

Pine Tree Independent School District
Pine Tree Middle
2016-2017 Campus Improvement Plan



Mission Statement

The mission of Pine Tree Middle School is to create a challenging learning environment that encourages high expectations for success through high quality instruction that allows for individual differences and learning styles.

Vision

The vision of Pine Tree Middle school is to provide each student with a rich academic environment that promotes self-discipline, motivation, and excellence in learning.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

STAAR DATA

Math

5th grade shows marked improvement from last year and level three performance is on the increase. Areas of improvement would include Achievement Gap for AA, economically disadvantaged, and ELL/Bil. Another area of improvement is student growth.

6th grade math is same but the LEP students are scoring well.

Reading

5th grade reading had a good increase in passing rate and level 3 advanced rate. The commitment to stations seemed to pay off at the 5th grade. This group of students came in with 62% reading at the 3rd grade level or below according to STAR reading levels. 6th grade did not have the wholesale commitment to the stations and did not see the same success.

Areas to address will be AA, economically disadvantaged, LEP, and SpEd.

5th grade Science

This is the second year we have seen an increase in science scores. We incorporated many hands on interactive activities and focused on student engagement. Areas to address AA, economically disadvantaged, LEP, and SpEd.

Side Note** 50% of GT students are achieving Level three advanced. Their instruction needs to be enriched.

Student Achievement Strengths

Math - Continued increase in passing rate.

Reading - 5th grade increase in passing rate especially considering the reading levels of this particular class.

6th grade reading Level three advanced is on the increase.

Science - Continued increase in students passing. Decrease in Achievement gap for AA,Eco.Dis.

Student Achievement Needs

Reading - Achievement Gaps for AA, EcoDis, LEP, SpEd. Level three performance.

Math - Achievement Gaps for AA, EcoDis, LEP, SpEd. Level three performance.

Science - Achievement Gaps for LEP. Level three performance.

School Culture and Climate

School Culture and Climate Summary

The school Culture is one of trust and love. The students are reminded daily that "They Are Loved." The teachers work well in PLC's and are able to have difficult conversations about instruction.

According to the staff survey, the staff feels supported by campus administrators. They feel the discipline is consistent and the administrators are approachable. The staff survey and exit interviews revealed that the staff is weary of Curriculum Department representatives and the level of support is not as high.

School Culture and Climate Strengths

Trust

Collaboration

Love

Safety First

Kids First

School Culture and Climate Needs

Teacher retention

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There has been tremendous teacher turnover the last 5 years. Turnover settled down some the last two but are losing teachers to other districts (Longview) with similar demographics because they pay more. Teachers also are going to other districts with less economically disadvantaged students that produce better test results.

Staff Quality, Recruitment, and Retention Strengths

Early recruitment.

Staff Quality, Recruitment, and Retention Needs

Retention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have used TEKS resource for several years which gives us a guide to the TEKS as well as a timeline. The district is using Learning Keys for Data Walks which is focusing on student engagement. At the Middle School we have seen gains in student engagement which has shown in student scores.

The ELAR teachers are investing time in Lead4ward academy with Gayla Wiggins which lines up with instructional practices we put into place last year.

Math is starting to master the new TEKS and we are seeing great gains in that area as well.

Science is using STEMscopes which is also producing gains.

The teachers are saying that we assess too much.

Curriculum, Instruction, and Assessment Strengths

Increase in student engagement

Increase in test scores

TEKS resource helps us stay aligned.

Data Walks/Learning Keys training

Curriculum, Instruction, and Assessment Needs

Continued, intentional support for the ELAR teachers as they navigate the Lead4Ward Academy.

Focus on more student to student feedback.

Continued focus on the TEKS.

Family and Community Involvement

Family and Community Involvement Summary

According to our community involvement matrix we have a need to involve parents and community more. We have put several things in place this year but have not had great success getting greater involvement. We are looking at creating a student lead community engagement team during "Go Time."

