activities/projects utilizing technology TEKS. Every classroom has a Promethean Board. | | Teachers | Demonstrating technology proficiency on the grade level technology TEKS. | | | |
|  | | | | | | |






Goal 1: Student Achievement: The District will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 3: The campus will utilize the adopted core curriculum to ensure student achievement.

Evaluation Data Source(s) 3: TAPR Report, Disaggregated Assessment Data results

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|------------|--------------------------------------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Utilize TRS, a guaranteed and viable curriculum management system that is aligned with the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), the ELPS (English Language Proficiency Standards) and is enriched by Core Knowledge. | 2 | Principals, Teachers | Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments. | | | |
| 2) Teachers use effective methods and instructional strategies based on scientifically-based research. | | Principals, Teachers | Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments. | | | |
| 3) Teachers will attend grade level planning meetings, plan sessions and checkpoint meetings and tie lesson plans to TRS Scope and Sequence. | 8 | Principals, Teachers | Students will meet or exceed state and federal expectations for STAAR and 6 week common assessments. | | | |
| 4) Administrators trained in conducting district adopted walk-through evaluations and use the electronically submitted lesson plans to guarantee every child access to a quality education. | 4 | Principals | Students will meet or exceed state and federal expectations for STAAR, benchmark testing, and common assessments. | | | |
| 5) Utilize the Eduphoria AWARE program to assess state and local assessment data to monitor student progress. | 8 | Principals, Teachers | AWARE Reports | | | |
| System Safeguard Strategy 6) Early reading program includes the use of Istation which supports RTI; additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and the Saxon phonics program. | 1, 2, 4, 9 | Principals, Counselor, Teachers | data and Pre K through grade 2 report card results | | | |
| 7) Focus on raising the academic achievement of Pre- K students by providing them with early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. | 7 | Principals, Teachers, Pre K teachers | Frog Street Assessments, Pre-K report card. 90% of Pre-K students will meet or exceed requirements for Kindergarten | | | |
| 8) Continue support of the campus special population groups through the integration of the English Language Proficiencies (ELPS) and the College and Career Readiness Standards (CCRS) in the core subjects of the district's curriculum. | 9 | Principals, Teachers | TAPR Report TELPAS data | | | |


| | | | | | | |
|---|---|----------------------|---|--|--|--|
| 9) GT, ESL, Dyslexia students taught by teachers who have appropriate qualification or certification. Increased instructional rigor provided for students. Homeless & Migrant instructional materials provided as needed. | 9 | Principals, Teachers | GT will have received a minimum of 6 hours of Staff Development annually. ESL rater certification done as needed | | | |
| System Safeguard Strategy 10) Continue support of the campus Sp. Ed instructional programs operated by VISD (Life Skills, Speech, AB Unit, Applied classes) | 9 | Principals, Teachers | Special population groups will meet or exceed state and federal expectations for STAAR. | | | |
| System Safeguard Strategy 11) Utilize Think Through Math, Renaissance 360, and iStation to collect data as to individual need and progress. | | Principals, Teachers | Reports from TTM, Renaissance 360, and iStation programs. | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 1: The Campus will evaluate campus needs to align them with district goals to allocate resources

Evaluation Data Source(s) 1: Campus level budget allocations

Summative Evaluation 1:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Teachers will provide input to align resource allocation with campus needs. Grade Chairs and site based members report needs at scheduled meetings | 8 | Principals, Campus site-based decision making committee, Grade Chairs | Campus level budget allocations aligned with campus needs. | | | |
| 2) Gather data at the campus level from personnel for budget allocation | | Principals, Campus site-based decision making committee | Campus level budget allocations aligned with campus needs. | | | |
| 3) State and local assessment data used to designate need. District guidelines followed for allocation where appropriate and provided. | 1 | Principals, Teachers | Meets expectation. | | | |
|  | | | | | | |

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 2: The campus will establish more transparent operational processes and increase community involvement.

Evaluation Data Source(s) 2: Campus Improvement Plan

Summative Evaluation 2:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|----------------------|-----------------------------------|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) The campus will invite community members to perform/speak to the students. Topics include bullying, health related topics, Shangri La, and Pioneer Day, etc. | | Principals, Teachers | Campus Improvement Plan, surveys | | | |
|  | | | | | | |

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 3: Resource allocation of Campus monies will give priority to services/programs that directly affect student success in learning.

Evaluation Data Source(s) 3: District Teacher Survey, Campus Improvement Plans, T-TESS

Summative Evaluation 3:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|------|
| | | | | Feb | Apr | June |
| <p>System Safeguard Strategy</p> <p>1) Areas of academic need will be assessed and funds will be allocated for professional development to insure student success.</p> | 1, 4 | Executive Director, Elementary Curriculum and Instruction, Principals, Teachers | Percent of department and campus improvement plans aligning professional development goals with district goals. | | | |
| 2) Teachers identify personal areas of need on T-TESS. | | Teachers | Percent of surveyed teachers indicating a positive correlation between professional development and improved student achievement. | | | |
| 3) Data from state and local assessments provide targeted areas. | 1 | Director, Elementary Curriculum and Instruction, Principals, Teachers | Percent of teachers implementing district training initiatives. | | | |
|  | | | | | | |

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 4: The campus will maintain efforts to provide technology for all students to integrate into learning.

Evaluation Data Source(s) 4: Campus level budget allocation, District survey, Campus Improvement Plan

Summative Evaluation 4:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|----------------------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Utilize computer labs, ipads and Promethean boards in the classrooms to integrate technology into learning. | 1, 4 | Principals, Teachers | Campus budget allocation, iStation reports, Moby Max data, Renaissance Star Accelerated 360 Reader | | | |
|  | | | | | | |

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: The District will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 5: Steps will be taken to instruct students on how to best take care of our building and be given opportunities to help beautify our campus.

Evaluation Data Source(s) 5: Campus Improvement Plan, Survey, School Climate

Summative Evaluation 5:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|----------------------|-----------------------------------|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Educate students on procedures of caring for our building by picking up after themselves in the cafeteria, science lab, playground, restrooms and classrooms. Plant flowers and display artwork on campus. | 1, 4 | Teachers, Principals | Campus Improvement Plan, Survey | | | |
|  | | | | | | |

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 1: The Campus will retain teachers through support and staff development.

Evaluation Data Source(s) 1: TAPR Report, District Teacher Survey, Campus Improvement Plan, Personnel professional development transcript records

Summative Evaluation 1:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Continue new teacher mentor program on campus by pairing grade level teachers and providing meetings for campus familiarization and guidance. | 3, 5 | Executive Director of Human Resources, Principals, Mentor Teacher | Achieve a 95% retention rate for teachers. | | | |
| 2) Attend meaningful and relevant staff development based on campus level needs such as Region V training, district trainings, book studies, faculty meetings, SBDM meetings, etc. | 3, 4, 5 | Executive Director, Elementary Curriculum and Instruction, Principals | Percent of department and campus improvement plans aligning professional development goals with district goals. | | | |
|  | | | | | | |

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 2: The campus will increase number of instructional staff holding a master's degree.

