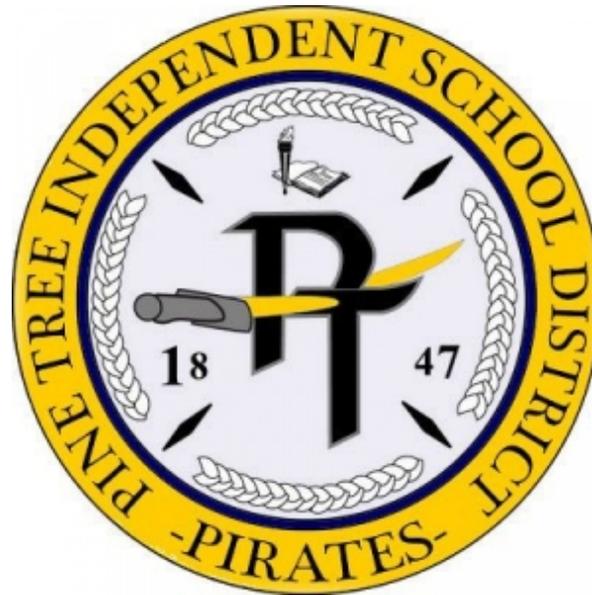# Pine Tree Independent School District

Pine Tree Middle

2021-2022 Improvement Plan

Mission Statement

The PTMS family champions the relentless pursuit of excellence by striving to prepare and motivate students academically, socially, emotionally, and physically by promoting a growth mindset, inspiring students to think critically and develop into independent learners in order to ensure that all students have the opportunity to make a positive impact in a global society.

Vision

Tradition of Excellence For All

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus enrollment for the 2020-2021 school year was 649 students. This was a decrease of 12 students from the previous school year. The ethnic breakdown consists of: 24.34% African American, 38.21% Hispanic, and 29.12% White. Those students identified as multiracial was almost 7%. No other campus data is currently available.

The campus's attendance rate suffered slightly this school year due to COVID restrictions and quarantine.

Demographics Strengths

Our strength is in our diversity. We have a good mix of White, Hispanic and African American students. While we maintain a high level of At Risk and Low SES students, the campus as a whole does not experience many issues with have such a diverse clientel. Campus enrollment and diversity have remained relatively constant over the last several years.

Student Achievement

Student Achievement Summary

2021 STAAR 5th Grade Reading Data (Number in parentheses represents change from the 2019 test): On the test, 68% (-1%) of students scored Approaches Grade Level. 39% (+5%) of students went on to score Meets Grade Level with 23% (+5%) reaching the standard for Masters Grade Level. 55% of African American students, 68% of Hispanic students, 79% of White students and 75% of 2 or more races meet the standard for Approaching Grade Level. 66% of Economically Disadvantaged students, 27% of Special Education students and 67% of LEP students met the Standard on the the STAAR reading test. When compared with state data, 72% of students scored Approaches Grade Level. 45% of students went on to score Meets Grade Level with 30% reaching the standard for Masters Grade Level. 59% of African American students, 66% of Hispanic students, 83% of White students and 79% of 2 or more races meet the standard for Approaching Grade Level. 63% of Economically Disadvantaged students, 35% of Special Education students and 58% of LEP students met the Standard on the the STAAR reading test. While Pine Tree 5th grade reading students saw a 1% decrease in their scores from 2 years ago, the average around the state of Texas dropped 14%. In comparison, Pine Tree Middle School made a 13% gain on the state of Texas during this COVID year.

2021 STAAR 6th Grade Reading Data (Number in parentheses represents change from the 2019 test): On the test, 59% (+6%) of students scored Approaches Grade Level. 28% (+0%) of students went on to score Meets Grade Level with 13% (+2%) reaching the standard for Masters Grade Level. 41% of African American students, 50% of Hispanic students, 84% of White students and 63% of 2 or more races meet the standard for Approaching Grade Level. 51% of Economically Disadvantaged students, 20% of Special Education students and 45% of LEP students met the Standard on the the STAAR reading test. When compared with state data, 61% of students scored Approaches Grade Level. 31% of students went on to score Meets Grade Level with 14% reaching the standard for Masters Grade Level. 51% of African American students, 54% of Hispanic students, 76% of White students and 71% of 2 or more races meet the standard for Approaching Grade Level. 50% of Economically Disadvantaged students, 21% of Special Education students and 40% of LEP students met the Standard on the the STAAR reading test. While Pine Tree 6th grade reading students saw a 6% increase in their scores from 2 years ago, the average around the state of Texas dropped 7%. In comparison, Pine Tree Middle School made a 13% gain on the state of Texas during this COVID year.