Family and Community Involvement Strengths

Band and Choir concerts promote community involvement. Choir visits nursing home during the holidays. Canes Chicken has parent appreciation. Fall Curriculum night has a big turnout. Spring Innovation showcase has a big turnout.

Family and Community Involvement Needs

Need more parent participation in volunteer opportunities.

Need Watchdogs

Need Business partnerships

School Context and Organization

School Context and Organization Summary

We have several Clubs and are adding more this year.

Robotics, Tech Club, Chess club, UIL, Math/Science, Soccer, Games, puzzles,

School Context and Organization Strengths

Go Time will encourage club growth.

School Context and Organization Needs

None

Technology

Technology Summary

We will have access to 10 Ipad carts this year. We will have 1 cart per content level per grade level. There will be 2 carts left over which can be used by elective teacher or for checking out as needs arise.

We will need to increase support in instructional uses.

Technology Strengths

Increased access to technology.

Technology Needs

Staff development in effective use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: Pine Tree Middle School will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 1: Pine Tree Middle school will increase the student attendance rate from 97% to 98% by the end of the 2016.17 school year.

Evaluation Data Source(s) 1: PEIMS Data (Attendance), State Reports

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Incorporate attendance incentive program throughout the year.</p>	2	Assistant Principal, Attendance Clerk, Teachers	Attendance Data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Create meaningful and engaging experiences for students through intentional lesson planning.</p>	9	Instructional Coach, Teachers, Principal, Assistant Principal's	Attendance Data			
Funding Sources: 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: Pine Tree Middle School will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 2: READING: Pine Tree Middle School will achieve 80% passing rate, 20% will reach level three performance, and 70% of students will make progress on the first administration of state reading assessment (STAAR) for all students and student groups.

Evaluation Data Source(s) 2: STAAR data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Utilize formative assessment data to identify struggling readers according to state grade-level learner expectations.</p>	1, 2, 3, 4, 10	Leader: campus reading specialist (1 FTE). Instructional Coach Others : principal, assistant principal, classroom teachers, special education teachers	Summative - Teacher-created assessments Checks for mastery CBAs Running records			
Funding Sources: 211- Title I Funds - \$41875.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Incorporate weekly Data Meetings during PLC's to determine student learning and whole-group instructional needs.</p>	1, 2, 3, 4	Curriculum Department Coordinators, Reading Specialist, Lead Teacher, Instructional Coach, Principal	Summative - Assessment data Agenda/Minutes of PLC meetings			
Funding Sources: 199 - General Funds						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Implement Curriculum Based Assessments (CBA's) to identify student learning needs and to assess whole group instruction.</p>	1, 2, 4, 8, 9	Curriculum Department Coordinators, Lead Teacher, Instructional Coach, Principal, Assistant Principal	Summative - Assessment data Minutes of meetings			
Funding Sources: 199 - General Funds						

<p align="center">Critical Success Factors CSF 1</p> <p>4) Create a STAAR tutorial class for students who have not demonstrated mastery on previous year's STAAR test.</p>	1, 2, 9	Reading Specialist, Lead Teacher, Instructional Coach, Principal, Assistant Principal	CBA Data Informal teacher assessment			
Funding Sources: 199 - General Funds						
<p align="center">Critical Success Factors CSF 1</p> <p>5) Implement an effective RTI system that identifies and creates a plan for struggling learners. Implement iStation, Compass Learning, Trailblazer.</p>	1, 2, 9	Math Specialist, Lead Teacher, Instructional Coach, Principal, Assistant Principal	RTI Data			
Funding Sources: 199 - General Funds						
<p align="center">Critical Success Factors CSF 1</p> <p>6) Implement collaborative process (PLC's) in weekly planning meetings to maximize the development of quality lessons that are aligned with and taught at the rigor level of TEKS. Lessons will have extension activities that will allow students to take learning deeper.</p>	9	Instructional Coach, Curriculum Coordinator, Teacher, Principal, Assistant Principal	Summative - Weekly lesson plans CBA Data Walk thru data Unit tests Informal teacher assessments			
Funding Sources: 199 - General Funds						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: Pine Tree Middle School will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 3: MATHEMATICS: Pine Tree Middle School will achieve 80% passing rate, 20% will reach level three performance, and 70% of students will make progress on the first administration of state reading assessment (STAAR) for all students and student groups.

