

Pine Tree Independent School District
Pine Tree Middle
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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

Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

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 four 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).

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

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

The teacher/student ratios were low (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

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.

2018 STAAR 6th Grade Math Data: On the test, 64% (-4%) of students scored Approaches Grade Level. 30% (+5%) of students went on to score Meets Grade Level with 10% (+3%) reaching the standard for Masters Grade Level. 49% (-12%) of African American students, 65% (+3%) of Hispanic students, 73% (-5%) of White students and 63% (-25%) of 2 or more races meet the standard for Approaches Grade Level. 59% (-4%) of Economically Disadvantaged students, 32% (+3%) of Special Education students and 47% (+6%) of LEP students met the Standard on the STAAR reading test. 55% (+8%) of students showed limited growth, 41% (-1%) showed expected growth, 4% (-2%). 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.

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 in 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 in 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 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 2 or more races meet the standard for Approaches 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 2 or more races 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 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 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 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.

Student Achievement Strengths

2018 STAAR data reveals that Pine Tree Middle School has seen exceptional growth in 5th grade mathematics scores. The campus did not see an appreciable decline in reading scores this year despite being without a reading interventionist during the school year.

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 and subject area and will be incorporated throughout each content scope and sequence. Essential Standards will be assessed and monitored on all common assessments.

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:** Administrative staff spent time putting out fires and dealing with discipline issues and were unable to effectively monitor instruction, specifically differentiation in the classroom.

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:** Administrative staff spent time putting out fires and dealing with discipline issues and were unable to effectively monitor instruction, specifically differentiation in the classroom.

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 negativity and pessimism. Teachers struggle daily to keep up with the daily tasks of lesson planning, making contact with parents, collaborating in meetings, and managing student discipline. Staff members consistently report feeling overwhelmed and under appreciated.

Discipline referrals rose sharply during the 17-18 school year. Referrals jumped from 816 in 16-17 to 1,044 in 17-18, a 28% increase in referrals. This is an increase of about 1.33 referrals per day over the previous school year. The school saw an increase in ISS, OSS and DAEP Placements during the 17-18 school year. Teachers report their biggest issues as disrespect/insubordination and keeping hand and feet to self (scuffling/hitting/fighting). The campus discipline committee began working on a new plan in January 2018 to combat the rise in discipline referrals. The campus committee is working to pair effective teachers with those who struggle with classroom management. In addition, a new tiered behavior management system will be implemented for the 18-19 school year.

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.

CHAMPS is the campus approach 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 and are required to utilize CHAMPS classroom procedures as well. CHAMPS posters are readily available in the classroom and in the hallways to define expectations for students. 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. The program allows for weekly student meetings to teach students how to proactively react to bullying situations.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Prior to the start of the 2018-2019 school year, 12 teachers changed from the 2017-2018 school year. Most of our turnover has occurred in math and ELAR. This is the second year in a row for major turnover in the ELAR department. 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 teach 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.

The campus struggled during the 2017-2018 school year with staff attendance. By the end of the school year, 18 staff members were being docked because they had used up all of their days. One ELAR teacher resigned in January 2018 causing us to move a science teacher to her position. One math teacher was forced to leave in January 2018 due to health concerns. She was replaced with a long term sub for the remainder of the school year. One science teacher was forced to bed rest in May 2018 and was replaced with a sub for the remainder of the school year. Campus administration will focus on staff attendance and incentives during the 2018-2019 school year.

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 4 times during the school year and includes assigning a mentor and support from district administrators. Mentors will be assigned to each zero based teacher and receive training on district expectations on how they can mentor the teachers.

Staff Quality, Recruitment, and Retention Strengths

The PTISD Strategic Plan, approved by the Board during the April 2017 meeting, began being 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.

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 2017-2018 school year, teachers were reintroduced to the concepts of a Professional Learning Community. Some teams were very cohesive and stuck to their norms. Some teams were very dysfunctional and had a hard time gaining traction. Growth for students occurred mainly in the teams that showed cohesiveness of purpose and planning. These teams used data effectively to drive instructional practices and remediate students in their deficit skills.

The campus changed master schedule plans in January 2018 to better meet the needs of students who were struggling. We added 2 paraprofessionals to work with our most At Risk reading students with Leveled Literacy Interventions. Students were grouped with teachers during Enrichment time for math and reading to provide support or interventions for their specific deficit skills.

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 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 at regular intervals. 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. Essential standards were identified for math, science, social studies and ELAR using STAAR data.

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

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 attendance and individual teacher data and specific areas of need will continue to be addressed.

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 Drive 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.

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 2018-2019 school year, we will be more systematic with how we communicate and what we do. Folders/binders will be sent home with regular campus and classroom information on a weekly basis. The school will host regular events (monthly) with parents as part of a community forum for parents. These events will be co-hosted by campus administration and the district parent liaison.

We offer numerous opportunities for parents to be involved in their students' learning including meet the teacher nights, parent/teacher conferences, student led parent 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 district 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 was hosted in the fall of 2017 to provide girls at the secondary level the opportunity to experience hands-on activities focused on technology. This event is scheduled for the current school year in November 2018.

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.

