Pine Tree Independent School District

Pine Tree Middle

2019-2020 Campus 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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Demographics Summary

The campus enrollment for the 2018-2019 school year was 691 students. This was a decrease of 33 students from the previous school year. The ethnic breakdown consists of: 24.02% African American, 36.9% Hispanic, and 33.43% White. There was a slight decrease in the African American subgroups while there were slight increases in the White and Hispanic subgroups from the previous school year. The campus's economically disadvantaged population decreased from 72.34% to 67.73%. English Language Learners (ELL) increased from 17.03% to 19.83%. At-risk students decreased from 70.7% to 68.2%. The campus's enrollment by program for the 2018-2019 school year includes: Bilingual education (15.92%), Career & Technical Education (0%), Gifted & Talented (6.37%), and Special Education (12.01%).

The campus enrollment for the 2017-2018 school year was 724 students. This was an increase of 8 students from the previous school year. The ethnic breakdown consists of: 25.14% African American, 36.74% Hispanic, and 32.6% White. There were slight increases in the African American and Hispanic subgroups while there was a slight decrease in the White subgroup from the previous school year. The campus's economically disadvantaged population increased from 66.0% to 72.34%. English Language Learners (ELL) decreased from 17.3% to 17.03%. At-risk students increased from 53.8% to 70.7%. The campus's enrollment by program for the 2017-2018 school year includes: Bilingual education (13.62%), Career & Technical Education (0%), Gifted & Talented (7.22%), and Special Education (9%).

The campus enrollment for the 2016-2017 school year was 716 students. This was an increase of 30 students from the previous year. The campus enrollment as of the 2015-2016 TAPR report was 686, an increase of 20 students from the prior year. The ethnic breakdown consists of: 23.2% African-American, 35.7% Hispanic, and 36.4% White. There was a slight increase in both the African American and Hispanic subgroup while there was a slight decrease in the White subgroup from the previous school year. The campus's economically disadvantaged population increased from 63.8% to 66.0%. English Language Learners (ELL) increased from 16.7% to 17.3%. At-risk students decreased from 54.4% to 53.8%. The campus's enrollment by program for the 2016-2017 school year includes: Bilingual education (14.9%), Career & Technical Education (0%), Gifted & Talented (7.6%), and Special Education (8.9%).

The campus's attendance rate has remained relatively consistent over the past seven years: 96.5% (2011-12), 96.0% (2012-13), 96.2% (2013-2014), 95.9% (2014-2015) and 96.4% (2016-2017), 95.75% (2017-2018), 96.29% (2018-2019)

Student enrollment numbers have fluctuated over the past seven years. In 2011-12, the student enrollment was 684; in 2012-13, the student enrollment was 658; in 2013-14, the student enrollment was 684; in 2014-15 the student enrollment was 666 and in 2015-2016 the enrollment was 686.

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

2019 STAAR 5th Grade Reading Data (Number in parentheses represents change from the 2018 test): On the first administration of the test, 56% (-1%) of students scored Approaches Grade Level. 31% (-1%) of students went on to score Meets Grade Level with 17% (+5%) reaching the standard for Masters Grade Level. 46% (+6%) of African American students, 47% (-9%) of Hispanic students, 69% (-3%) of White students and 62% (+12%) of 2 or more races meet the standard for Approaching Grade Level. 48% (-5%) of Economically Disadvantaged students, 26% (+13%) of Special Education students and 33% (-11%) of LEP students met the Standard on the first administration of the STAAR reading test. After completing the second administration of the test, 68% (+3%) of students scored Approaches Grade Level. 63% (+12%) of African American students, 58% (-7%) of Hispanic students, 80%(+3%) of White students and 67%(+17%) of 2 or more races meet the standard for Approaches Grade Level. 59% (-2%) of Economically Disadvantaged students, 32% (+16%) of Special Education students and 41% (-13%) of LEP students met the Standard by the second administration of the STAAR reading test.

2019 STAAR 6th Grade Reading Data (Number in parentheses represents change from the 2018 test): On the test, 52%(0%) of students scored Approaches Grade Level. 25%(+3%) of students went on to score Meets Grade Level with 11%(+3%) reaching the standard for Masters Grade Level. 33%(-2%) of African American students, 51%(+1%) of Hispanic students, 67%(+4%) of White students and 67% (+11%) of 2 or more races meet the standard for Approaching Grade Level. 44%(0%) of Economically Disadvantaged students, 9% (-16%) of Special Education students and 37% (+17%) of LEP students met the Standard on the STAAR reading test. 69% (-1%) of students showed limited growth, 26%(+2%) showed expected growth, and 6%(0%) showed accelerated growth. The results show a negative trend in growth for all students with an increase in the percentage of students that did not meet acceptable growth targets.