Evaluation Data Source(s) 3: STAAR Data, State Reports

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Utilize formative assessment data to identify struggling math students according to state grade-level learner expectations.</p>	1, 2, 3, 4, 10	Leader: campus math specialist (1 FTE). Others : principal, assistant principal, instructional coach, classroom teachers, special education teacher; Bilingual Aide (1 FTE)	Summative - Teacher-created assessments Checks for mastery CBAs Running record			
Funding Sources: 199 - General Funds, 211- Title I Funds - \$51045.00, 163- Comp Ed Funds - \$11954.03						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Incorporate weekly Data Meetings in PLC's to determine student learning and whole-group instructional needs.</p>	2, 4, 8, 9	Curriculum Department Coordinators, Instructional Coach, Lead Teacher, Principal, Assistant Principal	CBA Data			
Funding Sources: 199 - General Funds, 211- Title I Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Implement Curriculum Based Assessments (CBA's) to identify student learning needs and to assess whole group instruction.</p>	1, 2, 8, 9	Curriculum Department Coordinators, Instructional Coach, Lead Teacher, Principal, Assistant Principal	CBA Data			
Funding Sources: 199 - General Funds						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Implement collaborative process (PLC's) in weekly planning meetings to maximize the development of quality lessons that are aligned with and taught at the rigor level of TEKS. Lessons will have extension activities that will allow students to take learning deeper.</p>	1, 2, 4	Curriculum Department Coordinators, Instructional Coach, Lead Teacher, Principal, Assistant Principal	Summative - Weekly lesson plans CBA Data Walk thru data Unit tests Informal teacher assessments			
Funding Sources: 199 - General Funds						
<p align="center">Critical Success Factors CSF 1</p> <p>5) Create a STAAR tutorial class for students who have not demonstrated mastery on previous year's STAAR test.</p>	1, 2, 9	Math Specialist, Lead Teacher, Instructional Coach, Principal, Assistant Principal	Summative - Weekly lesson plans CBA Data Walk thru data Unit tests Informal teacher assessments			
Funding Sources: 199 - General Funds						
<p align="center">Critical Success Factors CSF 1</p> <p>6) Implement an effective RTI system that identifies and creates a plan for struggling learners. Utilize Think Through Math.</p>	1, 2, 9	Math Specialist, Lead Teacher, Instructional Coach, Principal, Assistant Principal	RTI Data			
Funding Sources: 199 - General Funds						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Pine Tree Middle School will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

Performance Objective 4: SCIENCE: Pine Tree Middle School will achieve 80% passing rate and 20% will reach level three performance on the state science assessment (STAAR) for all students and student groups.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Utilize formative assessment data to identify struggling readers according to state grade-level learner expectations.</p>	1, 2, 4	Instructional Coach, Principal, assistant principal, classroom teachers, special education teacher	Summative - Teacher-created assessments, Checks for mastery, CBAs, Running records			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Implement collaborative process (PLC's) in weekly planning meetings to maximize the development of quality lessons that are aligned with and at the rigor level of TEKS. Lessons will include extension activities to allow students to take learning deeper.</p>	1, 2, 4	Assistant Principal(s), Curriculum coordinator, Instructional Coach, Lead Teacher, Principal, Assistant Principal	Summative - Weekly lesson plans, CBA Data, Walk thru data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1</p> <p>3) The Science curriculum will be supported by opportunities for students to participate in real world applications of scientific principles and to explore careers in science-related fields. This will include field trips.</p>	1, 2, 3, 4, 6	Instructional Coach, Curriculum Coordinator, Teachers, Principal, Assistant Principal	CBA Data Walk Thru Data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1</p> <p>4) Implement an effective RTI system that identifies and creates a plan for struggling learners. Utilize Stem Scopes Web systems.</p>	1, 2, 9	Math Specialist, Lead Teacher, Instructional Coach, Principal, Assistant Principal	RTI Data			
Funding Sources: 199 - General Funds						


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Pine Tree Middle school will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 1: PTMS will implement Career Path studies.

