

Sherman Independent School District

Piner Middle School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

Piner Middle School: A school on a mission to inspire students to respect others, empower themselves and reach their full potential.

#PinerProud

Vision

Educating in the present, empowering students for the future.

Value Statement

We believe education is the shared responsibility of students, staff, parents and the community.

We believe developing the mind, heart, and spirit is vital for each student's success.

We believe effective leadership inspires excellence.

We believe quality instruction engages students.

We believe well equipped and maintained facilities convey pride in the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Piner Middle School is a Title I school that has an enrollment of 835 students and serves grades 6th-8th. The ethnic diversity of the school is approximately 35% Anglo-American, 41% Hispanic-American, 11% African-American, 8% Two or More Races, and 5% Asian. Approximately 68% of the Piner students are classified as economically disadvantaged and represent our largest at risk student population. These sub population percentages have remained relatively constant in proportion to the growing student population. Sherman ISD has undergone a rezoning and has established two middle schools with relatively the same size of student population. An analysis of students placed into special programs indicates that Piner has approximately 14% of the student population qualifying for special education and/or 504 services. These students are served through a continuum of services that align with the model and goals of the SISD. The overall attendance rate the past several years at Piner is approximately 96%. The average class size is approximately 28 students. There is an active PTA and Piner Middle School students and staff are supported through business and church partnerships that provide resources, food for various programs and activities. Additionally, there are district initiatives that support our students such as RAVE (PBIS initiative), Greatness in Action, Legacy Leaders, and Fabulous Field Trips.

Demographics Strengths

Piner has a long history in the community and many of our students have parents or even grandparents who attended Piner. Such roots contribute to a positive campus climate. Student attendance averages 96% which is higher than the state and district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Piner Middle has almost 68% of it's students identified as economically disadvantaged. This results in students entering school with significant gaps; academically, socially and emotionally. **Root Cause:** Sherman has an increase in the number of families living in poverty due to the changes in surrounding communities and the fact that Sherman is the Grayson County seat where all social service programs are housed.

Student Learning

Student Learning Summary

Piner utilizes multiple measures of data: State of Texas Assessments of Academic Readiness (STAAR) scores, I-Ready Diagnostic data, and informal and formal assessments to promote an increase in academic achievement. We foster Positive relationships and work in professional learning communities to make an impact on teaching and learning. The campus will focus on Reading and the overall Meets Grade Level performance of all student groups. We will continue to improve Closing the Gaps in Reading and Math.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (current)	Special Ed (Current)
ELA / Reading											
Percent of Tests											
At Approaches GL Standard or Above	77.59%	64.12%	73.26%	88%	100%	78.70%	100%	74.48%	72.16%	66.88%	43.73%
At Meets GL Standard or Above	53.70%	33.62%	45.01%	61.64%	*	59.25%	*	42.87%	43.73%	36.19%	10.29%
At Masters GL Standard	17.03%	14.20%	12.72%	30.82%	*	14.81%	*	28.05%	12.39%	5.08%	0%
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	67.28%	49.51%	66.11%	76.99%	25%	67.45%	100%	61.73%	58.10%	62%	32.46%
At Meets GL Standard or Above	33.32%	17.14%	30.51%	43.41%	25%	28.97%	0%	31.05%	27.98%	24.56%	6.80%
At Masters GL Standard	6.83%	5.14%	4.18%	11.98%	0%	3.92%	0%	4.95%	5%	3.49%	1.80%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (current)	Special Ed (Current)
Science											
Percent of Tests											
At Approaches GL Standard or Above	65.04%	51.35%	55%	82.72%	0%	66.67%	100%	72%	56.50%	47.89%	35.29%
At Meets GL Standard or Above	30.08%	27.03%	25.71%	44.44%	0%	50%	*	40%	23%	15%	3%
At Masters GL Standard	5.64%	5.41%	5%	12.35%	0%	0%	*	8%	5%	0%	0%
Social Studies											
Percent of Tests											
At Approaches GL Standard or Above	56.02%	44.83%	47.86%	69.14%	0.00%	58.33%	0.00%	68.00%	47.46%	39.44%	23.53%
At Meets GL Standard or Above	22.93%	6.90%	16.24%	35.80%	0.00%	33.33%	0.00%	28.00%	17.51%	11.27%	0.00%
At Masters GL Standard	8.65%	0%	3.42%	18.52%	0.00%	8.33%	0.00%	12.00%	3.39%	1.41%	0.00%

Student Learning Strengths

As a campus, we are higher than the district at Approaching, Meets and Master level of performance in All Subjects, Reading, Math, Social Studies and Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Piner student achievement data, as measured by STAAR, showed students in various sub-pops (African American, Hispanic, ELL, etc.) not meeting the target percentage for Meets Standard performance. **Root Cause:** Small group, targeted instruction was not occurring in all classrooms during tier 1 core instruction and not all interventions were delivered with purpose, intent and with fidelity.

