

Pine Tree Independent School District

Pine Tree Middle

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The Pine Tree family champions the relentless pursuit of excellence through a compassionate and safe learning environment empowering all students to develop their unique passions and to make a positive impact in a global society.

Vision

Tradition of Excellence For All

Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus enrollment for the 2016-2017 school year was 716 students. This was an up 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% in 2015-2016. English Language Learners (ELL) increased from 16.7% to 17.3% in 2015-2016. At-risk students decreased from 54.4% to 53.8% in 2015-2016. The campus's enrollment by program for the 2015-2016 school year includes: Bilingual education (14.9%), Career & Technical Education (0%), Gifted & Talented (7.6%), and Special Education (8.9%).

Student enrollment numbers have fluctuated over the past five 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.

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

Demographics Strengths

Pine Tree Middle School, like the district, has experienced a change in demographics to include a more diverse population.

The teacher/student ratios were very good (20.7 for 5th grade and 19.6 for 6th grade) allowing students more access to the teacher for support and learning.

Pine Tree Middle School's attendance has remained relatively consistent. The campus maintains attendance rates that are above the state average for total students and above the state average for African American, Hispanic, Asian, Economically Disadvantaged and ELL students.

Student Achievement

Student Achievement Summary

2017 STAAR 5th Grade Reading Data (Number in parentheses represent 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 Multiracial students meet the standard for Approaching 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 Multiracial students meet the standard for Approaching 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 in parentheses represent 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 Multiracial students meet the standard for Approaching 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 in 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 Grade Level. 56%(-8%) of African American students, 63%(-1%) of Hispanic students, 74%(-2%) of White students and 58%(+13%) of Multiracial students meet the standard for Approaching Grade Level. 57%(-4%) of Economically Disadvantaged students, 33%(0%) of Special Education students and 50%(+23%) of LEP students met the Standard on the first administration of the STAAR math test. After completing the third administration of the test, 73%(-1%) of students scored Approaches Grade Level. 61%(-11%) of African American students, 71%(+2%) of Hispanic students, 83%(+3%) of White students and 75%(+4%) of Multiracial students meet the standard for Approaching Grade Level. 66%(-2%) of Economically Disadvantaged students, 41%(+8%) of Special Education students and 63%(+14%) of LEP students met the Standard by the final administration of the STAAR math test. 32%(+6%) of students went on to score Meets Grade Level with 15%(+4%) reaching the standard for Masters Grade Level. 41%(-9%) of students showed limited growth, 44%(+7%) showed expected growth, 11%(+4%) showed accelerated growth and 4%(-2%) had no growth information. While the data does show a

slight decline in scores overall, this can be better expressed as a statistical variance. The results show that student growth measures are headed in a positive trend due to a decrease in students not making acceptable growth progress.

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 Multiracial students meet the standard for Approaching 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 this not meet acceptable growth targets.

2017 STAAR 5th Grade Science Data (Number in 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 Multiracial students 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.

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 and instructional coaches on designated campuses.

To provide additional support to the District's identified gifted and talented students, the district employed an Advanced Academics Coordinator. The Advanced Academics Coordinator works directly with the GT ELAR and GT Science teachers to effectively differentiate student work based on individual student needs. Pine Tree Middle School's goal for the GT students is for 90% of the students to score Masters on all STAAR assessments.

Student Achievement Strengths

2017 STAAR data reveals that Pine Tree Middle School was rated as met standard.

The district has employed an Academic specialist at the Middle School campus to work directly with Tier II and Tier III students. The specialists work with students utilizing targeted prescriptive interventions to meet the needs of students. The district has employed a math specialist at the Middle School to work with Tier II and Tier III students. The district also has curriculum coordinators in both reading and math to provide coaching support to instructional staff to design and deliver engaging student lessons.

Pine Tree Middle School will continue improving the RTI system in an effort to analyze all student data and prescribe the most essential intervention to support deficits in student learning. Campus RTI meetings will be held at least every six weeks and data points will be collected every 3 to 4 weeks at minimum. The Pyramid of Intervention (POI) will be utilized district-wide to ensure alignment of interventions and help determine needs.

Essential standards were determined in May 2017 for every grade level in ELAR, Math and Science and will be incorporated throughout each content scope and sequence. Essential Standards Progress Monitoring will occur, BOY, MOY, and EOY to determine improvement throughout the year on these essential standards.