Evaluation Data Source(s) 2: TAPR report

Summative Evaluation 2:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-------------------------------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Provide campus-level mentorship for teachers seeking and completing a master's degree. Activities include shadowing, appropriate designated activities for the master's program. | 5 | Principals, appropriate staff | Increase the number of teachers with a Master's degree to 15%. | | | |
|  | | | | | | |

Goal 3: Maintain a Quality Teaching, Administrative, and Support Staff: The District will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 3: The campus will recruit highly qualified teachers.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|------------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Campus will recommend hiring only highly qualified teachers. | 3 | Principals | Maintain 100% highly qualified teachers. | | | |
| 2) Provide parents information regarding the professional qualifications of the student's teacher(s). Notify parents if the child has been assigned to a teacher who is not highly qualified for four or more consecutive weeks. | 3 | Principals | Maintain 100% highly qualified teachers. | | | |
|  | | | | | | |

Goal 4: Safe and Secure Learning Environment: Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 1: The Campus will assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors through discipline/ positive behavior management.

Evaluation Data Source(s) 1: District Survey (student, parents), PEIMS Report 425, School climate

Summative Evaluation 1:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|---|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Implement campus wide bullying prevention activities. | | Principals, staff | Lowering of bullying incidences at school. | | | |
| 2) Continue implementation of drug intervention and awareness program at school with Red Ribbon Week, guidance lessons on violence prevention, bullying, and conflict resolution. | | Principals, Counselor | Decrease total number of incidences (<1% involving controlled substances) | | | |
| 3) Maintain a comprehensive and effective campus approach to character development. | | Principals, Counselor, Teachers | Percentage of decrease in referrals at campus. | | | |
| 4) Provide a safe and secure instructional environment through the Elementary Student Handbook and professional development in behavior intervention. | | Principals, Teachers | Ongoing professional development in behavior interventions. Discipline referrals will follow the Elem. Students Handbook. | | | |
| 5) Reduce accidents and Worker's Compensation Claims through safety procedures which are highlighted at every faculty meeting. | | Principals, staff | Number and cost of Workman's Compensation claims will decrease. | | | |
| 6) Implement a cohesive plan for crisis emergency management. | | Superintendent of Schools, Principals, Staff | Crisis Emergency Management Plan developed and implemented, Monthly drills | | | |
|  | | | | | | |

Goal 4: Safe and Secure Learning Environment: Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 2: The campus will assure that all students and employees are provided the opportunity to engage in healthy behaviors within a wholesome environment.

Evaluation Data Source(s) 2: Meet and exceed state guidelines, SHAC council, PEIMS attendance data

Summative Evaluation 2:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Offer nutritious meals to all students and staff. | | Food Service Staff | 5% increase in meal participation, Monthly participation reports | | | |
| 2) Maintain an active SHAC (School Health Advisory Committee) on each campus | 10 | Executive Director, Elementary Curriculum and Instruction, Food Services manager, SHAC committee members, | 90% of students will meet state guidelines on Fitnessgram. | | | |
| 3) Provide training and resources that promote a healthy lifestyle for all students, staff, and parents by using district curriculum, Fitnessgram. | | Executive Director, Elementary Curriculum and Instruction Food Services Manager, SHAC committee members | >95% daily student attendance >95% daily staff attendance Increase in participation from stakeholders at health driven events. | | | |
|  | | | | | | |

Goal 4: Safe and Secure Learning Environment: Vidor ISD will provide safe and secure environment for all students and staff. The District will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 3: The campus will assure that all students and employees feel nurtured and comfortable in their surroundings.

Evaluation Data Source(s) 3: District Survey, PEIMS attendance data

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|-------------------|--|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Maintain a welcoming and inviting environment by maintaining inside and outside of the campus and welcoming visitors. | | Principals, staff | Percent of surveyed stakeholders indicating satisfaction with district climate, >95% daily student attendance, >95% daily staff attendance | | | |
|  | | | | | | |

Goal 5: Enduring Relationships with Stakeholders: Vidor ISD will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, TV channel, parent portal, and district call outs.

Performance Objective 1: The Campus will maintain existing relationships with stakeholders and work to build positive relationships with new stakeholders.

Evaluation Data Source(s) 1: District Survey

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|-------------------------------|------------------------------------|-------------------|-----|------|
| | | | | Feb | Apr | June |
| 1) Work through Community Relations office through avenues such as Channel 7, Health Fair, Parent Centers, Newspapers, Skylert, Radio, TV, Homecoming Parade, Concerts, Athletic Events, and Vidor Schools Foundation. | 6 | Principals, Appropriate Staff | Level of stakeholder satisfaction | | | |
| 2) Emphasize Texas Public School Week and Vidor school history by utilizing key stakeholders as valuable resources. | 6 | Principals, Staff | Level of stakeholder satisfaction | | | |
| 3) Implement new community opportunities such as a family fair and afternoon Veteran's Day program. | 6 | Appropriate Staff, Principals | Level of stakeholder satisfaction | | | |
| 4) Implement Parent Involvement Activities such as parent orientation, SOS, awards day, parent center, newsletters, PTO, Vidor ISD/Pine Forest website, Carnival, Open House, STAAR Night, Grandparent's Week, Family Book Fair Night, Choir Concerts, Field Trips, Field Day. | 6 | Appropriate Staff, Principals | Level of stakeholders satisfaction | | | |
|  | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 3 | Target special populations for compliance (Sp. Ed, ESL, Anchor Lab, GT, Dyslexia, 504, RTI, homeless & migrant) |
| 1 | 1 | 4 | Use 6 week common assessments to drive instruction through results. |
| 1 | 1 | 7 | The campus will continue Kagan Cooperative Learning as an initiative aimed at transforming how content is taught. Kagan structures align instruction with research about how students learn best and retain information. |
| 1 | 1 | 8 | Accelerated Learning Lab - ALL - Supplemental targeted instruction for students at risk of failing STAAR test. (See ALL in SCE addendum.) |
| 1 | 3 | 6 | Early reading program includes the use of Istation which supports RTI; additional supporting instructional resources will be provided such as Balanced Literacy, Reading A to Z, and the Saxon phonics program. |
| 1 | 3 | 10 | Continue support of the campus Sp. Ed instructional programs operated by VISD (Life Skills, Speech, AB Unit, Applied classes) |
| 1 | 3 | 11 | Utilize Think Through Math, Renaissance 360, and iStation to collect data as to individual need and progress. |
| 2 | 3 | 1 | Areas of academic need will be assessed and funds will be allocated for professional development to insure student success. |