2021 STAAR 5th Grade Math Data (Number in parentheses represents change from the 2019 test): On the test, 77% (-10%) of students scored Approaches Grade Level. 47% (+0%) of students went on to score Meets Grade Level with 20% (-2%) reaching the standard for Masters Grade Level. 56% of African American students, 82% of Hispanic students, 88% of White students and 80% of 2 or more races meet the standard for Approaching Grade Level. 76% of Economically Disadvantaged students, 54% of Special Education students and 84% of LEP students met the Standard on the the STAAR math test. When compared with state data, 69% of students scored Approaches Grade Level. 43% of students went on to score Meets Grade Level with 24% reaching the standard for Masters Grade Level. 52% of African American students, 64% of Hispanic students, 83% of White students and 75% of 2 or more races meet the standard for Approaching Grade Level. 60% of Economically Disadvantaged students, 41% of Special Education students and 59% of LEP students met the Standard on the the STAAR math test. While Pine Tree 5th grade math students saw a 10% decrease in their scores from 2 years ago, the average around the state of Texas dropped 21%. In comparison, Pine Tree Middle School made an 11% gain on the state of Texas during this COVID year.

2021 STAAR 6th Grade Math Data (Number in parentheses represents change from the 2019 test): On the test, 62% (-9%) of students scored Approaches Grade Level. 27% (-4%) of students went on to score Meets Grade Level with 9% (-2%) reaching the standard for Masters Grade Level. 39% of African American students, 62% of Hispanic students, 79% of White students and 67% of 2 or more races meet the standard for Approaching Grade Level. 54% of Economically Disadvantaged students, 32% of Special Education students and 60% of LEP students met the Standard on the the STAAR math test. When compared with state data, 66% of students scored Approaches Grade Level. 34% of students went on to score Meets Grade Level with 14% reaching the standard for Masters Grade Level. 52% of African American students, 59% of Hispanic students, 82% of White students and 75% of 2 or more races meet the standard for Approaching Grade Level. 56% of Economically Disadvantaged students, 34% of Special Education students and 50% of LEP students met the Standard on the the STAAR math test. While Pine Tree 6th grade math students saw a 9% decrease in their scores from 2 years ago, the average around the state of Texas dropped 15%. In comparison, Pine Tree Middle School made a 6% gain on the state of Texas during this COVID year.

2021 STAAR 5th Grade Science Data (Number in parentheses represents change from the 2019 test): On the test, 59% (+3%) of students scored Approaches Grade Level. 20% (-12%) of students went on to score Meets Grade Level with 5% (-7%) reaching the standard for Masters Grade Level. 37% of African American students, 56% of Hispanic students, 79% of White students and 75% of 2 or more races meet the standard for Approaching Grade Level. 54% of Economically Disadvantaged students, 24% of Special Education students and 56% of LEP students met the Standard on the the STAAR science test. When compared with state data, 61% of students scored Approaches Grade Level. 30% of students went on to score Meets Grade Level with 12% reaching the standard for Masters Grade Level. 44% of African American students, 52% of Hispanic students,

79% of White students and 71% of 2 or more races meet the standard for Approaching Grade Level. 49% of Economically Disadvantaged students, 29% of Special Education students and 44% of LEP students met the Standard on the the STAAR reading test. While Pine Tree 5th grade science students saw a 3% increase in their scores from 2 years ago, the average around the state of Texas dropped 14%. In comparison, Pine Tree Middle School made a 17% gain on the state of Texas during this COVID year.

Student Achievement Strengths

Taken in a vaccuum, the campus data doesn't look all that impressive. However, with all the challenges we faced during the past school year and in comparison with state, regional, and campus comparisons, our data looks really good. The structures we have put in place are working and we did not see the significant decline most of the state saw. We will continue to use data driven instruction protocols to drive our practices and work to close the gaps that still exist within different groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 30% of PTMS students that took STAAR Reading tests met grade level standard in reading. PTMS missed the required standard in 9 of 10 sub pops. (Continue from 19-20) **Root Cause:** The campus focus was on school wide and classroom discipline.