2019 STAAR 5th Grade Math Data (Number in parentheses represents change from the 2018 test): On the first administration of the test, 78% (+6%) of students scored Approaches Grade Level. 47% (+14%) of students went on to score Meets Grade Level with 27% (+12%) reaching the standard for Masters Grade Level. 75%(+21%) of African American students, 76% (-1%) of Hispanic students, 80% (-3%) of White students and 86% (+28%) of 2 or more races meet the standard for Approaching Grade Level. 73% (+5%) of Economically Disadvantaged students, 45% (+11%) of Special Education students and 70% (-1%) of LEP students met the Standard on the first administration of the STAAR math test. After completing the second administration of the test, 86% (+4%) of students scored Approaches Grade Level. 81% (+7%) of African American students, 89% (+4%) of Hispanic students, 84% (-4%) of White students and 90%(+23%) of 2 or more races meet the standard for Approaches Grade Level. 87% (+9%) of Economically Disadvantaged students, 65% (+18%) of Special Education students and 87% (+10%) of LEP students met the Standard by the second administration of the STAAR math test.

2018 STAAR 6th Grade Math Data: On the test, 69% (+5%) of students scored Approaches Grade Level. 29% (-1%) of students went on to score Meets Grade Level with 11% (+1%) reaching the standard for Masters Grade Level. 50% (+1%) of African American students, 76% (+11%) of Hispanic students, 78% (+5%) of White students and 56% (-7%) of 2 or more races meet the standard for Approaches Grade Level. 62% (+3%) of Economically Disadvantaged students, 36% (+4%) of Special Education students and 78% (+31%) of LEP students met the Standard on the STAAR reading test. 61% (+6%) of students showed limited growth, 33% (-8%) showed expected growth, 7% (+3%). The results show a negative trend in growth for most students with an increase in the percentage of students that did not meet acceptable growth targets.

2019 STAAR 5th
Grade Level. 31% (+11%) of students went on to score Meets Grade Level with 12% (+8%) reaching the standard for Masters Grade Level. 33% (-1%) of African American students, 51% (-4%) of Hispanic students, 68% (-3%) of White students and 68% (+26%) of 2 or more races meet the standard for Approaching Grade Level. 45% (-2%) of Economically Disadvantaged students, 30% (+15%) of Special Education students and 37% (-4%) of LEP students met the Standard on the STAAR reading test. There is no growth measure for 5th grade science. The results show little change overall.

2018 STAAR 5th Grade Reading Data (Number in parentheses represents change from the 2017 test): On the first administration of the test, 57% (-1%) of students scored Approaches Grade Level. 32% (+1%) of students went on to score Meets Grade Level with 12% (-1%) reaching the standard for Masters Grade Level. 40% (-5%) of African American students, 56% (+5%) of Hispanic students, 72% (+1%) of White students and 50% (-17%) of 2 or more races meet the standard for Approaching Grade Level. 53% (+3%) of Economically Disadvantaged students, 13% (-20%) of Special Education students and 44% (+11%) of LEP students met the Standard on the first administration of the STAAR reading test. After completing the second administration of the test, 65% (-1%) of students scored Approaches Grade Level. 51% (-2%) of African American students, 65% (+3%) of Hispanic students, 77%(-1%) of White students and 50%(-21%) of 2 or more races meet the standard for Approaches Grade Level. 61% (+2%) of Economically Disadvantaged students, 16% (-25%) of Special Education students and 54% (+7%) of LEP students met the Standard by the second administration of the STAAR reading test.

2018 STAAR 6th Grade Reading Data (Number in parentheses represents change from the 2017 test): On the test, 52%(-10%) of students scored Approaches Grade Level. 22%(-8%) of students went on to score Meets Grade Level with 8%(-5%) reaching the standard for Masters Grade Level. 35% (-27%) of African American students, 50%(-3%) of Hispanic students, 63%(-6%) of White students and 56% (-32%) of 2 or more races meet the standard for Approaching Grade Level. 44%(-13%) of Economically Disadvantaged students, 25% (+9%) of Special Education students and 20% (+1%) of LEP students met the Standard on the STAAR reading test. 70% (+15%) of students showed limited growth, 24%(-6%) showed expected growth, and 6%(-3%) showed accelerated growth. The results show a negative trend in growth for all students with an increase in the percentage of students that did not meet acceptable growth targets.