State Compensatory

Budget for Pine Forest Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---------------------------|--|---------------|
| 6100 Payroll Costs | | |
| 199.11.6118.06.101.032101 | 6118 Extra Duty Stipend - Locally Defined | \$0.00 |
| 199.11.6118.42.101.030101 | 6118 Extra Duty Stipend - Locally Defined | \$0.00 |
| 199.11.6125.12.101.030101 | 6125 Salary Support - Locally Defined | \$0.00 |
| 199.11.6125.42.101.030101 | 6125 Salary Support - Locally Defined | \$0.00 |
| 199.11.6141.06.101.032101 | 6141 Social Security/Medicare | \$0.00 |
| 199.11.6141.12.101.030101 | 6141 Social Security/Medicare | \$0.00 |
| 199.11.6141.42.101.030101 | 6141 Social Security/Medicare | \$0.00 |
| 199.11.6142.06.101.032101 | 6142 Group Health and Life Insurance | \$0.00 |
| 199.11.6142.12.101.030101 | 6142 Group Health and Life Insurance | \$0.00 |
| 199.11.6142.42.101.030101 | 6142 Group Health and Life Insurance | \$0.00 |
| 199.11.6143.06.101.032101 | 6143 Workers' Compensation | \$0.00 |
| 199.11.6143.12.101.030101 | 6143 Workers' Compensation | \$0.00 |
| 199.11.6143.42.101.030101 | 6143 Workers' Compensation | \$0.00 |
| 199.11.6144.06.101.032101 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$0.00 |
| 199.11.6144.12.101.030101 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$0.00 |
| 199.11.6144.42.101.030101 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$0.00 |
| 199.11.6145.06.101.032101 | 6145 Unemployment Compensation | \$0.00 |
| 199.11.6145.12.101.030101 | 6145 Unemployment Compensation | \$0.00 |
| 199.11.6145.42.101.030101 | 6145 Unemployment Compensation | \$0.00 |
| 199.11.6146.06.101.032101 | 6146 Teacher Retirement/TRS Care | \$0.00 |
| 199.11.6146.12.101.030101 | 6146 Teacher Retirement/TRS Care | \$0.00 |
| 199.11.6146.42.101.030101 | 6146 Teacher Retirement/TRS Care | \$0.00 |

| | |
|--|-------------------------------------|
| | 6100 Subtotal: \$0.00 |
|--|-------------------------------------|

Personnel for Pine Forest Elementary School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|--------------------|-------------------------|------------|
| Anderson, Cindy | Instructional Aide | Instructional Support | 1 |
| Carpenter, Lori | Teacher | PK | 1 |
| Gardenhire, Kim | Instructional Aide | Instructional Support | 1 |
| George, Tonya | Teacher | PK | 1 |
| Medley, Leni | Teacher | Reading Interventionist | 1 |
| Peace, Jana | Teacher | PK | 1 |
| Sonnier, Michelle | Paraprofessional | PK | 1 |
| Williams, Candice | Paraprofessional | Instructional Support | 1 |
| Wyatt, Tiffany | Instructional Aide | Instructional Support | 1 |

2017-18 Site Based Decision Making Team

| Committee Role | Name | Position |
|--------------------------|---------------------|---------------------|
| Administrator | Preston Clark | Principal |
| Administrator | Jessica Whittington | Assistant Principal |
| Classroom Teacher | Krista Powell | PE Teacher |
| Classroom Teacher | Theresa Manley | 4th Grade Teacher |
| Classroom Teacher | Emily Smith | 1st Grade Teacher |
| Classroom Teacher | Jana Peace | PK Teacher |
| Classroom Teacher | Shelby Maxwell | Sp. Ed. Teacher |
| Classroom Teacher | Darla Marino | Lab Teacher / RTI |
| Classroom Teacher | Kathleen Moore | K Teacher |
| Classroom Teacher | Jacque Brister | 3rd Grade Teacher |
| Classroom Teacher | Tammy Rainbolt | 2nd Grade Teacher |
| Paraprofessional | Danetra Johnson | Paraprofessional |
| Parent | Kristi Byrd | |
| Business Representative | Brandy Morrison | |
| Community Representative | Holly Petrie | |

Campus Funding Summary

| 199 State Comp Ed | | | | | |
|--------------------------|------------------|-----------------|--|------------------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | 3 FTE Certified Teachers 1 FTE Instructional aides | | \$213,248.93 |
| 1 | 1 | 8 | 1 FTE Certified teachers | | \$61,649.00 |
| 1 | 1 | 9 | 4 FTE Instructional aides | | \$93,682.87 |
| Sub-Total | | | | | \$368,580.80 |
| 211 Title I A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 4 FTE Certified Teachers | 211-11-6119-00-101-4-30-0-00 | \$251,400.00 |
| 1 | 1 | 1 | Instructional Supplies - SWP | | \$18,100.00 |
| Sub-Total | | | | | \$269,500.00 |
| Grand Total | | | | | \$638,080.80 |

Addendums

2016-17 Texas Academic Performance Report

District Name: **VIDOR ISD**

Campus Name: **PINE FOREST EL**

Campus Number: **181907101**

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District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL^ |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|------|
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | |
| Reading | 2017 | 73% | 63% | 65% | * | 88% | 63% | - | - | - | - | * | 46% | * |
| | 2016 | 73% | 74% | 73% | - | * | 72% | - | - | - | - | * | 65% | - |
| Mathematics | 2017 | 78% | 71% | 68% | * | 63% | 67% | - | - | - | - | * | 54% | * |
| | 2016 | 75% | 70% | 73% | - | * | 73% | - | - | - | - | * | 65% | - |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | | | |
| Reading | 2017 | 70% | 69% | 77% | - | * | 77% | - | - | - | - | * | 66% | - |
| | 2016 | 75% | 73% | 82% | - | * | 81% | * | - | - | * | 44% | 72% | - |
| Mathematics | 2017 | 76% | 81% | 83% | - | 100% | 82% | - | - | - | - | * | 73% | - |
| | 2016 | 73% | 80% | 90% | - | * | 90% | * | - | - | * | 50% | 79% | - |
| Writing | 2017 | 65% | 54% | 65% | - | 100% | 64% | - | - | - | - | * | 58% | - |
| | 2016 | 69% | 65% | 75% | - | * | 76% | * | - | - | * | 47% | 70% | - |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| All Subjects | 2017 | 75% | 73% | 72% | * | 84% | 71% | - | - | - | - | 20% | 59% | * |
| | 2016 | 75% | 74% | 78% | - | 79% | 78% | * | - | - | 100% | 36% | 70% | - |
| Reading | 2017 | 72% | 68% | 71% | * | 85% | 70% | - | - | - | - | * | 55% | * |
| | 2016 | 73% | 71% | 77% | - | 86% | 76% | * | - | - | * | 30% | 68% | - |
| Mathematics | 2017 | 79% | 82% | 75% | * | 77% | 75% | - | - | - | - | 23% | 63% | * |
| | 2016 | 76% | 78% | 81% | - | 71% | 81% | * | - | - | * | 37% | 71% | - |
| Writing | 2017 | 67% | 60% | 65% | - | 100% | 64% | - | - | - | - | * | 58% | - |
| | 2016 | 69% | 64% | 75% | - | * | 76% | * | - | - | * | 47% | 70% | - |
| STAAR Percent at Meets Grade Level | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| Two or More Subjects | 2017 | 48% | 38% | 40% | * | 62% | 38% | - | - | - | - | * | 29% | * |
| | 2016 | 45% | 35% | 39% | - | * | 39% | * | - | - | * | * | 30% | - |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL^ |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|------|
| STAAR Percent at Meets Grade Level | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| Reading | 2017 | 48% | 38% | 46% | * | 69% | 44% | - | - | - | - | * | 34% | * |
| | 2016 | 46% | 37% | 42% | - | * | 43% | * | - | - | * | * | 30% | - |
| Mathematics | 2017 | 48% | 49% | 50% | * | 62% | 49% | - | - | - | - | * | 39% | * |
| | 2016 | 43% | 39% | 51% | - | * | 51% | * | - | - | * | * | 39% | - |
| Writing | 2017 | 38% | 26% | 34% | - | * | 33% | - | - | - | - | * | 26% | - |
| | 2016 | 41% | 32% | 42% | - | * | 40% | * | - | - | * | * | 39% | - |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| All Subjects | 2017 | 20% | 15% | 26% | * | 32% | 25% | - | - | - | - | * | 14% | * |
| | 2016 | 18% | 12% | 19% | - | 37% | 18% | * | - | - | * | * | 14% | - |
| Reading | 2017 | 19% | 13% | 29% | * | * | 29% | - | - | - | - | * | 15% | * |
| | 2016 | 17% | 11% | 17% | - | * | 17% | * | - | - | * | * | 12% | - |
| Mathematics | 2017 | 23% | 20% | 30% | * | 46% | 29% | - | - | - | - | * | 19% | * |
| | 2016 | 19% | 14% | 23% | - | * | 24% | * | - | - | * | * | 15% | - |
| Writing | 2017 | 12% | 4% | 9% | - | * | 9% | - | - | - | - | * | * | - |
| | 2016 | 15% | 10% | 14% | - | * | 11% | * | - | - | * | * | 15% | - |
| STAAR Percent Met or Exceeded Progress | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| All Subjects | 2017 | 61% | 61% | 73% | - | 100% | 72% | - | - | - | - | * | 68% | - |
| | 2016 | 62% | 58% | 66% | - | * | 65% | * | - | - | * | 58% | 57% | - |
| Reading | 2017 | 59% | 55% | 67% | - | * | 66% | - | - | - | - | * | 62% | - |
| | 2016 | 60% | 56% | 68% | - | * | 67% | * | - | - | * | * | 57% | - |
| Mathematics | 2017 | 64% | 67% | 78% | - | * | 77% | - | - | - | - | * | 74% | - |
| | 2016 | 63% | 61% | 64% | - | * | 64% | * | - | - | * | * | 57% | - |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL^ |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|------|
| STAAR Percent Exceeded Progress | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| All Subjects | 2017 | 19% | 18% | 35% | - | 75% | 34% | - | - | - | - | * | 28% | - |
| | 2016 | 17% | 14% | 21% | - | * | 21% | * | - | - | * | 14% | 17% | - |
| Reading | 2017 | 17% | 16% | 28% | - | * | 26% | - | - | - | - | * | 24% | - |
| | 2016 | 16% | 14% | 22% | - | * | 21% | * | - | - | * | * | 19% | - |
| Mathematics | 2017 | 20% | 20% | 43% | - | * | 42% | - | - | - | - | * | 33% | - |
| | 2016 | 17% | 14% | 20% | - | * | 20% | * | - | - | * | * | 14% | - |
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2017 | 35% | 34% | 33% | - | - | 33% | - | - | - | - | * | * | - |
| | 2016 | 35% | 34% | * | - | * | * | - | - | - | - | * | * | - |
| Mathematics | 2017 | 43% | 53% | 50% | - | * | 48% | - | - | - | - | * | 33% | - |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 631
 Grade Span: EE - 04
 (Current Year ELL Students)