Problem Statement 2: On our I-Ready Diagnostic Assessment, 44% of current 6th grade students are reading 2 or more grade levels behind than their peers.

School Processes & Programs

School Processes & Programs Summary

We know that one of the most integral parts of Building our future Bearcats is to recruit and retain the highest quality teaching staff. Here at Piner, we strive to staff every classroom with an educator that meets the criteria as highly qualified. The interview process involves time and commitment to find the best candidates to fit the Piner profile.

The teachers and staff at Piner are committed to applying an instructional program that is differentiated, relevant, engaging, and challenging. The campus administrator monitors teaching and learning with the assistance of the Instructional Coach, through formal and informal walkthroughs, evaluations, data meetings, and PLCs. Teachers work collaboratively during teams meetings, vertical meetings, and PLCs to have meaningful dialogues that focus on delivering the best instructional practices to increase student progress and success.

School Processes & Programs Strengths

In addition to being a member of a grade level or department team, teachers are also empowered as representatives on vertical teams and committees. Teachers are also encouraged to participate in campus leadership and decision making through developing and maintaining the various programs, procedures and campus operations, as well as monitoring the progress toward campus and district goals. Teachers analyze student data in PLCs to drive individualized instruction to improve students' academic performance. New teachers are provided campus mentors to help with their transition to our campus. Piner is creating a positive culture through the consistent use of PBIS strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Differentiation presents unique challenges in the classroom with such a diverse student population. **Root Cause:** With have a high population of Ell's and a high population of economically disadvantaged students. Teachers must implement a variety of techniques to differentiate learning and aggressively monitor student progress.

Perceptions

Perceptions Summary

Piner Middle School strives to meet the diverse needs of the students and families they serve through a focus on college readiness, a culture of high expectations and a shared vision of success for all students. As a learning community, we focus on the development of positive relationships with all students and parents in order to create and sustain a home-school partnership.

A key component of every successful school is a safe and order environment. Piner has implemented Bearcat Traits for our school-wide common areas Positive Behavior and Intervention Support (PBIS) program. Our Bearcat Traits include: Be Respectful, Be Responsible and Be Safe. These expectations ensure a safe environment throughout the building, during lunch and events as well as entering and leaving the building. Students have ID badges are able to earn digital points to go towards the PBIS party and school store. Daily reminders are given by students to students on our Bearcat News Network for live announcements.

The SISD Board of Trustees and local community members have expressed a desire for improved safety and security at all SISD campuses and Sherman ISD sponsored events. Procedures for safety are in place from the beginning of the school year. They include a Campus Safety Plan for a variety of safety concerns. The facility is secured via a locked door in our entry vestibule. The campus is also monitored by one SISD police officer, a campus safety monitor, and a video surveillance system. Students are required to wear their school issued ID at all times on campus and to be admitted into SISD school events. Students and staff at Piner Middle School regularly participate in emergency drills that are conducted at specific times during the school year. These procedures are discussed and taught to teachers at the beginning of the school year and practiced with students throughout the year.

Perceptions Strengths

Teachers, parents and students support the PBIS system. Students are motivated by receiving points for positive behavior. The culture at Piner is student centered and there is a sense of calmness and peace when you enter the building.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success; as well as, how to handle frustrations and concerns with school personnel. **Root Cause:** Students are still recovering from gaps in their learning due to the pandemic and parents need more social skills and tools to handle the challenges of raising children post-pandemic.

Priority Problem Statements

Goals

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 1: 100% of staff will receive ongoing support and professional development opportunities provided to teaching staff related to the school-wide model expectations of instructional practices through high-performing collaborative PLCs.

Evaluation Data Sources: Professional development calendar, Evidence of extended planning for intervention, as well as, the use of faculty and vertical meetings to promote professional dialogue and encourage shared practice, Campus Growth Walks.