Problem Statement 2: Only 34% of PTMS students that took STAAR Math tests met grade level standard in math. PTMS missed the required standard in 8 of 10 sub pops. (Continue from 19-20) **Root Cause:** The campus focus was on school wide and classroom discipline.

Problem Statement 3: Only 51% of PTMS students that took STAAR Reading tests met the growth measure for reading. PTMS missed the required standard in 10 of 10 sub pops. (Continued from 19-20) **Root Cause:** Administrators and teachers failed to effectively identify and target specific deficit skills in students.

Problem Statement 4: Only 55% of PTMS students that took STAAR Math tests met the growth measure for math. PTMS missed the required standard in 10 of 10 sub pops. (Continued from 19-20) **Root Cause:** Administrators and teachers failed to effectively identify and target specific deficit skills in students.

School Culture and Climate

School Culture and Climate Summary

The current climate of the campus is one of optimism and hope. While staff members still report being tired, it is more of a "good tired". There are still pockets of negativity that exist but for the most part teachers have appreciated the changes for this school year.

Discipline referrals continued to remain steady during the 20-21 school year. Referrals totaled 372 this past school year. The school saw a decrease in ISS and OSS Placements during the 19-20 school year. The campus saw a decrease in DAEP Placements during the school year and a decrease in the number of multiple placements at DAEP. Teachers continue to report their biggest issues as disrespect/insubordination. However, these issues are at manageable levels. The tiered behavior system has worked well for our staff and students. Separating infractions into minor and major categories has allowed us to streamline our discipline process and make it easier for teachers and administrators to manage.

Professional Learning Communities will continue to take center stage this year to help tighten the alignment between the Curriculum, Instruction, and Assessment pieces. Teachers are required to have plans completed at least 2 weeks in advance of instruction. Specific components, including plans for student engagement and differentiation of instruction, are required. A document was created that spells out expectations for teacher lesson plans and Google classroom use,

Additionally we are continuing to move to create an environment for more data driven decisions. A document was created that spells out expectations for data and data use for all team members.

School Culture and Climate Strengths

The campus fully embraced changes to the discipline system as outlined by the superintendent. The model continues to increase the classroom teacher's ability to teach, reduced disruptions in the classroom, and decreased classroom referrals and ISS placements dramatically. The campus will continue to refine the discipline plan each year in the hopes of continuing to reduce referrals and increase time on task for students.

The staff at Pine Tree Middle School fully embraces the concept of a family atmosphere. Teachers work in concert with one another to help meet each other's needs as well as the needs of all students on campus. Campus faculty meetings as well as other social events continue to focus on the development of keeping our eyes on success for all students.

The campus Sunshine Committee planned various events throughout the year for teachers to participate in. Some of these events included Family Game Night, Donkey Basketball, Thanksgiving Luncheon, Teacher Appreciation Week, Chili Cook Off and other various events through the year

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently there are no vacancies at PTMS. The campus has hired 12 new teachers for the 22-22 school year. The relatively small amount of movement from teachers reflects the postive changes in campus culture and student behavior. The campus will only have 1 zero based teacher next year.

Staff attendance, returned to the forefront of concern at PTMS this year. PTMS saw an increase in the number of subs used this school year. While some staff were continued to be docked for days, most staff members understand and appreciate the need to be here each day.

The campus had a mentoring program for all new teachers during the 19-20 school year. Mentor teachers are specifically assigned based upon the following criteria: same content or same hallway.

For the 21-22 school year, Leadership Cubed is being used as a way to help zero based and struggling teachers to strive for excellence in the classroom.

For the 21-22 school year, Campus Leaders and Instructional Specialists will clearly define roles to help grow teachers.

Staff Quality, Recruitment, and Retention Strengths

Our strength here is that many of the teachers that left were not willing or able to put forward the amount of work needed to help our students be successful. Because of the change in perception of the district, we have been able to recruit veteran teachers with quality years of experience and success in the areas of their teaching. The campus currently has only hired 1 teacher with no prior experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pine Tree Middle School utilizes the TEKS Resource System as the curriculum management portal.

Teachers across the district collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement and examining student work to ensure alignment in content, context, and cognition type of the student expectations in the TEKS. Based upon best practices, teachers are required to submit lesson plans 2 weeks prior to instruction. In those lesson plans, teachers are required to provide research based differentiation strategies for students below and above grade level. Teachers are required to place "seed questions" or questions that promote high order thinking strategies within their lessons. Teachers are also required to work to create common formative assessments for student learning.