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP With Services | Total ELL |
|---|------|-------|----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|-----------|
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| All Subjects | 2017 | 75% | 73% | 72% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 75% | 74% | 78% | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2017 | 72% | 68% | 71% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 73% | 71% | 77% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 79% | 82% | 75% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 76% | 78% | 81% | - | - | - | - | - | - | - | - | - | - | - |
| Writing | 2017 | 67% | 60% | 65% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 69% | 64% | 75% | - | - | - | - | - | - | - | - | - | - | - |
| STAAR Percent at Meets Grade Level | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| Two or More Subjects | 2017 | 48% | 38% | 40% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 45% | 35% | 39% | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2017 | 48% | 38% | 46% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 46% | 37% | 42% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 48% | 49% | 50% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 43% | 39% | 51% | - | - | - | - | - | - | - | - | - | - | - |
| Writing | 2017 | 38% | 26% | 34% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 41% | 32% | 42% | - | - | - | - | - | - | - | - | - | - | - |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| All Subjects | 2017 | 20% | 15% | 26% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 18% | 12% | 19% | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2017 | 19% | 13% | 29% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 17% | 11% | 17% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 23% | 20% | 30% | - | - | - | - | - | * | * | - | - | * | * |
| | 2016 | 19% | 14% | 23% | - | - | - | - | - | - | - | - | - | - | - |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 631
 Grade Span: EE - 04
 (Current Year ELL Students)

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP With Services | Total ELL |
|---|------|-------|----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|-----------|
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| Writing | 2017 | 12% | 4% | 9% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 15% | 10% | 14% | - | - | - | - | - | - | - | - | - | - | - |
| STAAR Percent Met or Exceeded Progress | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| All Subjects | 2017 | 61% | 61% | 73% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 62% | 58% | 66% | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2017 | 59% | 55% | 67% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 60% | 56% | 68% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 64% | 67% | 78% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 63% | 61% | 64% | - | - | - | - | - | - | - | - | - | - | - |
| STAAR Percent Exceeded Progress | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | |
| All Subjects | 2017 | 19% | 18% | 35% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 17% | 14% | 21% | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2017 | 17% | 16% | 28% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 16% | 14% | 22% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 20% | 20% | 43% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 17% | 14% | 20% | - | - | - | - | - | - | - | - | - | - | - |
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | | |
| Reading | 2017 | 35% | 34% | 33% | - | - | - | - | - | - | - | - | - | - | - |
| | 2016 | 35% | 34% | * | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2017 | 43% | 53% | 50% | - | - | - | - | - | - | - | - | - | - | - |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-----|
| 2017 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Test Participant | 99% | 98% | 100% | * | 100% | 100% | * | - | - | - | 99% | 100% | * |
| Included in Accountability | 94% | 94% | 94% | * | 100% | 93% | * | - | - | - | 93% | 89% | * |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 6% | * | 0% | 6% | * | - | - | - | 6% | 10% | * |
| Other Exclusions | 1% | 0% | 0% | * | 0% | 0% | * | - | - | - | 0% | 0% | * |
| Not Tested | 1% | 2% | 0% | * | 0% | 0% | * | - | - | - | 1% | 0% | * |
| Absent | 1% | 1% | 0% | * | 0% | 0% | * | - | - | - | 0% | 0% | * |
| Other | 0% | 1% | 0% | * | 0% | 0% | * | - | - | - | 1% | 0% | * |
| 2016 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Test Participant | 99% | 99% | 100% | - | 100% | 100% | * | - | * | 100% | 100% | 100% | * |
| Included in Accountability | 94% | 95% | 96% | - | 90% | 97% | * | - | * | 100% | 95% | 92% | * |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 4% | - | 10% | 3% | * | - | * | 0% | 5% | 8% | * |
| Other Exclusions | 1% | 0% | 0% | - | 0% | 0% | * | - | * | 0% | 0% | 0% | * |
| Not Tested | 1% | 1% | 0% | - | 0% | 0% | * | - | * | 0% | 0% | 0% | * |
| Absent | 1% | 1% | 0% | - | 0% | 0% | * | - | * | 0% | 0% | 0% | * |
| Other | 0% | 0% | 0% | - | 0% | 0% | * | - | * | 0% | 0% | 0% | * |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-----|
| Attendance Rate | | | | | | | | | | | | | |
| 2015-16 | 95.8% | 96.0% | 96.2% | * | 96.5% | 96.2% | * | * | * | * | 94.3% | 95.8% | * |
| 2014-15 | 95.7% | 95.9% | 96.5% | * | 95.5% | 96.5% | * | * | - | * | 95.8% | 95.8% | * |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Student Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-----------|
| | Count | Percent | | |
| Total Students: | 631 | 100.0% | 4,814 | 5,343,834 |
| Students by Grade: | | | | |
| Early Childhood Education | 6 | 1.0% | 0.6% | 0.3% |
| Pre-Kindergarten | 58 | 9.2% | 3.8% | 4.2% |
| Kindergarten | 112 | 17.7% | 7.2% | 7.0% |
| Grade 1 | 110 | 17.4% | 7.5% | 7.4% |
| Grade 2 | 99 | 15.7% | 7.5% | 7.6% |
| Grade 3 | 122 | 19.3% | 7.7% | 7.7% |
| Grade 4 | 124 | 19.7% | 7.5% | 7.7% |
| Grade 5 | 0 | 0.0% | 7.8% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.2% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 7.4% | 7.3% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.9% | 6.8% |
| Grade 12 | 0 | 0.0% | 6.5% | 6.2% |
| Ethnic Distribution: | | | | |
| African American | 2 | 0.3% | 0.4% | 12.6% |
| Hispanic | 41 | 6.5% | 7.1% | 52.4% |
| White | 576 | 91.3% | 89.6% | 28.1% |
| American Indian | 2 | 0.3% | 0.4% | 0.4% |
| Asian | 3 | 0.5% | 0.8% | 4.2% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 7 | 1.1% | 1.7% | 2.2% |
| Economically Disadvantaged | 321 | 50.9% | 50.1% | 59.0% |
| Non-Educationally Disadvantaged | 310 | 49.1% | 49.9% | 41.0% |
| English Language Learners (ELL) | 9 | 1.4% | 1.2% | 18.9% |
| Students w/ Disciplinary Placements (2015-2016) | 0 | 0.0% | 2.0% | 1.4% |
| At-Risk | 242 | 38.4% | 54.5% | 50.3% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 58 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 13 | 22.4% | 44.6% | 44.5% |
| Students with Physical Disabilities | 23 | 39.7% | 18.0% | 21.9% |
| Students with Autism | * | * | 12.0% | 12.5% |
| Students with Behavioral Disabilities | 12 | 20.7% | 23.1% | 19.9% |
| Students with Non-Categorical Early Childhood | ** | ** | 2.3% | 1.3% |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Student Information | ----- Campus ----- | | District | State |
|----------------------------|---------------------------|----------------|-----------------|--------------|
| | Count | Percent | | |
| Mobility (2015-2016): | | | | |
| Total Mobile Students | 63 | 12.9% | 15.3% | 16.2% |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 5 | 1.0% | | |
| White | 56 | 11.4% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 1 | 0.2% | | |
| Two or More Races | 1 | 0.2% | | |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Student Information | ----- Non-Special Education Rates ----- | | | ----- Special Education Rates ----- | | |
|----------------------------|---|-----------------|--------------|-------------------------------------|-----------------|--------------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.0% | 1.3% | 1.8% | 0.0% | 5.9% | 7.7% |
| Grade 1 | 1.1% | 6.7% | 3.8% | 28.6% | 14.6% | 6.8% |
| Grade 2 | 0.0% | 1.5% | 2.4% | 0.0% | 2.7% | 3.1% |
| Grade 3 | 0.0% | 2.4% | 1.6% | 0.0% | 0.0% | 1.2% |
| Grade 4 | 0.0% | 0.7% | 0.8% | 0.0% | 0.0% | 0.7% |
| Grade 5 | - | 0.0% | 0.4% | - | 0.0% | 0.7% |
| Grade 6 | - | 0.3% | 0.6% | - | 2.2% | 0.7% |
| Grade 7 | - | 1.0% | 0.7% | - | 2.5% | 0.8% |
| Grade 8 | - | 0.6% | 0.5% | - | 0.0% | 0.9% |

| Class Size Information | Campus | District | State |
|---|---------------|-----------------|--------------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 21.3 | 18.8 |
| Grade 1 | 17.3 | 19.4 | 18.8 |
| Grade 2 | 18.7 | 20.5 | 18.9 |
| Grade 3 | 17.1 | 18.9 | 19.0 |
| Grade 4 | 17.4 | 17.5 | 19.0 |
| Grade 5 | - | 16.3 | 20.9 |
| Grade 6 | - | 14.5 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 11.0 | 16.8 |
| Foreign Languages | - | 17.6 | 18.7 |
| Mathematics | - | 12.0 | 18.0 |
| Science | - | 11.8 | 19.0 |
| Social Studies | - | 10.0 | 19.4 |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|--------|
| | Count/Average | Percent | | |
| Total Staff | 66.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.5 | 79.4% | 58.8% | 64.0% |
| Teachers | 45.7 | 69.1% | 48.6% | 50.0% |
| Professional Support | 4.8 | 7.3% | 6.6% | 10.0% |
| Campus Administration (School Leadership) | 2.0 | 3.0% | 2.6% | 2.9% |
| Educational Aides: | 13.6 | 20.6% | 13.1% | 9.6% |
| Total Minority Staff: | 3.0 | 4.5% | 6.7% | 49.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.0% | 10.2% |
| Hispanic | 2.0 | 4.4% | 5.3% | 26.6% |
| White | 43.7 | 95.6% | 93.5% | 59.8% |
| American Indian | 0.0 | 0.0% | 0.6% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 0.6% | 1.1% |
| Males | 0.0 | 0.0% | 17.0% | 23.7% |
| Females | 45.7 | 100.0% | 83.0% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.9% | 1.2% |
| Bachelors | 42.7 | 93.4% | 85.9% | 74.5% |
| Masters | 3.0 | 6.6% | 12.4% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.9% | 0.6% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.2% | 3.8% | 7.8% |
| 1-5 Years Experience | 6.0 | 13.1% | 19.9% | 28.0% |
| 6-10 Years Experience | 7.2 | 15.9% | 19.9% | 20.9% |
| 11-20 Years Experience | 14.0 | 30.7% | 31.4% | 27.8% |
| Over 20 Years Experience | 17.4 | 38.2% | 24.9% | 15.5% |
| Number of Students per Teacher | 13.8 | n/a | 14.1 | 15.1 |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Staff Information | Campus | District | State |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 21.9 | 19.5 |
| Average Years Experience of Principals with District | 8.0 | 15.7 | 12.2 |
| Average Years Experience of Assistant Principals | 12.0 | 16.5 | 15.7 |
| Average Years Experience of Assistant Principals with District | 12.0 | 12.6 | 10.1 |
| Average Years Experience of Teachers: | 17.2 | 13.8 | 10.9 |
| Average Years Experience of Teachers with District: | 15.1 | 10.7 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$32,952 | \$39,828 | \$46,199 |
| 1-5 Years Experience | \$43,363 | \$42,831 | \$48,779 |
| 6-10 Years Experience | \$44,593 | \$46,265 | \$51,184 |
| 11-20 Years Experience | \$50,647 | \$50,224 | \$54,396 |
| Over 20 Years Experience | \$57,333 | \$57,538 | \$60,913 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$50,894 | \$49,386 | \$52,525 |
| Professional Support | \$59,949 | \$61,560 | \$61,728 |
| Campus Administration (School Leadership) | \$67,059 | \$75,829 | \$76,471 |
| Instructional Staff Percent: | n/a | 64.4% | 64.6% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,110.5 |