While 5th grade math scores dropped slightly overall, there are positive trends lines for student growth heading into 6th grade. Coupled with positive trend lines from 4th grade math scores, the campus expects exceptional student growth to continue in both 5th and 6th grade math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students are performing well below district and state averages in reading and math. **Root Cause:** Ineffective Tier 1 instruction and differentiation has continued to increase the learning gap for these students.

Problem Statement 2: LEP students are performing well below district and state averages in reading and math. **Root Cause:** Questioning strategies used by teachers have been at the knowledge and comprehension level.

Problem Statement 3: African American students are performing well below district and state averages in reading and math. **Root Cause:** Questioning strategies used by teachers have been at the knowledge and comprehension level.

Problem Statement 4: ECD students performing well below district and state averages in reading and math. **Root Cause:** Questioning strategies used by teachers have been at the knowledge and comprehension level.

School Culture and Climate

School Culture and Climate Summary

The current climate of the campus is one of positivity and excitement. As a whole the campus has bought into the mindset of being “All In” and working to Make a Difference in the lives of all students.

Professional Learning Communities (PLC) will take center stage this year to help tighten the alignment between the Curriculum, Instruction, and Assessment pieces. A small group of teachers along with administrative staff received training on PLCs in early August. This training was then replicated for the entire staff prior to the start of school. PLCs have begun operation to start the school year. Teachers are required to be planned at least 2 weeks in advance of instruction.

CHAMPS is the campus plan for handling day to day classroom disruptions and disturbances. 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. CHAMPS posters are readily available in the classroom and in the hallways to define expectations for students. A CHAMPS committee meets on a regular basis to ensure proper implementation across the campus. While we continue to work to improve, there has been some teacher resistance to making positive contact with parents and moving from proactive to reactive discipline procedures.

School Culture and Climate Strengths

The campus has a consistent positive behavior support model, CHAMPS/Safe and Civil Schools.

The campus is implementing the OLWEUS Bullying Prevention Program at all campuses. The program allows for weekly student meetings to teach students how to proactively react to bullying situations.

The district provided differentiation training in August of 2017 of which the Middle School was a part of.

The campus is part of the district’s program to implement a behavior redirect program to help support positive behavior interventions on each campus in an effort to increase student participation and learning in the classroom to ensure learning takes place.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to develop consistently from year to year in building and maintaining the strong culture of success. **Root Cause:** High teacher turnover rates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pine Tree ISD currently has a mentor program for zero-based teachers called Anchor Academy. The Middle School currently has 4 zero based teachers. The Academy meets more frequently during the first six weeks of school and includes assigning a mentor, support from district administrators, and a book study. Mentors will be assigned to each zero based teacher and receive training on district expectations on how they can mentor the teachers. On the Middle campus an instructional coach is able to provide additional 'coaching' support regarding the classroom environment, classroom management, and instructional guidance in both the design and delivery phases. Each zero based teacher is also assigned a campus mentor.

Prior to the start of the 2017-2018 school year, 14 teachers changed from the 2016-2017 school year. Coupled with that change several teachers changed positions for the 2017-2018 school year. 75% of our ELAR staff did not teach ELAR at Pine Tree Middle School last year. 67% of our Social Studies staff did not teacher Social Studies at Pine Tree Middle School last year. 25% of our Science staff did not teach Science at Pine Tree Middle School last year. 13% of our Math staff did not teach Math at Pine Tree Middle School last year.

Staff Quality, Recruitment, and Retention Strengths

The PTISD Strategic Plan, approved by the Board during the April 2017 meeting, will be implemented during the 2017-2018 SY. The Strategic Plan is focused on recruiting, development, support and retention of the highest quality staff. One of the actions to ensure PTISD retains quality staff is to incorporate employee movie nights, a spring carnival, and participation in local events. In addition, the Strategic Plan will create staff attendance incentives and partner with higher education to provide advanced opportunities for staff. Finally, the Strategic Plan will strengthen relationships with teacher preparation programs to increase the number of student teachers assigned to the district.

In order to promote a culture of collaboration and strengthen staff relationships, celebrations will be held throughout the school year. Also, staff will be encouraged to participate in community events.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

The bilingual classrooms in 5th grade utilize the Gomez and Gomez dual language enrichment model.

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 campus has a thorough assessment calendar implementing a combination of curriculum-based assessments (CBAs) and benchmark assessments to monitor student achievement. Local assessments are administered every nine weeks. In addition, common assessments are administered every 3-4 weeks. In all core content areas, common formative assessments and curriculum based assessments will be designed prior to a unit of study to ensure teachers design lessons aligned with the content, context, and cognition of the TEKS being taught. Progress on the essential standards are also monitored through a BOY, MOY and EOY assessment focused on the essential standards in Math, Science, and ELAR.