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 campus staff focused 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.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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

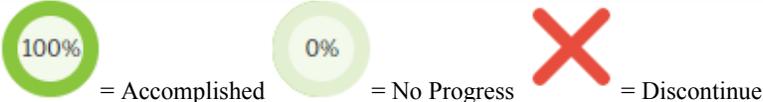
Revised/Approved: October 08, 2018

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

Performance Objective 1: PTMS students will increase the percentage of students that meet grade level expectations on STAAR reading tests from 30% to 44%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 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 (2 FTE), Bilingual Educational Aide (1 FTE), Dyslexia Teacher (1 FTE), Bilingual Teachers (3 FTE)	Increase the percentage of students that meet grade level expectations on STAAR reading tests.			
	Problem Statements: Student Achievement 1 Funding Sources: 163- Comp Ed Funds - 108275.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 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, Academic Specialist (1 FTE), 2 Academic Paraprofessionals.	Increase the percentage of students that meet grade level expectations on STAAR reading tests.			
	Problem Statements: Student Achievement 1 Funding Sources: 211- Title I Funds - 83422.00					
						

Performance Objective 1 Problem Statements:

Student Achievement

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: Administrative staff spent time putting out fires and dealing with discipline issues and were unable to effectively monitor instruction, specifically differentiation in the classroom.
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Goal 1: PTMS will increase the percentage of students that meet grade level standards on STAAR tests.

Performance Objective 2: PTMS students will increase the percentage of students that meet grade level expectations on STAAR math tests from 34% to 46%.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The campus will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.</p>	2.4, 2.5, 2.6	Principal, Asst. Principals, Academic Specialist (2 FTE), Bilingual Educational Aide (1 FTE), Dyslexia Teacher (1 FTE), Bilingual Teachers (3 FTE)	Increase the percentage of students that meet grade level expectations on STAAR math tests			
	<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 211- Title I Funds - 108275.00</p>					
<p>2) The school will accurately identify, monitor and support the performance of RtI students and provide prescriptive interventions for those students.</p>	2.4, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE)	Increase the percentage of students that meet grade level expectations on STAAR math tests			
	<p>Funding Sources: 211- Title I Funds - 48200.00</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

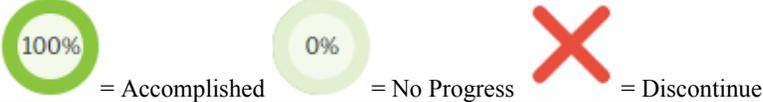
Student Achievement
<p>Problem Statement 2: Only 34% of PTMS students that took STAAR Math tests met grade level standard in math. PTMS missed the required standard in 8 of 10 sub pops. Root Cause 2: Administrative staff spent time putting out fires and dealing with discipline issues and were unable to effectively monitor instruction, specifically differentiation in the classroom.</p>

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

Performance Objective 1: PTMS students will increase the percentage of students that meet the growth measure on STAAR reading tests from 51% to 66%.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 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, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE), Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR reading tests.			
	Problem Statements: Student Achievement 3 Funding Sources: 211- Title I Funds - 47350.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 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, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE), Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR reading tests.			
	Problem Statements: Student Achievement 3 Funding Sources: 211- Title I Funds - 47350.00					
						

Performance Objective 1 Problem Statements:

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.

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

Performance Objective 2: PTMS students will increase the percentage of students that meet the growth measure on STAAR math tests from 55% to 71%.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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.</p>	2.4, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE), Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR math tests.			
<p>Problem Statements: Student Achievement 4 Funding Sources: 211- Title I Funds - 48200.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>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.</p>	2.4, 2.6	Principal, Asst. Principals, Academic Specialist (1 FTE), Classroom Teachers	Increase the percentage of students that meet the growth measure on STAAR math tests.			
<p>Problem Statements: Student Achievement 4 Funding Sources: 211- Title I Funds - 48200.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

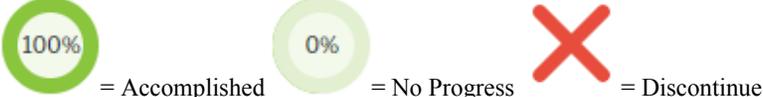
Student Achievement
<p>Problem Statement 4: Only 55% of PTMS students that took STAAR Math tests met the growth measure for math. PTMS missed the required standard in 10 of 10 sub pops. Root Cause 4: Administrators and teachers failed to effectively identify and target specific deficit skills in students.</p>

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	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 such as OLWEUS (anti bullying, violence prevention, harassment prevention) and CHAMPS.		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.		Principal, Asst. Principal, Counselor, Teachers	Reduced discipline referrals, PEIMS data, PBMAS Report, TAPR Report, Increased attendance rates.			
						

Goal 4: 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
<p>Critical Success Factors CSF 3</p> <p>1) Provide mentors to all new to PTISD teachers to provide additional supports throughout the school year.</p>		Principal, Asst. Principals, Campus Mentors	Increased teacher retention rate.			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

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

Goal 4: 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
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) PTMS will actively participate in a series of events throughout the school year designed to strengthen relationships among all staff.</p>		Principal, Asst. Principals, Counselor	Build upon and nurture the family relationship among staff members.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) We will provide multiple opportunities each semester for parents to participate in school functions and events.</p>		Principal, Asst. Principals, Counselor	Strengthen relationships between school and home.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

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

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	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.

Campus Funding Summary

211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$83,422.00
1	2	1			\$108,275.00
1	2	2			\$48,200.00
2	1	1			\$47,350.00
2	1	2			\$47,350.00
2	2	1			\$48,200.00
2	2	2			\$48,200.00
Sub-Total					\$430,997.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$108,275.00
Sub-Total					\$108,275.00
Grand Total					\$539,272.00