District Name: VIDOR ISD
 Campus Name: PINE FOREST EL
 Campus Number: 181907101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 631
 Grade Span: EE - 04
 School Type: Elementary

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 9 | 1.4% | 1.2% | 18.8% |
| Career & Technical Education | 0 | 0.0% | 29.3% | 25.0% |
| Gifted & Talented Education | 20 | 3.2% | 3.9% | 7.8% |
| Special Education | 58 | 9.2% | 12.6% | 8.8% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.6% | 6.0% |
| Career & Technical Education | 0.0 | 0.0% | 6.1% | 4.5% |
| Compensatory Education | 3.0 | 6.6% | 5.8% | 2.8% |
| Gifted & Talented Education | 0.2 | 0.4% | 0.8% | 1.9% |
| Regular Education | 37.3 | 81.8% | 76.3% | 72.8% |
| Special Education | 5.2 | 11.3% | 8.6% | 8.6% |
| Other | 0.0 | 0.0% | 1.8% | 3.4% |

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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Pine Forest Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades EE-4

Campus Improvement Plan

State Compensatory Education Programs

School Year 2017-2018



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Pine Forest Elementary School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Community and Campus Profile

An annual needs assessment is conducted by Pine Forest Elementary School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by

the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on the 16-17 TAPR, Pine Forest Elementary School had a student population of 631 students with the following ethnic characteristics: Hispanic students comprise 6.5 percent of the total student populations, and 91.3 percent are white while 1.1 percent identify with two or more races. The socio-economic characteristics are: 50.9 percent economically disadvantaged; 49.1 percent non-educationally disadvantaged; 1.4 percent English language learners (ELL); 38.4 percent students with disciplinary placements; and the campus has 12.9 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Pine Forest Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services), and to support a Title I, Part A Schoolwide program at a campus at which at least 40 percent of the students are educationally disadvantaged. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Pine Forest Elementary School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec.

29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Pine Forest Elementary School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC 42.152(c))

In accordance with TEC 42.152(c), this campus uses SCE funds to support its Title I, Part A Schoolwide Program. SCE is a state-mandated program and though state law provides flexibility with the use of SCE funds on Title I, Part A campuses with an enrollment where at least 40 percent of the students are educationally disadvantaged, SCE funds are used only to support the Title I, Part A educational program, are part of the campus budget, can be tracked back to the SCE fund code, and follow all generally accepted accounting principles. Under this flexibility, SCE funds at this campus are only used to incorporate instructional strategies that are scientifically-based and are effective in teaching low-achieving students.

State Criteria

A student at Pine Forest Elementary School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) was not advanced from one grade level to the next for one or more school years;^*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;

- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

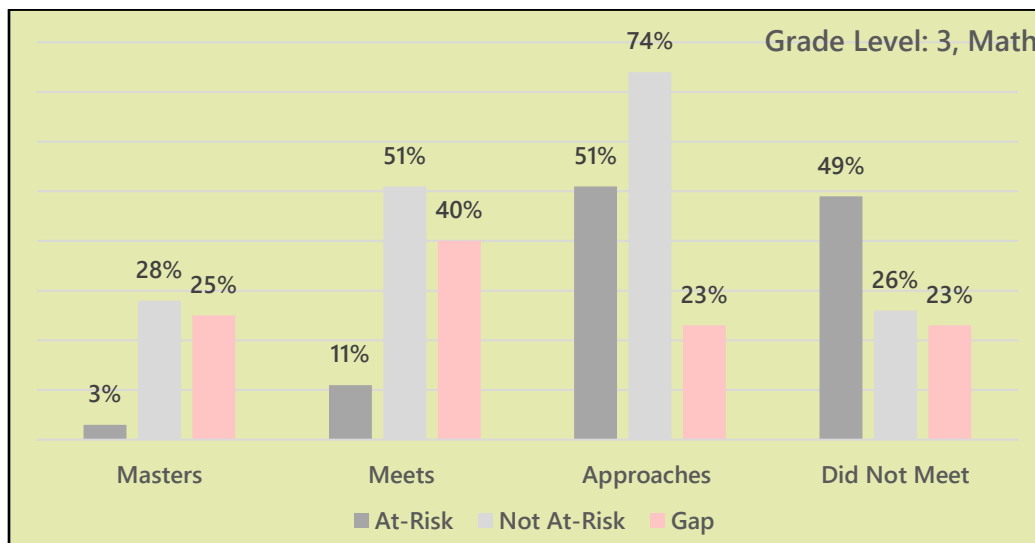
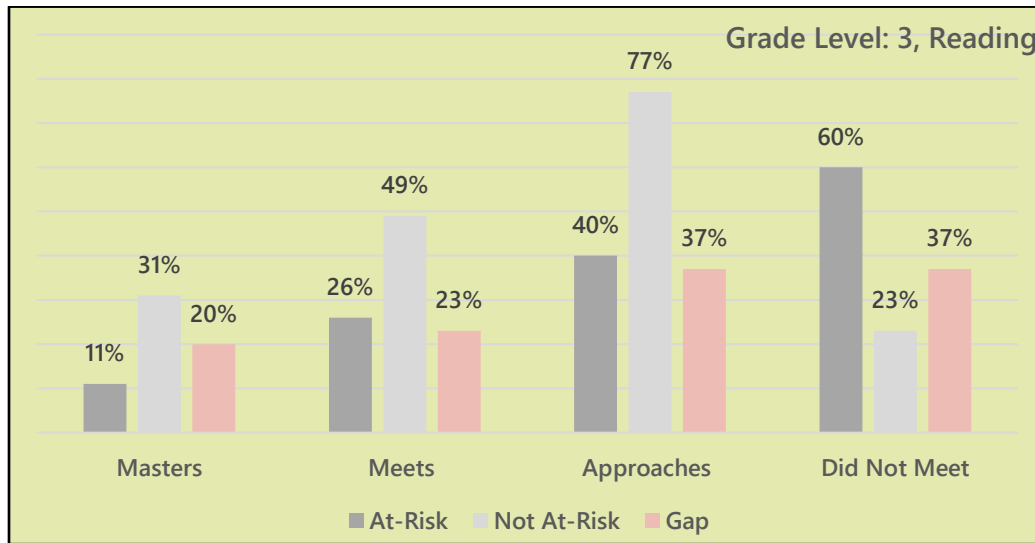
STAAR Performance, Spring 2016-2017

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Pine Forest Elementary School include reading and mathematics in grades 3–5 and writing in grades 4. The TEC §29.081 requires

that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Pine Forest Elementary School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 11. The STAAR reporting was modified for the Spring 2017 administration making it impracticable to compare the latest results with earlier STAAR administrations. The following tables show all four new performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