Pine Tree Middle School will be a part of district Data Walks. There also will be a focus during PLC collaboration on student data, student work, and deconstructing the TEKS to ensure alignment of instruction, activities and student work to the TEKS.

The administrative staff will work to understand and implement the PLC model with greater fidelity. Groups of teachers and principals were specifically trained on the PLC and backwards design process in August of 2017. This training also included differentiation of instruction.

Pine Tree Middle School will also participate in the implementation of the Lead4Ward Academy for grades 5-12, ELAR teachers. Essential standards were identified for math, science, and ELAR using STAAR data.

The campus will work with district personnel to implement the Strategic Plan in which Strategy #1 focuses on enhancing the learning environment through integrated, inquiry-based curriculum, customized for each student.

Curriculum, Instruction, and Assessment Strengths

Principal data cohort meetings ensure a focus on curriculum based, common formative, and STAAR assessment data to improve instruction across the

campus. Discussion is primarily focused on individual teacher and group data with a specific target to address essential standards and readiness standards at each grade and subject level.

Curriculum coordinators wrote content curriculum-based assessments to ensure alignment to the TEKS and the rigor of the STAAR. This information was utilized during PLC collaboration discussions to work with the backwards design process when designing lessons for student achievement.

The campus is part of the district wide implementation of a planning protocol that connects the 'Big Four PLC Questions', Backwards Design, and Learning Keys professional learning. Team Drives are used to ensure campus staff have easy access to curriculum resources and instructional resources. This ensures alignment within a grade-level and rich student learning.

Family and Community Involvement

Family and Community Involvement Summary

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.

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

Numerous gifted and talented parent meetings are held throughout the school year.

A Girls in Technology Day at Komatsu will be hosted in the fall of 2017 to provide girls at the secondary level the opportunity to experience hands-on activities focused on technology.

Family and Community Involvement 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 Remind101 and Twitter 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.

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.

CHAMPS and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program. Each program is made up of an administrator and teachers from around the campus.

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 district meets often with campus principals as a group and individually to gather information regarding campus needs related to human capital and instructional/curriculum concerns. The curriculum Coordinators work with campus staff on an ongoing basis. Specifically, Curriculum Coordinators meet with the ELAR instructional coach to focus on curriculum and instruction to ensure alignment across grade levels and to the TEKS .

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.

As part of the three year professional learning plan, the instructional technology Coordinator in collaboration with campus designees will provide support and professional learning opportunities regarding the SAMR model of technology integration as well as basic technology usage.

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.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- 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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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

Employee Data

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

Goal 1: Pine Tree Middle School will create a customized learning environment that ensures a culture of innovation.

Performance Objective 1: All student groups will meet and/or exceed the state and regional average percentage passing for each STAAR grade level and subject.

Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:

Strategy Description	Title I	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.	1, 2, 3, 4, 8, 9, 10	Principal, Asst. Principals, Instructional Coach (1 FTE), Academic Specialist (1 FTE), Bilingual Educational Aide (1 FTE), Dyslexia Teacher (1 FTE), Bilingual Teachers (3 FTE)	Local and State Assessment Data			
				Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 211- Title I Funds - \$92,100.00, 163- Comp Ed Funds - \$99,268.59		
2) The school will accurately identify, monitor and support the performance of RTI students and provide prescriptive interventions for those students.	1, 2, 3, 8, 9, 10	Principal, Asst. Principals, Instructional Coach, Academic Specialist, Classroom Teachers	Common Assessment Data, Benchmark Data, ESPMs, STAR Renaissance			
				Funding Sources: 163- Comp Ed Funds - \$100.00		
						

Performance Objective 1 Problem Statements:

Student Achievement


Problem Statement 1: Special Education students are performing well below district and state averages in reading and math. Root Cause 1: Ineffective Tier 1 instruction and differentiation has continued to increase the learning gap for these students.
Problem Statement 2: LEP students are performing well below district and state averages in reading and math. Root Cause 2: Questioning strategies used by teachers have been at the knowledge and comprehension level.
Problem Statement 3: African American students are performing well below district and state averages in reading and math. Root Cause 3: Questioning strategies used by teachers have been at the knowledge and comprehension level.
Problem Statement 4: ECD students performing well below district and state averages in reading and math. Root Cause 4: Questioning strategies used by teachers have been at the knowledge and comprehension level.

Goal 1: Pine Tree Middle School will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: 100% of students will make at least one year's academic growth.