2018 STAAR 5th Grade Math Data (Number in parentheses represents change from the 2017 test): On the first administration of the test, 72% (+6%) of students scored Approaches Grade Level. 33% (+2%) of students went on to score Meets Grade Level with 15% (0%) reaching the standard for Masters Grade Level. 54%(-2%) of African American students, 77% (+14%) of Hispanic students, 83% (+9%) of White students and 58% (0%) of 2 or more races meet the standard for Approaching Grade Level. 68% (+11%) of Economically Disadvantaged students, 34% (+1%) of Special Education students and 71% (+21%) of LEP students met the Standard on the first administration of the STAAR math test. After completing the second administration of the test, 82% (+9%) of students scored Approaches Grade Level. 74% (+13%) of African American students, 85% (+14%) of Hispanic students, 88% (+5%) of White students and 67%(-8%) of 2 or more races meet the standard for Approaches Grade Level. 79% (+13%) of Economically Disadvantaged students, 47% (+6%) of Special Education students and 77% (+14%) of LEP students met the Standard by the second administration of the STAAR math test.

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2018 STAAR 5th Grade Science Data (Number in parentheses represent change from the 2017 test): On the test, 54% (0%) of students scored Approaches Grade Level. 20% (-9%) of students went on to score Meets Grade Level with 4% (-4%) reaching the standard for Masters Grade Level. 34% (0%) of African American students, 55% (+4%) of Hispanic students, 71% (+2%) of White students and 42% (-8%) of 2 or more races meet the standard for Approaching Grade Level. 47% (+1%) of Economically Disadvantaged students, 15% (-12%) of Special Education students and 41% (+11%) of LEP students met the Standard on the STAAR reading test. There is no growth measure for 5th grade science. The results show little change overall.

Pine Tree Middle School is continuing to increase the percentage of students who are served in an inclusion model with the support of a professional or para-professional employee in an effort to increase academic rigor and exposure to the curriculum for students with disabilities.

In an effort to focus on continuous school improvement, the CIA department and the campus principal have a data cohort meeting after each local and state assessment administration to deconstruct the achievement data. An instructional plan is developed with specific, targeted recommendations. The CIA Curriculum Coordinators, in addition to campus personnel, provide additional support to teachers. The district also employs Academic specialists on designated campuses.

2017 STAAR 5th Grade Reading Data (Number is parentheses represents change from the 2016 test): On the first administration of the test, 58%(-6%) of students scored Approaches Grade Level. 31%(-7%) of students went on to score Meets Grade Level with 13%(-5%) reaching the standard for Masters Grade Level. 45%(-16%) of African American students, 51%(-4%) of Hispanic students, 71%(-2%) of White students and 67%(-16%) of 2 or more races meet the standard for Approaches Grade Level. 50%(-6%) of Economically Disadvantaged students, 33%(0%) of Special Education students and 33%(0%) of LEP students met the Standard on the first administration of the STAAR reading test. After completing the third administration of the test, 66%(-7%) of students scored Approaches Grade Level. 53%(-16%) of African American students, 62%(-2%) of Hispanic students, 78%(-6%) of White students and 71% (-29%) of 2 or more races meet the standard for Approaches Grade Level. 59%(-7%) of Economically Disadvantaged students, 41%(+8%) of Special Education students and 47%(+4%) of LEP students met the Standard by the final administration of the STAAR reading test. 33%(-5%) of students went on to score Meets Grade Level with 13%(-5%) reaching the standard for Masters Grade Level. 40%(+15%) of students showed limited growth, 31%(-11%) showed expected growth, 15%(-6%) showed accelerated growth and 15%(+2%) had no growth information. The results show decreases in overall scores and every sub population except Special Education students and LEP students. The results also show a negative trend in growth for students with an increase in the percentage of students that did not meet acceptable growth targets.

2017 STAAR 6th Grade Reading Data (Number is parentheses represents change from the 2016 test): On the test, 62%(-2%) of students scored Approaches Grade Level. 30%(0%) of students went on to score Meets Grade Level with 13%(0%) reaching the standard for Masters Grade Level. 62%(+15%) of African American students, 53%(-1%) of Hispanic students, 69%(-14%) of White students and 88%(+11%) of 2 or more races meet the standard for Approaches Grade Level. 57%(0%) of Economically Disadvantaged students, 16%(-12%) of Special Education students and 19%(-20%) of LEP students met the Standard on the STAAR reading test. 55%(+9%) of students showed limited growth, 31%(-7%) showed expected growth, 9%(-3%) showed accelerated growth and 5%(+1%) had no growth information. The results show decreases overall except for African American students and Multiracial students. The results also show a negative trend in growth for all students with an increase in the percentage of students that did not meet acceptable growth targets.