The administrative staff will work to understand and implement the PLC model with greater fidelity.

All content areas in all grade levels will have daily lesson plans driven by common formative assessments that are tracked through DMAC. Student growth and achievement will be a by-product of the high quality instruction.

Curriculum, Instruction, and Assessment Strengths

We anticipate must greater alignment among curriculum, instruction, and assessment during the upcoming school year. In the spring teachers were working on lesson plans, pacing guides and assessments to ensure proper alignment.

Parent and Community Engagement

Parent and Community Engagement Summary

During the course of the school year, PTMS offered several opportunities for parents and community members to become involved in the campus. However, most of these events were poorly attended by parents. The school regularly sends notices home through the student, posts on Facebook, the Remind App and electronically through School Messenger. Most district events that we participated in were well attended, but not campus only events. During the 2020-2021 school year, we will be more systematic with how we communicate and what we do.

We offer numerous opportunities for parents to be involved in their students' learning including meet the teacher nights, parent/teacher conferences, fall and spring curriculum nights, GT parent nights, Spring semester Innovation Showcase, digital citizenship, and transition and campus orientation meetings for parents and students.

Our new parent liasian offered parent nights throughout the school year that are designed to encourage more participation from our Hispanic community.

Information is disseminated to parents through a monthly SMORE, Facebook announcements and through voluntary involvement in a campus wide Remind account.

A district dyslexia parent meeting is scheduled to discuss dyslexia characteristics, the dyslexia identification process, and tips to help their identified dyslexia students.

Eliminate barriers to the educational process:

Parents: Communicate in English/Spanish, provide transportation, assist parents of truant students in problem solving and solutions, provide learning opportunities throughout year for parents to assist students with early literacy practice. In the parent survey that was distributed district wide, parents overwhelming said they wish to be communicated with through electronic means such as Facebook and Remind rather than continuing to send paper home.

Educators: Survey needs for classroom and provide needed resources, use behavior interventionist to assist with TIER 1 behavior, provide professional development throughtout year based on data collection

Students: campus wide free breakfast, behavior intervention, academic intervention.

Parent and Community Engagement Strengths

Pine Tree Middle School utilizes School Messenger, district, campus, and teacher websites, and district and campus newsletters to communicate district/campus/classroom activities.

Pine Tree Middle School offers parent and student information in more than one language for all programs in the district. In addition, the campus, campus administrators, and teachers use Remind and Facebook to communicate.

The district employs a translator to translate district and campus documents as well as for district/campus meetings.

We welcome community volunteers at all campus functions.

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

We have added a bilingual parent liasion to our campus structures to help bridge some of the gaps with our Hispanic community.

School Context and Organization

School Context and Organization Summary

Pine Tree Middle School has a designated leadership team consisting of a grade level assistant principal and lead teachers that meet regularly with the campus principal. Meetings are conducted face to face as well as virtually. This allows for two-way feedback regarding campus happenings and decision making. We meet on an as needed basis for faculty meetings, with meetings held at least once a month. Other meetings may be held as necessary and may include topics such as reading proficiencies and the Redirect Program. Pine Tree Middle School has a campus improvement committee that meet periodically to review student academic achievement, the progression of the campus plan, and provide feedback regarding subsequent year's improvement planning.

Pine Tree Middle School has a Response to Intervention (RtI) task force to plan, implement, and evaluate both the campus and district's RtI program.

The district developed a Curriculum Team Drive to give campus staff ease of access to all curriculum documents.

The campus utilizes the Google drive to develop folders for administration ease of access for campus procedures.

School Context and Organization Strengths

The campus will continue to implement the RtI system to ensure every student is reviewed at least once a six weeks.

The campus will continue to utilize PLCs meetings weekly to review assessment data and collaboratively plan for instruction using the backwards design model focused on the four PLC questions. Teachers are required to have lesson plans available at least 2 weeks in advance prior to instruction.

Transition meetings will continue to be held to successfully move students from one campus to the next (this is done for campuses as a whole and special education students separately).

Technology

Technology Summary

PTISD was able to purchase campus chromebooks during the 20-21 school year. We have about 450 computers on campus for deployment for students. All core classes have a dedicated chromebook cart for use in class.