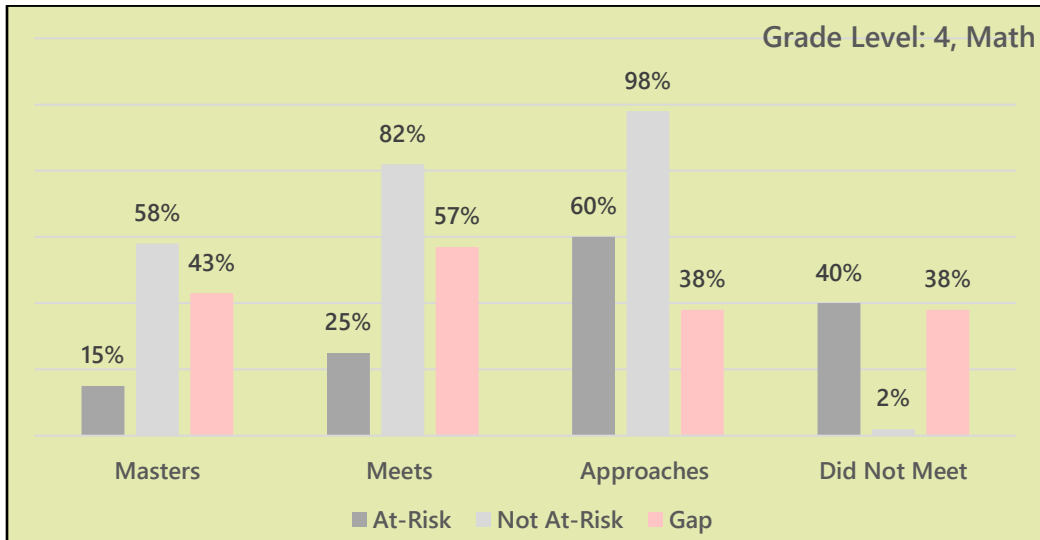
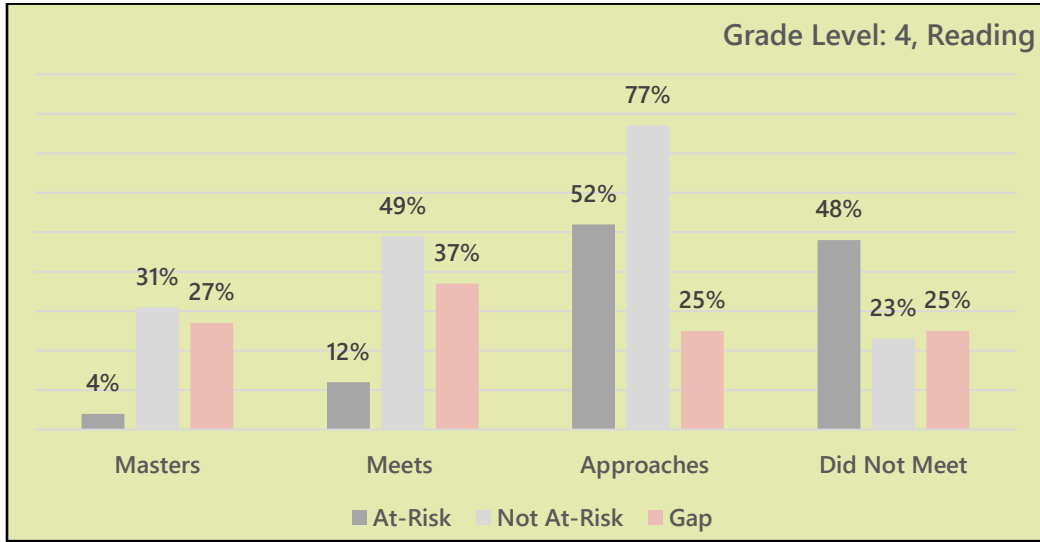
STAAR Performance by Grade and Subject, Spring 2017

Grade 3



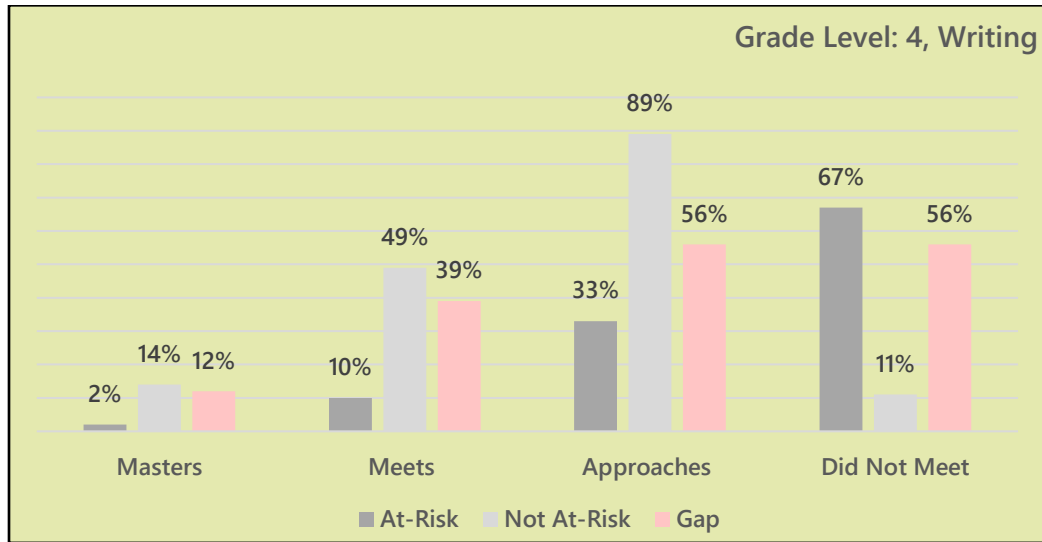
STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 4



STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 4



At-Risk Students by Criterion for School Year 2017-2018

| Pine Forest Elementary | | | Readiness Test | | Not Advanced | | Failed STAAR | | LEP | | DPRS | | Homeless | |
|---------------------------|---------------------|--------------------------------|-------------------|-----|-----------------|-----|-----------------|-----|-----|----|------|----|----------|-----|
| | | | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade Level | Total Enrollment | Percentage of Enrollment | # | % | # | % | # | % | # | % | # | % | # | % |
| PK | 48 | 8% | 36 | 75% | 0 | 0% | | | 2 | 4% | 1 | 2% | 22 | 46% |
| K | 110 | 18% | 5 | 5% | 3 | 3% | | | 3 | 3% | 3 | 3% | 28 | 25% |
| 1 | 127 | 21% | 10 | 8% | 10 | 8% | | | 2 | 2% | 1 | 1% | 39 | 31% |
| 2 | 102 | 17% | 8 | 8% | 12 | 12% | | | 2 | 2% | 0 | 0% | 35 | 34% |
| 3 | 92 | 15% | 9 | 10% | 7 | 8% | 1 | 1% | 2 | 2% | 0 | 0% | 29 | 32% |
| 4 | 120 | 20% | | | 12 | 10% | 46 | 38% | 1 | 1% | 0 | 0% | 41 | 34% |
| | 599 | 100% | 68 | 11% | 44 | 7% | 47 | 8% | 12 | 2% | 5 | 1% | 194 | 32% |

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—This funding pays for resources to assist the campus’s students from low-income families and to improve education quality and help ensure all children meet the state's student performance standards. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

Title II, Part A—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Scientifically-based professional development interventions conducted by the district for campus personnel result in improved student achievement and a well-trained staff.