2017 STAAR 5th Grade Math Data (Number is parentheses represent change from the 2016 test): On the first administration of the test, 66%(-3%) of students scored Approaches Grade Level. 31%(+5%) of students went on to score Meets Grade Level with 15%(+4%) reaching the standard for Masters

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2017 STAAR 6th Grade Math Data: On the test, 68%(-3%) of students scored Approaches Grade Level. 25%(-10%) of students went on to score Meets Grade Level with 7%(-5%) reaching the standard for Masters Grade Level. 61%(+15%) of African American students, 62%(-10%) of Hispanic students, 78%(-7%) of White students and 88%(+3%) of 2 or more races meet the standard for Approaches Grade Level. 63%(-2%) of Economically Disadvantaged students, 29%(+3%) of Special Education students and 41%(-21%) of LEP students met the Standard on the STAAR reading test. 47%(+14%) of students showed limited growth, 42%(-10%) showed expected growth, 6%(-6%) showed accelerated growth and 5%(+3%) had no growth information. The results show decreases overall except for African American students and Multiracial students. The results also show a negative trend in growth for all students with an increase in the percentage of students that do not meet acceptable growth targets.

2017 STAAR 5th Grade Science Data (Number is parentheses represent change from the 2016 test): On the test, 54%(-15%) of students scored Approaches Grade Level. 29%(+1%) of students went on to score Meets Grade Level with 8%(0%) reaching the standard for Masters Grade Level. 34%(-27%) of African American students, 51%(-7%) of Hispanic students, 69%(-17%) of White students and 50%(-17%) of 2 or more races meet the standard for Approaching Grade Level. 46%(-19%) of Economically Disadvantaged students, 27%(-2%) of Special Education students and 30%(-2%) of LEP students met the Standard on the STAAR reading test. There is no growth measure for 6th grade science. The results show large decreases overall.

The Middle School received a $150,000.00 School Improvement Grant because of student acheivement on STAAR for 2017-2018. Funds from this grant will be used to improve student achievement in reading by strengthen tier 1 instruction through the purchase of Kagan training and materials, purchase of Fountas & Pinnell Guided reading classroom kits for ELAR teachers, improve identification of root cause of student reading difficulties resulting in improved placement in intervention through the purchase and use of DRA2, strengthen the quality of reading interventions provided through the puchase and use of READ 180 and System 44, and additional Tier 1&2 with Foutnas & Pinnell implementation training from Kathy Newsom . Funds from this grant will be used to improve student achievement in math through the purchase math manipulatives for the students to use to build an understanding of numeracy. Student acheivement in science will be improved through the purchase and use of Mentoring Minds science. After school tutorials will also be implemented for selected students. Teachers and bus drivers will be paid with School Improvement Grant funds.

Student Achievement Strengths

Campus data shows improvement in almost every areas of STAAR testing.

5th Grade Reading saw increases overall in Approaches and Masters.

5th Grade Math saw increases overall in Approcahes, Meets and Masters.

5th Grade Science saw increases overall in Approaches, Meets and Masters.

6th Grade Reading saw increases overall in Meets and Masters

6th Grade Math saw increases overall in Approaches and Masters

Scores were equal in 5th Grade Reading Meets and 6th Grade Reading Approaches.

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. **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. **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. **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. **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 declined sharply during the 18-19 school year. Referrals decreased from 1,044 in 17-18 to 557 in 18-19, a 47% decrease in referrals. The school saw a decrease in ISS and OSS Placements during the 18-19 school year. The campus saw an increase in DAEP Placements during the school year. Teachers continue to report their biggest issues as disrespect/insubordination and keeping hand and feet to self (scuffling/hitting/fighting). However, these issues have declined sharply from the previous school year. The new 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. Minor infractions resulted in students being assigned to After School Detention. PTMS students served 916 ASDs first semester and 890 second semester for a total of 1806 ASDs. We will continue to monitor ASDs in future years.

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.

Teachers have set procedures to follow to incorporate positive behavior intervention strategies with students. Veteran and new teachers have been trained on proper campus' CHAMPS procedures and are required to utilize CHAMPS classroom procedures as well.

PTMS will be creating and designing a game room for the 19-20 school. The game room will be used to reinforce positive behavior expectations for students.

School Culture and Climate Strengths

The campus fully embraced changes to the discipline system as outlined by the new superintendent. The new model has increased 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 PTMS has had 11 teachers resign from the teaching on campus next year. While this number is relatively consistent with the number of resignations last year, the reading and math departments have been relatively unchanged for the 19-20 school year. The campus will look to replace all 5th grade science teachers for the upcoming school year.

Staff attendance, a concern in previous school years, was helped this year. PTMS saw a 27% decrease 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 18-19 school year. However, the program was not as effective as we would have liked. To improve the effectiveness of the program, mentor teachers will be specifically assigend based upon the following criteria: same content or same hallway. Guidelines will be created to help mentors interact with mentees. The campus is working on a plan to ensure that mentors and mentees have a chance to observe one another during the school day.

For the 19-20 school year, Leadership Cubed is being used as a way to help zero based and struggling teachers to strive for excellence in the classroom.

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 2 teachers with no prior experience.

In addition, because of the changes we have made to made to make it easier for teachers to teach and students to learn, our teacher attendance rate has gone up. Teachers want to be here and they want to be in their classrooms.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Campus teacher turnover rate, especially in core content areas, is high. **Root Cause**: Administrative staff failed to consistently build positive campus culture.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the 2019-2020 school year, teachers will be reintroduced to the concepts of a Professional Learning Community. PLCs, while still used on campus during the 18-19 school, were not heavily regulated. Time will be taken at the start of the school year to set expectations with teachers and get them planned ahead.

During the 19-20 school year, PTMS will revert back to a 60 minute class period for all instruction. Core classes of reading, science, math and writing/SS will be offered to all students. Each student will also have 2 electives and PE during the school day. In addition to these core classes, the campus has been able to restructure to add Tier 2 interventionists for reading and math, a conversational Spanish class to target our struggling ELL learners and an additional Tier 3 reading interventionist.

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

With the redesign of the master schedule, we will have built in, content specific specialists in math and science on campus able to help with instructional practices. The coordinators will work with teachers and students in an effort to provide more engaging and relevant instruction. These coordinators will also ensure the proper use of data to help drive instruction.

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 2019-2020 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 will be offering 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

Pine Tree Middle School has access to student iPads to enrich the curriculum and expand learning opportunities for all students. The district also expanded the number of iPad carts from 2 carts to 10 carts at the Middle School.

Through a grant, PTMS was able to add 4 chromebook carts and about 100 chromebooks to campus. These devices will continue to be deployed in future years.

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

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.

Root Cause 1: The campus focus was on school wide and classroom discipline.

Problem Statement 1 Areas: Student Achievement

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.

Root Cause 2: The campus focus was on school wide and classroom discipline.

Problem Statement 2 Areas: Student Achievement

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.

Root Cause 3: Administrators and teachers failed to effectively identify and target specific deficit skills in students.

Problem Statement 3 Areas: Student Achievement

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.

Root Cause 4: Administrators and teachers failed to effectively identify and target specific deficit skills in students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Campus teacher turnover rate, especially in core content areas, is high.

Root Cause 5: Administrative staff failed to consistently build positive campus culture.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 06, 2019

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 from 31% to 41%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.	2.4, 2.5, 2.6	Principal, Asst. Principals, Academic Specialist (3 FTE), Dyslexia Teacher, Bilingual Teachers (2 FTE)	Increase the percentage of students that meet grade level expectations on STAAR reading tests.			
Funding Sources: 163- Comp Ed Funds - 54607.00, 211- Title I Funds - 159234.00						
2) The school will accurately identify, monitor and support the performance of RtI students and provide prescriptive interventions for those students.	2.4, 2.6	Principal, Asst. Principals	Increase the percentage of students that meet grade level expectations on STAAR reading tests. Decrease student drop out rates.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.6	Principal, Asst. Principals, Curriculum Coordinator	Increased rate of improvement in reading level for struggling students			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**May**
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Continue to use materials for English Language Arts teachers in Kagan strategies and Fountas & Pinnell Guided Reading Classroom in order to improve the quality and effectiveness of Tier 1 instruction.	2.4, 2.6	Principal, Asst. Principals, Curriculum Coordinator	improved effectiveness of Tier 1 instruction			
	Funding Sources: 211- Title I Funds - 0.00					
TEA Priorities Build a foundation of reading and math 5) The campus will provide reading intervention through Read 180 and System 44 for those students reading significantly before grade level.	2.4, 2.5, 2.6	Principal, Asst. Principals, Reading Interventionists (2)	Increase reading scores.			
	Funding Sources: 211- School Improvement Grant - 0.00					
TEA Priorities Build a foundation of reading and math 6) The campus will provide After School Tutorials in Reading and Math to help students address specific deficit skills.	2.4, 2.5, 2.6	Principal, Asst. Principals, Teachers	Increase reading and math scores.			
	Funding Sources: 211- School Improvement Grant - 18705.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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 from 40% to 45%.

    Evaluation Data Source(s) 2: STAAR

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.	2.4, 2.5, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE), Bilingual Teachers (2 FTE)	Increase the percentage of students that meet grade level expectations on STAAR math tests			
Funding Sources: 211- Title I Funds - 54607.00, 163- Comp Ed Funds - 159234.00						
TEA Priorities Build a foundation of reading and math 2) The school will accurately identify, monitor and support the performance of RtI students and provide prescriptive interventions for those students.	2.4, 2.6	Principal, Asst. Principals,	Increase the percentage of students that meet grade level expectations on STAAR reading tests. Decrease student drop out rates.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) PTMS will continue to use math manipulatives for students to use to build a foundation of understanding in numeracy.	2.4, 2.5, 2.6	Principal, Asst. Principals, Classroom Teachers, Curriculum Coordinator	Improved student performance on STAAR			
100% = Accomplished 0% = No Progress ✕ = Discontinue						

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 from 56% to 65%.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Purchase materials for use by science teachers to improve the quality and rigor of classroom instruction.	2.4, 2.6	Principal, Elementary Math & Science Coordinator	Improved student performance on STAAR			
Funding Sources: 211- Title I Funds - 5200.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						
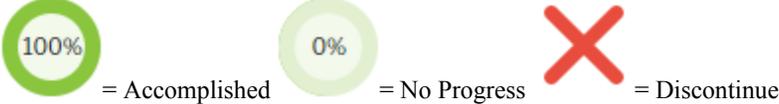
Goal 2: PTMS will increase the percentage of students that meet appropriate growth measures on STAAR tests.

Performance Objective 1: PTMS will increase the percentage of students that meet the growth measure on STAAR reading tests from 46% to 56%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs. Students will be grouped in small groups to address specific deficit skills to ensure students meet or exceed growth measures.	2.4, 2.5, 2.6	Principal, Asst. Principals, Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR reading tests.			
TEA Priorities Build a foundation of reading and math 2) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to increase the number of students that score at Meets Grade Level and Exceeds Grade Level expectations.	2.4, 2.5, 2.6	Principal, Asst. Principals, Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR reading tests.			
TEA Priorities Build a foundation of reading and math 3) Implement after school tutorials in English Language Arts to target students at risk of not passing or failing to meet growth measure on STAAR reading.	2.4, 2.5, 2.6	Principal, Assistant Principals, Classroom teachers	Improved student performance on STAAR reading			
Funding Sources: 211- School Improvement Grant - 18705.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**May**
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Continue to use System 44 and Read 180 reading interventions and associated technology needed for the programs. Implement interventions with fidelity as a Tier 3 intervention. Purchase additional items as needed.	2.4, 2.5, 2.6	Principal, Curriculum Coordinator, Director of Technology	Improved student reading levels			
	Funding Sources: 211- School Improvement Grant - 5000.00					
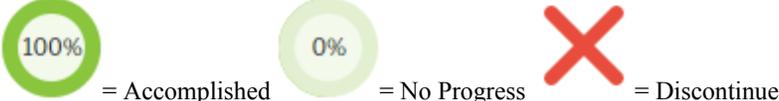
100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: PTMS will increase the percentage of students that meet appropriate growth measures on STAAR tests.

Performance Objective 2: PTMS will increase the percentage of students that meet the growth measure on STAAR math tests from 53% to 63%.

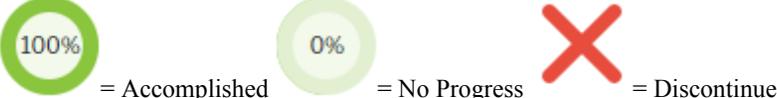**Evaluation Data Source(s) 2:** STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs. Students will be grouped in small groups to address specific deficit skills to ensure students meet or exceed growth measures.	2.4, 2.5, 2.6	Principal, Asst. Principals, Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR math tests.			
TEA Priorities Build a foundation of reading and math 2) Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to increase the number of students that score at Meets Grade Level and Exceeds Grade Level expectations.	2.4, 2.5, 2.6	Principal, Asst. Principals, Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR math tests.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implement after school tutorials for student at risk of failing or not meeting growth measure on STAAR math.	2.4, 2.6	Principal, Assistant Principals, Classroom Teachers	Improved student performance on STAAR math.			
Funding Sources: 211- Title I Funds - 18705.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						
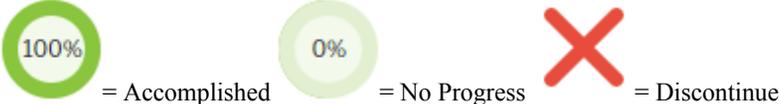
Goal 3: Pine Tree Middle School will recruit, support, and retain the highest quality staff.