Technology Strengths

Purchase of keyboards for the Middle School to use with the iPads in ELAR classrooms.

Technology technicians helping staff more efficiently and in a timely manner.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 18, 2021

Goal 1: PTMS will increase the percentage of students that meet grade level standards on STAAR tests.

Performance Objective 1: PTMS will increase the percentage of students that meet grade level expectations on STAAR reading tests to 35%.

    Evaluation Data Sources: STAAR

Strategy 1 Details
Strategy 1: The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth in an effort to create a more well rounded education.
Strategy's Expected Result/Impact: Increase the percentage of students that meet grade level expectations on STAAR reading tests.
Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Interventionist , Dyslexia Teacher
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
Funding Sources: Campus Interventionist - 211- Title I Funds - $155,066
Strategy 2 Details
Strategy 2: The school will accurately identify, monitor and support using MAP assessment data focused on the performance of RtI students and provide prescriptive interventions for those students.
Strategy's Expected Result/Impact: Increase the percentage of students that meet grade level expectations on STAAR reading tests. Decrease student drop out rates.
Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Campus Interventionists
Title I Schoolwide Elements: 2.4, 2.6 - **Comprehensive Support Strategy**
Funding Sources: MAP - 163- Comp Ed Funds - $7,910
Strategy 3 Details
Strategy 3: The campus will use Developmental Reading Assessment 2 (DRA2) to identify students' root cause of reading difficulties to more appropriately place in reading intervention.
Strategy's Expected Result/Impact: Increased rate of improvement in reading level for struggling students
Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Interventionists
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Reading materials - 211- School Improvement Grant - $8,536

Strategy 4 Details

Strategy 4: Continue to use materials for RLA teachers in Kagan strategies and Fountas & Pinnell Guided Reading Classroom in order to improve the quality and effectiveness of Tier 1 instruction.

    Strategy's Expected Result/Impact: Improved effectiveness of Tier 1 instruction

    Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Interventionists

    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

    Funding Sources: Supplies - 211- School Improvement Grant - $20,000

Strategy 5 Details

Strategy 5: The campus will provide reading intervention through Read 180/System 44 and Fast ForWord for those students reading significantly below grade level.

    Strategy's Expected Result/Impact: Increase reading scores.

    Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Interventionists

    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**

    Funding Sources: Fast ForWord - 282 ESSER III - $5,100, Consulting Fee for Read 180/System 44 - 211- School Improvement Grant - $100, Read 180/System 44 - 163- Comp Ed Funds - $7,200

Strategy 6 Details

Strategy 6: The campus will provide After School Tutorials in Reading and Math to help students address specific deficit skills utilizing resources such as Benchmarks eBooks and IXL.

    Strategy's Expected Result/Impact: Increase reading and math scores.

    Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers

    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**

    Funding Sources: Benchmark eBooks - 282 ESSER III - $3,500

Goal 1: PTMS will increase the percentage of students that meet grade level standards on STAAR tests.

Performance Objective 2: PTMS will increase the percentage of students that meet grade level expectations on STAAR math tests to 45%.

    Evaluation Data Sources: STAAR

Strategy 1 Details

Strategy 1: The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
    Strategy's Expected Result/Impact: Increase the percentage of students that meet grade level expectations on STAAR math tests
    Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Interventionist (1 FTE), Bilingual Teachers, Inclusion teacher (1 FTE), Inclusion aides (2 FTE), Lifeskills aides
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**
    Funding Sources: Inclusion Teacher and Inclusion Aide Salaries - 224- IDEA B- SPED - $188,084

Strategy 2 Details

Strategy 2: The school will accurately identify, monitor and support the performance of RtI students and provide prescriptive interventions for those students.
    Strategy's Expected Result/Impact: Increase the percentage of students that meet grade level expectations on STAAR math tests. Decrease student drop out rates.
    Staff Responsible for Monitoring: Principal, Asst. Principals,
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3 Details

Strategy 3: PTMS will continue to use math manipulatives for students to use to build a foundation of understanding in numeracy.
    Strategy's Expected Result/Impact: Improved student performance on STAAR
    Staff Responsible for Monitoring: Principal, Asst. Principals, Classroom Teachers
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Goal 1: PTMS will increase the percentage of students that meet grade level standards on STAAR tests.