Evaluation Data Source(s) 2: STAAR Data, State reports, Benchmark Assessment Results, Essential Standards Progress Measures (ESPM).

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
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.	1, 2, 3, 8, 9	Principal, Asst. Principals, Instructional Coach, Academic Coach, Teachers	100% of students make at least one year's academic growth			
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.	1, 2, 3, 8, 9	Principal, Asst. Principals, Instructional Coach, Academic Coach, Teachers	Increase in the number of students scoring at Level 2 and Level 3 on STAAR reading and math.			
						

Goal 1: Pine Tree Middle School will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: Pine Tree Middle School will develop systems to foster an inclusive, collaborative culture.

Evaluation Data Source(s) 3: Climate survey, employee retention reduction.

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Actively engage in the district wide movement of being "All In" with all stakeholders by creating shared beliefs and collective commitments.	1, 2, 5, 8	Principal, Asst. Principals, Team Leads, Grade Level Leads	Faculty and staff move from a fixed mindset to a growth mindset.			
2) Hold all PTMS stakeholders accountable with regards to being "All In" when it comes to student learning and growth.	1, 2, 8	Principal, Asst. Principals, Team Leads, Grade Level Leads	Faculty and staff move from a fixed mindset to a growth mindset.			
						

Goal 1: Pine Tree Middle School will create a customized learning environment that ensures a culture of innovation.

Performance Objective 4: Pine Tree Middle School will provide access to the STEAM program for all students in all grade levels.

Evaluation Data Source(s) 4: Increased enrollment in the STEAM program.

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide STEAM learning opportunities for students in grades 5-6.	2, 3, 10	Principal, Asst. Principals, STEAM teachers	Increase in participation in STEAM classes.			
						

Goal 2: Pine Tree Middle School will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: Improve technology knowledge and skills for Pine Tree Middle School staff to increase technology integration into instructional practices.

Evaluation Data Source(s) 1: Lesson plans, walkthrough data

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Develop classroom technology expectations for both students and staff.	1, 3, 4	Principal, Asst. Principals, Instructional Coach	Increased use of technology in the classroom by students and teachers for educational purposes.			
						

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

Performance Objective 1: Develop and implement structures and practices to better meet the social/emotional needs of all students.

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

Summative Evaluation 1:


Strategy Description	Title I	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.	1, 4, 8	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 such as OLWEUS (anti bullying, violence prevention, harassment prevention) and CHAMPS.	1, 4, 8, 10	Principal, Asst. Principals, Counselor, Teachers	Increased utilization of PBIS strategies and CHAMPS procedures, Increased attendance rates			
3) Develop appropriate systems to reinforce positive student behavior.	1, 4, 8	Principal, Asst. Principal, Counselor, Teachers	Reduced discipline referrals, PEIMS data, PBMAS Report, TAPR Report, Increased attendance rates.			
4) Ensure all students have access to physical education programs throughout the school year.	10	Principal, Asst. Principal, Counselor, Physical Education Teachers	Increase in physical fitness of students.			
						

Goal 3: 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	Title I	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.	1	Principal, Asst. Principals, Counselor	Reduction in offenses in these two categories.			
						

Goal 4: Pine Tree Middle School will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: Improve leadership skills in students at Pine Tree Middle School.

Evaluation Data Source(s) 1: Student Council (STUCO) participation

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will take an active role in participating and making decisions that affect them.	1, 2	Principal, Asst. Principals, Counselor, STUCO Sponsor	Increased participation by students in determining what is best for PTMS.			
2) Students will participate in a partnership program with PT Primary in which students will read to and mentor PK and K students at least once each semester.	7	Principal, Asst. Principals, Counselor, STUCO Sponsor	Increase vertical cohesion between the middle school and primary campus.			
						

Goal 5: 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	Title I	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.	1, 5	Principal, Asst. Principals, Campus Mentors	Increased teacher retention rate.			
2) Provide an instructional coach to provide additional support for new teachers.	1, 5	Principal, Asst. Principals, Instructional Coach	Increased teacher retention rate.			
						

Goal 5: 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	Title I	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.	1, 5	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.	6	Principal, Asst. Principals, Counselor	Strengthen relationships between school and home.			
						

Campus Funding Summary

211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$92,100.00
Sub-Total					\$92,100.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$99,118.59
1	1	1	Dyslexia Supplies		\$150.00
1	1	2	Comp Ed Supplies		\$100.00
Sub-Total					\$99,368.59
Grand Total					\$191,468.59