Performance Objective 1: In an effort to reduce teacher turnover rate, Pine Tree Middle School will implement systems to support, recruit and retain high quality staff.

Evaluation Data Source(s) 1: Reduced teacher turn over rate, University Recruitment fair attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide mentors to all new to PTISD teachers to provide additional supports throughout the school year.		Principal, Asst. Principals, Campus Mentors	Increased teacher retention rate.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide training for English Language Arts teachers in Kagan strategies and Fountas & Pinnell Guided Reading Classroom in order to improve the quality and effectiveness of Tier 1 instruction.	2.4, 2.6	Principal, Secondary Asst. Principals, Curriculum Coordinators	Improved quality of Tier 1 classroom instruction			
100% = Accomplished		0% = No Progress	❌ = Discontinue			

Goal 3: 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 Source(s) 2: Family Celebrations, All In Expectations; Parent Sign In Sheets

    Summative Evaluation 2:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) PTMS will actively participate in a series of events throughout the school year designed to strengthen relationships among all staff.		Principal, Asst. Principals, Counselor	Build upon and nurture the family relationship among staff members.			
2) We will provide multiple opportunities each semester for parents to participate in school functions and events.		Principal, Asst. Principals, Counselor	Strengthen relationships between school and home.			
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 3: 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 Source(s) 3: Sign In Sheets, TTESS Goal Setting Meetings, Attendance at Outside Training Events, Classroom Observations.
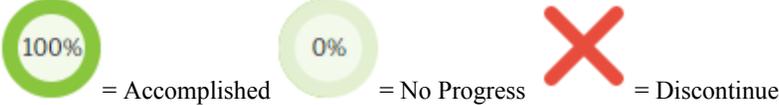
Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teachers, in collaboration with team members and administrative staff, will develop personal and professional goals that will improve student performance.	2.4, 2.5, 2.6	Principal, Asst. Principals	Increase the percentage of students that meet grade level expectations on STAAR tests.			
TEA Priorities Build a foundation of reading and math 2) Teachers will engage in regular collaborative learning structures to improve their knowledge, understanding, and implementation of professional learning communities.	2.4	Principal, Asst. Principal, Team Leads	Increase the cohesiveness of teams that leads to better alignment of curriculum, instruction and assessment.			
	100% = Accomplished		0% = No Progress		✕ = Discontinue	
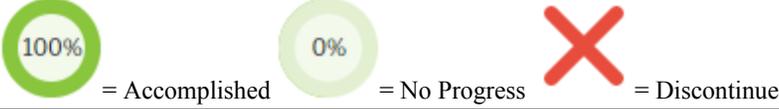
Goal 4: Pine Tree Middle School will boldly support the social and emotional needs of all students.

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 Source(s) 1: Student discipline data, PBMAS report, TAPR Report
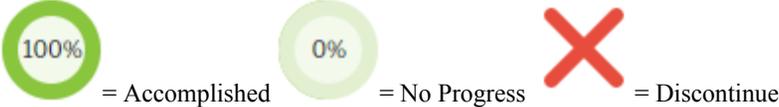
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.		Principal, Asst. Principals, Counselor, Teachers	PEIMS data for discipline, PBMAS report, TAPR Report, Increased attendance rates			
2) Facilitate character development through a variety of different systems to address issues such as anti bullying, violence prevention, harassment prevention.		Principal, Asst. Principals, Counselor, Teachers	Increased utilization of PBIS strategies. Increased attendance rates			
TEA Priorities Improve low-performing schools 3) Develop appropriate systems to reinforce positive student behavior.		Principal, Asst. Principal, Counselor, Teachers	Reduced discipline referrals, PEIMS data, PBMAS Report, TAPR Report, Increased attendance rates.			
Funding Sources: 237- Title IV, Part A SSAEP - 2000.00						
4) Ensure all students have access to physical education programs throughout the school year, including access and participation in the Fitness Gram.		Principal, Asst. Principal, Counselor, Physical Education Teachers	Increase in physical fitness of students.			
100% = Accomplished 0% = No Progress ❌ = Discontinue						

Goal 4: Pine Tree Middle School will boldly support the social and emotional needs of all students.

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

Evaluation Data Source(s) 2: Discipline data, PBMAS report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct character education lessons that focus on better ways to manage conflict, both verbal and physical aggression, and say no to drugs		Principal, Asst. Principals, Counselor	Reduction in offenses in these two categories.			
	100% = Accomplished		0% = No Progress	✕ = Discontinue		

Goal 4: Pine Tree Middle School will boldly support the social and emotional needs of all students.