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on Reading, Critical Thinking, Student Collaboration, and writing imbedded into all lesson planning with higher level questioning, student discourse activities and written short constructed response activities .</p> <p>Strategy's Expected Result/Impact: High yield instructional best practices will be evidenced through both walk through and formal observation data in 100% of staff members. This will lead to an increase in student success.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Monthly staff appreciation: Teacher of the Month, Employee of the Month and Team of the Month. Staff submits nominations for these categories. Winners are also submitted to the SISD Teacher/Employee of the Month program as well. Strategy's Expected Result/Impact: Celebrate teaching & learning , staff appreciation & retention Staff Responsible for Monitoring: Admin IC TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Academic core teachers will successfully pass the SBEC certification exam and add the ESL Supplement to their base certificate. Strategy's Expected Result/Impact: Increase academic success by English second language learners as measured by TELPAS, IReady scores, and semester grades Staff Responsible for Monitoring: Campus administration ESL Coordinator Title I: 2.4, 2.5	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: 100% of the campus leadership team will participate in professional development opportunities that will result in highly performing, collaborative teams that are focused on student support and achievement.

Evaluation Data Sources: Professional Development Calendar, PLC agendas/notes, Campus Admin Team agendas/notes





Strategy 1 Details		Reviews			
Strategy 1: Lead Teacher team will collaborate monthly to establish and refine procedures to improve safety, orderliness, and a positive environment in our building. Strategy's Expected Result/Impact: PLC meetings are run effectively, student growth and positive school climate. Staff Responsible for Monitoring: Lead Teachers PBIS Leadership Team Principal Asst. Principal Counselors Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Weekly PLC meetings will be run by team leaders with supportive coaching from admin team. Areas of focus will be from "Get Better Faster" with a focus on routines & procedures, reading, critical thinking questions, aggressive monitoring, pace, and engagement of students embed into lesson planning with higher leverage questioning, student discourse and written practice short constructed response questioning . Strategy's Expected Result/Impact: Effective PLC meetings. Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals -		Formative			Summative
		Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 1: 100% of all core content teaching will be academically aligned to the rigor and content of the state objectives

Evaluation Data Sources: Administration each has an area that they monitor weekly on lesson plans and walk throughs for alignment. Professional development calendar, Newsletters, Multiple assessment measures including: iReady, benchmarks, STAAR, Aware data measures, targeted instruction and interventions to fill in learning gaps.





Strategy 1 Details	Reviews			
Strategy 1: Piner's curriculum and assessments are aligned to TEKS with a year-long scope and sequence. Strategy's Expected Result/Impact: Increased student mastery of identified standards. Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning. Strategy's Expected Result/Impact: Increase student-centered lessons & activities Staff Responsible for Monitoring: Admin IC Tech Specialist Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to support all teachers through Campus Growth Walks, Professional Learning Community Collaboration, the New Teacher Mentorship Program to observe, reflect and support student-centered learning and intentional effective teaching practices. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Admin Instructional Coach ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 1: 100% of teachers will integrate technology to enhance student engagement and academic success through our Learning Management System-Canvas.





Evaluation Data Sources: Student self reports; Teacher reports; Decrease of Discipline ; Increase academic achievement, Professional Development training by Instructional Technology Department.

Strategy 1 Details	Reviews			
Strategy 1: All students received Chromebooks to use in the classrooms. Teachers will continue to receive training with Canvas implementation with a focus on building classes, tips for students and teachers. Strategy's Expected Result/Impact: Students will be more engaged in learning. Students will work independently to learn content Staff Responsible for Monitoring: Instructional technology teacher School librarian Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: Measured performance of students identified as English Learners will increase all formal assessments in core content classrooms.

Evaluation Data Sources: Multiple assessment measures, including STAAR, I-Ready, Unit Assessments, TELPAS, indicate ongoing progress in closing the achievement gap.





Strategy 1 Details	Reviews			
Strategy 1: Implement ELPS and SIOP strategies across all content areas during daily instruction to develop academic language and increase comprehension of academic content in all subjects. Strategy's Expected Result/Impact: Student achievement on campus, district and state measures increases for all student groups. All ELL students increase one proficiency level per year as measured on TELPAS. Staff Responsible for Monitoring: classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 2: All student groups, ELL, Sped, and Economically Disadvantaged students will meet their federal accountability growth target in Domain 3, Closing the Performance Gaps on 23-24 STAAR.