Performance Objective 3: PTMS will increase the percentage of students that meet grade level expectations on STAAR science to 35%.

Evaluation Data Sources: STAAR results

Strategy 1 Details

Strategy 1: Utilize materials and resources such as STEMSCopes science for use by science teachers to improve the quality and rigor of classroom instruction.
    Strategy's Expected Result/Impact: Improved student performance on STAAR
    Staff Responsible for Monitoring: Principal, Director, Quality of Education
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

Goal 2: Pine Tree Middle School will recruit, support, and retain the highest quality staff.

Performance Objective 1: Pine Tree Middle School will continue to implement systems to support, recruit and retain high quality staff.

    Evaluation Data Sources: Reduced teacher turn over rate, University Recruitment fair attendance.

Strategy 1 Details
Strategy 1: Provide mentors to all new to PTISD teachers to provide additional supports throughout the school year.
Strategy's Expected Result/Impact: Increased teacher retention rate.
Staff Responsible for Monitoring: Principal, Asst. Principals, Campus Mentors

Strategy 2 Details
Strategy 2: Provide training for RLA teachers in Kagan strategies and Fountas & Pinnell Guided Reading Classroom in order to improve the quality and effectiveness of Tier 1 instruction.
Strategy's Expected Result/Impact: Improved quality of Tier 1 classroom instruction
Staff Responsible for Monitoring: Principal, Asst. Principals
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

Strategy 3 Details
Strategy 3: Recruit and train appropriate staff that provide services Emergent Bilingual (EB) students.
Strategy's Expected Result/Impact: All teachers serving EB students will be ESL certified.
Staff Responsible for Monitoring: Campus Administrators, Coordinator of Special Programs (1 FTE)
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
Funding Sources: Coordinator Special Programs - 211- Title I Funds - $73,000

Goal 2: Pine Tree Middle School will recruit, support, and retain the highest quality staff.

Performance Objective 2: Pine Tree Middle School will strengthen the relationships among all stakeholders.

Evaluation Data Sources: Family Celebrations, All In Expectations; Parent Sign In Sheets

Strategy 1 Details
Strategy 1: PTMS will actively participate in a series of events throughout the school year designed to strengthen relationships among all staff. **Strategy's Expected Result/Impact:** Build upon and nurture the family relationship among staff members. **Staff Responsible for Monitoring:** Principal, Asst. Principals, Counselor
Strategy 2 Details
Strategy 2: We will provide multiple opportunities each semester for parents to participate in school functions and events. **Strategy's Expected Result/Impact:** Strengthen relationships between school and home. **Staff Responsible for Monitoring:** Principal, Asst. Principals, Counselor

Goal 2: Pine Tree Middle School will recruit, support, and retain the highest quality staff.

Performance Objective 3: Teachers will engage in relevant professional learning based upon individualized needs and goals and campus needs and goals.

Evaluation Data Sources: Sign In Sheets, TTESS Goal Setting Meetings, Attendance at Outside Training Events, Classroom Observations.

Strategy 1 Details
Strategy 1: Teachers, in collaboration with team members and administrative staff, will develop personal and professional goals that will improve student performance.
Strategy's Expected Result/Impact: Increase the percentage of students that meet grade level expectations on STAAR tests.
Staff Responsible for Monitoring: Principal, Asst. Principals
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**

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

Performance Objective 1: PTMS will provide mentoring and school counseling for all students, including children, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities by designing and implementing a locally tailored plan to reduce exclusionary practices and instead focus on positive behavioral supports and interventions in order to improve academic outcomes.

    Evaluation Data Sources: Student discipline data, PBMAS report, TAPR Report

Strategy 1 Details

Strategy 1: Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.
    Strategy's Expected Result/Impact: PEIMS data for discipline, PBMAS report, TAPR Report, Increased attendance rates
    Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Teachers, Behavior Interventionist

Strategy 2 Details

Strategy 2: Facilitate character development through a variety of different systems to address issues such as anti-bullying, violence prevention, harassment prevention.
    Strategy's Expected Result/Impact: Increased utilization of PBIS strategies. Increased attendance rates
    Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Teachers, Behavior Interventionist, District Wide Counselor

Strategy 3 Details

Strategy 3: Continue to use appropriate systems to reinforce positive student behavior.
    Strategy's Expected Result/Impact: Reduced discipline referrals, PEIMS data, PBMAS Report, TAPR Report, Increased attendance rates.
    Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Teachers
    TEA Priorities: Improve low-performing schools

Strategy 4 Details

Strategy 4: Ensure all students have access to physical education programs throughout the school year, including access and participation in the Fitness Gram.
    Strategy's Expected Result/Impact: Increase in physical fitness of students.
    Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Physical Education Teachers

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

Performance Objective 2: Reduce violent and illegal drug use among students.