Performance Objective 3: Increase student attendance

    Evaluation Data Source(s) 3: Daily Attendance Report, TAPR Report

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**May**
1) Monitor daily attendance report for all grade levels.		Principal, Asst. Principals, PIEMS Secretary	Be better able to determine if there are trends and patterns in student attendance.			
2) Be proactive in working with students and parents that are having attendance issues.		Principal, Asst. Principal, PIEMS Secretary, Campus Attendance Committee	Decrease the number of students that reach 10 or more unexcused absences during the school year.			
100% = Accomplished		0% = No Progress	✖ = Discontinue			
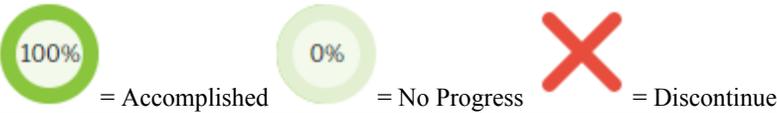
Goal 4: Pine Tree Middle School will boldly support the social and emotional needs of all students.

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

Evaluation Data Source(s) 4: Increased STAAR reading scores across the district.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Create and monitor district wide Page Turners program.	2.4, 2.5, 2.6	Principals, Curriculum Coordinators				
Funding Sources: 211- School Improvement Grant - 6000.00						

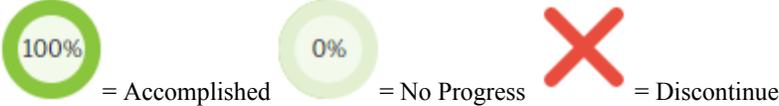100% = Accomplished   0% = No Progress   ✗ = Discontinue
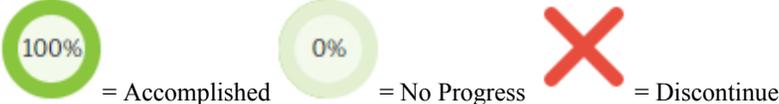
Goal 5: Pine Tree Middle School will partner with parents and community members to build capacity in families to better support and meet the needs of all students.

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

Evaluation Data Source(s) 1: Sign in Sheets, Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Hold regular events on campus that highlight positive steps parents can take to help their child (ren) to be successful	3.1, 3.2	Principal, Asst. Principal, Parent Liaison	Increased parent involvement in and out of school.			
2) Hold events off campus that allow the community to engage with school personnel in a non school environment.	3.1, 3.2	Principal, Asst. Principal, Parent Liaison	Increased parent involvement in and out of school.			
3) Development and distribution of a campus/family engagement plan through the Site Based Committee.	3.1	Principal, Asst. Principal, SBDM	Increased parent involvement in and out of school.			
4) Have multiple opportunities and means for parents and community members to access the campus Title I plan.	3.1	Principal, Asst. Principal, SBDM	More parents are informed of the current Title I plan for the campus.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
1	1	2	The school will accurately identify, monitor and support the performance of RtI students and provide prescriptive interventions for those students.
1	1	5	The campus will provide reading intervention through Read 180 and System 44 for those students reading significantly before grade level.
1	1	6	The campus will provide After School Tutorials in Reading and Math to help students address specific deficit skills.
1	2	1	The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.
2	1	1	Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs. Students will be grouped in small groups to address specific deficit skills to ensure students meet or exceed growth measures.
2	1	2	Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to increase the number of students that score at Meets Grade Level and Exceeds Grade Level expectations.
2	2	1	Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to meet students' needs. Students will be grouped in small groups to address specific deficit skills to ensure students meet or exceed growth measures.
2	2	2	Utilize data gathered through formative assessments to change instruction through responsive teaching and differentiation to increase the number of students that score at Meets Grade Level and Exceeds Grade Level expectations.
3	3	1	Teachers, in collaboration with team members and administrative staff, will develop personal and professional goals that will improve student performance.

District Funding Summary

211- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$159,234.00
1	1	4			$0.00
1	2	1			$54,607.00
1	3	1			$5,200.00
2	2	3			$18,705.00
				Sub-Total	$237,746.00

163- Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$54,607.00
1	2	1			$159,234.00
				Sub-Total	$213,841.00

237- Title IV, Part A SSAEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			$2,000.00
				Sub-Total	$2,000.00

211- School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	1	6			$18,705.00
2	1	3			$18,705.00
2	1	4			$5,000.00

211- School Improvement Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1			$6,000.00
				Sub-Total	$48,410.00
				Grand Total	$501,997.00