Evaluation Data Source(s) 1: Lesson Plans and completion certificates.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) Implement Career Path Study in 6th grade Social Studies classes.	2	Teachers, Principal	Lesson Plans Certificate of completion			
Funding Sources: 199 - General Funds						
Critical Success Factors CSF 6 2) Implement Career Path Study in 5th grade ART/Music Class	2	Teacher, Principal, Counselor	Lesson Plans Certificate of Completion			
Funding Sources: 199 - General Funds						
						

Goal 2: Pine Tree Middle school will increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.

Performance Objective 2: Utilize "Go Time" to create interest in different career paths.

Evaluation Data Source(s) 2: Go Time Menu's

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Create "Go Time" classes that expose students to different career interests. Ex. Sewing, Audio Visual, Art, Tech Club, Web Design.....</p>	1, 2	Teachers, Principal	Student Go Time Attendance			
Funding Sources: 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Pine Tree Middle School will provide a safe and orderly school climate that is conducive to student learning.

Performance Objective 1: Pine Tree Middle School students will learn and grow in a supportive, encouraging, and safe school environment.

Evaluation Data Source(s) 1: Climate Survey

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) All staff members will receive a training overview and will take part in the development of our campus model for CHAMPs implementation. New teachers to the campus will undergo training in all 8 modules of CHAMPs.</p>	2	Assistant Principal, Teachers	Summative CHAMPs training sign in sheets			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> <p>2) The campus CHAMPs committee will continually monitor the implementation of CHAMPs and meet monthly to discuss progress and address concerns.</p>	2	Assistant Principal, CHAMPs committee	CHAMPs team sign in sheets			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> <p>3) Create an Olweus leadership team that monitors bullying occurrences in the school and implements procedures to decrease bullying events.</p>	2	Assistant Principal, Olweus Committee	Bullying Occurance / reports			
Funding Sources: 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Pine Tree Middle School will promote parent, school, and community relationships that foster increased student achievement.

Performance Objective 1: Pine Tree Middle School will provide opportunities to involve students, parents, and community members in school-related activities.

Evaluation Data Source(s) 1: Parent sign in sheets at events, parent feedback, parent participation in community groups

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) The campus leadership team and all campus grade level/department teams will plan the Fall Open House/Curriculum Night. Information on opportunities for student and parent involvement in all school groups and selected community groups will be provided.</p>	6	Leadership team,	Sign in sheets			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> <p>2) A Spring Open House/Family Event will be held in March, in conjunction with Texas Public Schools Week.</p>	6	Principal, Teachers, District Administrators	Sign in sheets			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 5</p> <p>3) A incoming 5th grade orientation will take place in the Spring and Summer.</p>	1, 2, 6	Principal, Assistant Principal, Instructional Coach	Parent Sign in Sheets			
Funding Sources: 211- Title I Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Pine Tree Middle School will provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Performance Objective 1: 100% of all PTISD staff will engage in high quality professional learning opportunities in an effort to increase staff capacity and student achievement.

Evaluation Data Source(s) 1: Copy of Agenda and Sign in Sheets, improved classroom instruction resulting in higher assessment results (state and local)

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Professional Learning Communities will address the needs of the campus as identified in data walks.</p>	1, 4, 5	Administrators, Instructional Coach, C & I department, Teachers	Data Walk Data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Professional Learning Communities will provide opportunities for teachers to learn from each other through intentional conversations about the TEKS.</p>	1, 3, 5	Administrators, Instructional Coach, C & I department, Teachers	PLC agenda's Benchmark data RTI data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Data Walks will be conducted and data will help guide the needs for staff development.</p>	1, 2, 3, 4	Principal, Assistant Principal, Instructional Coach.	Data Walk Data			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Select few teachers will go through "Intentional Coaching" process with administrators.</p>	2, 4	Principal, Assistant Principal, Instructional Coach	Data Walk Data			
Funding Sources: 199 - General Funds						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 6: Pine Tree Middle School will integrate technology to enrich the curriculum and expand learning opportunities for all.

Performance Objective 1: PTMS staff will improve technology knowledge and skills.

(Increase Foundational Skills from 70% to 80%; Online Skills from 50% to 60%; Multimedia Skills from 38% to 45%; and Digital Citizenship from 20% to 70%).

Evaluation Data Source(s) 1: BrightBytes professional development results

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Implement monthly professional development for staff members lead by staff members.</p>	2, 4	Principal, Instructional Coach, Instructional Technology Coordinator	Instruction, Lesson Plans, Bright Bytes survey			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Increase the use of Technology in the lessons.</p>	2, 4	Teachers	Data Walk Data, Lesson plans			
Funding Sources: 199 - General Funds						
						

Goal 7: Pine Tree ISD will recruit, develop, and retain exceptional, highly-motivated staff to optimize student engagement and learning.

Performance Objective 1: PTMS will reduce the instructional staff resignation rate by 70%.

Evaluation Data Source(s) 1: Exit Interviews; Teacher Retention Data Collection

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Foster meaningful and lasting relationships through team planning and team meetings.</p>	5	Leadership Team				
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> <p>2) Occasional staff meetings will have family game focus.</p>	2	Leadership Team	Staff meeting Agendas			
Funding Sources: 199 - General Funds						
<p>Critical Success Factors CSF 6</p> <p>3) Regular, specific, teacher appreciation thru encouraging notes, Awesome Tickets, emails.</p>	2	Principal, Assistant Principal, Curriculum Coordinators, Instructional Caoch	Awesome tickets, Teacher morale			
Funding Sources: 199 - General Funds						
<p>4) Build family atmosphere with outside family events like BBQ's or skating parties with staff and families.</p>	1					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	1) Utilize formative assessment data to identify struggling readers according to state grade-level learner expectations.
1	2	2	Incorporate weekly Data Meetings during PLC's to determine student learning and whole-group instructional needs.
1	2	3	Implement Curriculum Based Assessments (CBA's) to identify student learning needs and to assess whole group instruction.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	1) Utilize formative assessment data to identify struggling readers according to state grade-level learner expectations.
1	2	2	Incorporate weekly Data Meetings during PLC's to determine student learning and whole-group instructional needs.
1	2	3	Implement Curriculum Based Assessments (CBA's) to identify student learning needs and to assess whole group instruction.

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Attendance Incentive rewards		\$0.00
1	1	2	Time		\$0.00
1	2	2	IPADS, COMPUTERS, READING RESOURCES		\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4	Instructional Focus Documents (IFD's).		\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3	Activity Funds		\$0.00
1	4	4			\$0.00
2	1	1	Guest Speakers, Career path study		\$0.00
2	1	2	Curriculum, Guest Speakers		\$0.00
2	2	1	None		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00

4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3	none		\$0.00
5	1	4	none		\$0.00
6	1	1	IPAD Carts		\$0.00
6	1	2	IPADS , Computers		\$0.00
7	1	1	Activity Funds		\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	LLI Kits, IPADS, COMPUTER		\$41,875.00
1	3	1			\$51,045.00
1	3	2			\$0.00
4	1	3	Funds for food		\$0.00
Sub-Total					\$92,920.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$11,954.03
Sub-Total					\$11,954.03
Grand Total					\$104,874.03