   Evaluation Data Sources: Discipline data, PBMAS report

Strategy 1 Details

Strategy 1: Conduct character education lessons that focus on better ways to manage conflict, both verbal and physical aggression, and say no to drugs
   Strategy's Expected Result/Impact: Reduction in offenses in these two categories.
   Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor

Strategy 2 Details

Strategy 2: LEA counselors developed a local system to support the social and emotional well-being of students PK-12 to support PTISD students based on their needs.
   Strategy's Expected Result/Impact: Well rounded students, decrease in discipline referrals
   Staff Responsible for Monitoring: Principal, Counselors, Lead Counselor

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

Performance Objective 3: Increase student attendance

   Evaluation Data Sources: Daily Attendance Report, TAPR Report

Strategy 1 Details
Strategy 1: Monitor daily attendance report for all grade levels.
Strategy's Expected Result/Impact: Be better able to determine if there are trends and patterns in student attendance.
Staff Responsible for Monitoring: Principal, Asst. Principals, PIEMS Secretary

Strategy 2 Details
Strategy 2: Be proactive in working with students and parents that are having attendance issues.
Strategy's Expected Result/Impact: Decrease the number of students that reach 10 or more unexcused absences during the school year.
Staff Responsible for Monitoring: Principal, Asst. Principal, PIEMS Secretary, Campus Attendance Committee

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

Performance Objective 4: PTISD will increase student participation in reading outside of the normal school day.

    Evaluation Data Sources: Increased STAAR reading scores across the district.

Strategy 1 Details

Strategy 1: Monitor district wide Page Turners program.
    Staff Responsible for Monitoring: Principals, Executive Director Quality of Education
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Performance Objective 5: PTMS will increase the ability of students to be better prepared for life after school (12th grade - CCMR).

Evaluation Data Sources: Graduation rates increased, attendance increased, drop outs decreased, CEER Enrollment, Dual Credit Enrollment, AP and PreAP Enrollment, Enrollment in Robotics and Engineering Courses.

Strategy 1 Details
Strategy 1: PTISD, in conjunction with campuses, will create and monitor a CEER (Communications, Engineering, Entrepreneurship, and Robotics) program at grades 1-8.
Strategy's Expected Result/Impact: Graduation rates increased, attendance increased, drop outs decreased, CEER Enrollment, Dual Credit Enrollment, AP and PreAP Enrollment, Enrollment in Robotics and Engineering Courses.
Staff Responsible for Monitoring: Principals, Asst. Principals, Executive Director of Quality Education, Asst. Superintendents
TEA Priorities: Connect high school to career and college

Goal 4: Pine Tree Middle School will partner with parents and community members to build capacity in families to better support and meet the needs of all students.

Performance Objective 1: Inform parents of the need to be positively involved in their child's education.

    Evaluation Data Sources: Sign in Sheets, Parent Survey

Strategy 1 Details

Strategy 1: Hold regular events on campus that highlight positive steps parents can take to help their child(ren) to be successful
    Strategy's Expected Result/Impact: Increased parent involvement in and out of school.
    Staff Responsible for Monitoring: Principal, Asst. Principal, Parent Liaison (.50 FTE)
    Title I Schoolwide Elements: 3.1, 3.2
    Funding Sources: Salary - Parent Liason - 282 ESSER III - $34,069

Strategy 2 Details

Strategy 2: Development and distribution of a campus/family engagement plan through the Site Based Committee.
    Strategy's Expected Result/Impact: Increased parent involvement in and out of school.
    Staff Responsible for Monitoring: Principal, Asst. Principal, SBDM
    Title I Schoolwide Elements: 3.1

Strategy 3 Details

Strategy 3: Have multiple opportunities and means for parents and community members to access the campus Title I plan.
    Strategy's Expected Result/Impact: More parents are informed of the current Title I plan for the campus.
    Staff Responsible for Monitoring: Principal, Asst. Principal, SBDM
    Title I Schoolwide Elements: 3.1