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

State-Funded Programs

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a

specific academic field. The state’s goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2016-2017 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Pine Forest Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Pine Forest Elementary School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Pine Forest Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2016-2017 State Compensatory Education Program Evaluation (Cont.)

| Pine Forest Elementary | | | | |
|-------------------------|--------------------------|-----------------------------|-----------------------|----------------------|
| SCE-Funded Program Name | Evaluation Criteria | # of Participating Students | # Successful Students | Percent Met Standard |
| Instructional Support | Fitnessgram | 238 | 238 | 100% |
| Full Day PK | Meeting K Readiness | 56 | 53 | 95% |
| Computer Lab | Learning.com | 473 | 473 | 100% |
| ALL | Mastery of TEKS/Istation | 145 | 141 | 97% |

SCE Budget, 2017-2018

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Pine Forest Elementary School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Pine Forest Elementary School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Pine Forest Elementary School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b), Pine Forest Elementary School provides accelerated instruction for students who are enrolled and are at risk of dropping out of school. This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate.

Vidor ISD 181907

Fund 199 State Compensatory Education

Fiscal Year 2018

Campus Detail



| Pine Forest Elementary | Acct Title | Activity | Cost |
|------------------------------|-------------------------------------|--------------------------|--------------|
| 199-11-6118-00-101-8-32-0-00 | Teacher/Professional Extra Duty Pay | PK | \$166,260.00 |
| 199-11-6118-00-101-8-30-0-00 | Teacher/Professional Extra Duty Pay | Reading | \$52,795.00 |
| 199-11-6129-00-101-8-30-0-00 | Support Personnel Salary | Instructional Support | \$72,822.00 |
| 199-11-6129-00-101-8-30-0-00 | Support Personnel Salary | Instructional Support PK | \$14,747.00 |
| 199-11-6141-00-101-8-30-0-00 | Social Security/Medicare | Instructional Support | \$1,055.92 |
| 199-11-6141-00-101-8-30-0-00 | Social Security/Medicare | Instructional Support PK | \$213.83 |
| 199-11-6141-00-101-8-30-0-00 | Social Security/Medicare | Reading | \$765.53 |
| 199-11-6141-00-101-8-32-0-00 | Social Security/Medicare | PK | \$2,410.77 |
| 199-11-6142-00-101-8-32-0-00 | Health/Life Insurance | PK | \$9,900.00 |
| 199-11-6142-00-101-8-30-0-00 | Health/Life Insurance | Instructional Support | \$9,900.00 |
| 199-11-6142-00-101-8-30-0-00 | Health/Life Insurance | Instructional Support PK | \$3,300.00 |
| 199-11-6142-00-101-8-30-0-00 | Health/Life Insurance | Reading | \$0.00 |
| 199-11-6143-00-101-8-30-0-00 | Worker's Comp. | Instructional Support PK | \$61.94 |
| 199-11-6143-00-101-8-30-0-00 | Worker's Comp. | Reading | \$221.74 |
| 199-11-6143-00-101-8-32-0-00 | Worker's Comp. | PK | \$698.29 |
| 199-11-6143-00-101-8-30-0-00 | Worker's Comp. | Instructional Support | \$305.85 |
| 199-11-6145-00-101-8-30-0-00 | Unemployment Comp. | Instructional Support | \$145.64 |
| 199-11-6145-00-101-8-30-0-00 | Unemployment Comp. | Instructional Support PK | \$29.49 |
| 199-11-6145-00-101-8-30-0-00 | Unemployment Comp. | Reading | \$105.59 |
| 199-11-6145-00-101-8-32-0-00 | Unemployment Comp. | PK | \$332.52 |
| 199-11-6146-00-101-8-30-0-00 | TRS Care | Instructional Support | \$6,153.46 |

Vidor ISD 181907

Fund 199 State Compensatory Education

Fiscal Year 2018

Campus Detail



| | | | |
|------------------------------|------------------|--------------------------|---------------------|
| 199-11-6146-00-101-8-30-0-00 | TRS Care | Instructional Support PK | \$1,246.12 |
| 199-11-6146-00-101-8-30-0-00 | TRS Care | Reading | \$4,461.18 |
| 199-11-6146-00-101-8-32-0-00 | TRS Care | PK | \$14,048.97 |
| | | | <hr/> |
| | | | \$361,980.84 |
| 199-11-6399-00-101-8-30-0-00 | General Supplies | Supplies | \$1,000.00 |
| | | | <hr/> |
| | | | \$1,000.00 |
| | | | <hr/> |
| | | Campus 101 Total: | \$362,980.84 |

Vidor ISD 181907

Fund 199 State Compensatory Education

Fiscal Year 2018

Personnel Detail



Pine Forest Elementary

| Name | Position | Activity | Salary Funded | FTE | Health/Life Insurance | Social Security/Medicare | Workers Comp. | Unemployment Comp. | TRS | Total Salary and Benefits Funded |
|-----------------------------|--------------------|-----------------------------|---------------------|-------|-----------------------|--------------------------|-------------------|--------------------|--------------------|----------------------------------|
| Candice Williams | Instructional Aide | Instructional Support | \$15,985.00 | 1.000 | \$0.00 | \$231.78 | \$67.14 | \$31.97 | \$1,350.73 | \$20,966.62 |
| Cindy Anderson | Instructional Aide | Instructional Support | \$21,214.00 | 1.000 | \$3,300.00 | \$307.60 | \$89.10 | \$42.43 | \$1,792.58 | \$26,745.71 |
| Jana Peace | Teacher | PK | \$59,015.00 | 1.000 | \$3,300.00 | \$855.72 | \$247.86 | \$118.03 | \$4,986.77 | \$68,523.38 |
| Kim Gardenhire | Instructional Aide | Instructional Support | \$17,103.00 | 1.000 | \$3,300.00 | \$247.99 | \$71.83 | \$34.21 | \$1,445.20 | \$22,202.24 |
| Leni Medley | Teacher | Reading | \$52,795.00 | 1.000 | \$0.00 | \$765.53 | \$221.74 | \$105.59 | \$4,461.18 | \$61,649.03 |
| Lori Carpenter | Teacher | PK | \$59,650.00 | 1.000 | \$3,300.00 | \$864.93 | \$250.53 | \$119.30 | \$5,040.43 | \$69,225.18 |
| Michele Sonnier | Instructional Aide | Instructional Support | \$18,520.00 | 1.000 | \$3,300.00 | \$268.54 | \$77.78 | \$37.04 | \$1,564.94 | \$23,768.30 |
| Tiffany Wyatt | Instructional Aide | Instructional Support PK | \$14,747.00 | 1.000 | \$3,300.00 | \$213.83 | \$61.94 | \$29.49 | \$1,246.12 | \$19,598.38 |
| Tonya George | Teacher | PK | \$47,595.00 | 1.000 | \$3,300.00 | \$690.13 | \$199.90 | \$95.19 | \$4,021.78 | \$55,901.99 |
| Campus 101 Subtotal: | | FTE - 9 | \$306,624.00 | | \$23,100.00 | \$4,446.05 | \$1,287.82 | \$613.25 | \$25,909.73 | \$368,580.84 |