HB3 Goal





Evaluation Data Sources: STAAR data
I-Ready data

Strategy 1 Details	Reviews			
Strategy 1: Provide additional, targeted intervention support in Reading and Math through accelerated learning in Bearcat Advisory. Strategy's Expected Result/Impact: At least 20% of student groups move from their current quintile to a higher quintile on 23-24 STAAR Assessment. Staff Responsible for Monitoring: Admin Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: Piner faculty and staff will help address the social and emotional needs of Piner students through the use of classroom team building processes, individual student incentives, and regular (monthly) scheduled guidance lessons.

Evaluation Data Sources: Incentive data
Student surveys on Guidance Lessons
Attendance data
Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Implementing 7 Mindsets and the SISD Character Education Program during Advisory on Mondays and Fridays. Strategy's Expected Result/Impact: Social and emotional needs of students are being met. Increase positive behaviors. Staff Responsible for Monitoring: Counselors Classroom teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Continue student to student mentoring/mediation program to support interpersonal communications between peers through the Hope Squad program, Sherman High School PALS Program and collaboration with the Sherman High School Teacher Intern Program . Strategy's Expected Result/Impact: Increased Student Support Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: Piner faculty and staff will help address the social and emotional needs of Piner students with the collaboration of Community in Schools Liaison.

Evaluation Data Sources: Student surveys on Guidance Lessons

Attendance data

Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Implement Community in Schools at the middle school level to support, empower students to stay in school and achieve in life.. Strategy's Expected Result/Impact: Social and emotional needs of students are being met. Staff Responsible for Monitoring: Counselor Classroom teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 3: 100% of Faculty and staff will utilize PBIS and Restorative Discipline practices to ensure all students, including students with special needs, have a safe, positive and orderly school environment.





Evaluation Data Sources: Climate Survey, PBIS discipline sheet, restorative tool kit, behavior flow chart.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support and refine PBIS and Restorative Discipline practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of character traits.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of students receiving discipline referrals and a reduction in emotional outburst.</p> <p>Staff Responsible for Monitoring: PBIS Leadership Team All Staff Principal Asst. Principals Counselors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 4: 100% of Piner students will be afforded the opportunity to receive transitional services regarding continuing their education in high school and beyond. Through these services, each 7th grader will successfully complete the Xello College & Career Readiness Software assessment and Navigate activities, and each 8th grade student will solidify their high school endorsement, career pathway, and four year graduation plans.





Evaluation Data Sources: 7th grade - complete the Career Cluster Finder Assessment in the Xello system
8th grade - input high school classes through the Naviance system

Strategy 1 Details	Reviews			
Strategy 1: Each 8th grade student will decide what career pathway they want to follow and choose pick one of the following high school endorsements: STEM, Business Industry, Public Service, Arts & Humanities, Multidisciplinary. Strategy's Expected Result/Impact: Students will complete their Four-Year High School Graduation Plan by choosing one of five endorsements: S.T.E.M., Business & Industry, Public Service, Arts & Humanities, Multidisciplinary. Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Piner will maintain ongoing communication in multiple forums such as Newsletters, Social Media, Remind and Blackboard Communication for parents and community concerning school activities and information.





Evaluation Data Sources: Documentation of communication efforts. Participation in campus events, activities and feedback will be an indicator of communication effectiveness. Documentation of 2-way communication.

Strategy 1 Details	Reviews			
Strategy 1: Continue communication in English and Spanish with parents to provide information to parents about about Piner's performances, activities, expectations and events. Strategy's Expected Result/Impact: Increase in student and parent participation Staff Responsible for Monitoring: Principal, classroom teachers, assistant principals Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 2: Offer various chances for parents to participate and connect with the campus, whether through in-person engagement or by collaborating with a variety of stakeholders.

Evaluation Data Sources: Sign-In Sheets
Agendas
Calendar of Events
Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: All special programs such as Orchestra, Band, Art, Choir, Theater, CTE, Athletics, etc.. will hold concerts, presentations, sporting events and invite parents and community members. Strategy's Expected Result/Impact: Increased parent & community involvement Staff Responsible for Monitoring: Admin Program Directors/Coordinators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on Reading, Critical Thinking, Student Collaboration, and writing imbedded into all lesson planning with higher level questioning, student discourse activities and written short constructed response activities .
3	1	2	100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	2	100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning.