

Pottsboro Independent School District

Pottsboro Middle School

2023-2024 Improvement Plan



Mission Statement

The mission of Pottsboro Middle School, as the unifying body of a diverse community is the development of every student to excel academically, reason and solve problems rationally, and act responsibly, displaying good character and citizenship in a safe and nurturing environment that is the shared responsibility of the staff, students, families, and community.

- **P**ride
- **R**esponsibility
- **I**ntegrity
- **D**etermination
- **E**ffort

Vision

Exceptional By Design

Core Beliefs

WE believe all individuals deserve an environment that is conducive to mental, physical, and spiritual growth.

WE believe the quality of our school is a direct reflection on our district and community.

WE believe community support is essential to the success of our students and staff.

WE believe an effective staff member has a positive influence on students.

WE believe the learning environment extends well beyond the classroom.

WE believe excellence requires commitment.

WE believe each student has value.

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

Pottsboro ISD is located in Grayson County Texas. Our highly qualified staff at Pottsboro Middle School consists of thirty-five certified teachers, four special education aides, one library aide, two support personnel, RTI/504 Interventionist, one counselor, one nurse, one dyslexia teacher, and two administrators. These educators strive daily to provide a quality education to every student. The Campus' ethnic makeup is made up of the following.

- White 82.35%
- American Indian 1.74%
- Hispanic 7.41%
- Asian .87%,
- African American .44%
- Two or more races 7.19%

Students are currently served in the following special programs.

- Gifted and Talented Education 5.01%
- English as a Second Language 1.31%
- Career/Tech 28.76%
- Special Education 13.73% Students with special needs are served in both the regular classroom setting with support services and in special education classrooms based on individual student needs.
- Dyslexia 13.07%

The average middle school enrollment for the 2022-2023 school year was 450 with an attendance rate of 95.25%. We have seen the following changes over the past year.

- Economically Disadvantage:
 - 2021-2022 34.8%
 - 2022-2023 39.65%
- At-Risk
 - 2021-2022 29.6%
 - 2022-2023 38.34%
- Mobility Rate
 - Pre-Covid 11.8%
 - 2020-2021 17.1%

Demographics Strengths

We have seen a steady increase in student enrollment over the last 5 years. Our campus enrollment was at 95.25% last year which increased from 94.2% the previous year. Our community has been proactive in preparing for this growth with passing of a bond for the new middle school that will open in spring 2025.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Pottsboro Middle has a current attendance rate of 95.25 %. This is an improvement from the 94.2% previous year but is still below the targeted average of 98%. **Root Cause:** Lack of immediate incentive and/or consequences. Still not fully recovered post covid.

Problem Statement 2 (Prioritized): Pottsboro Middle continues to see an increase in students identified as at-risk, special education, and economically disadvantaged. **Root Cause:** Growing population and increase of students moving into the district with very diverse needs. HB3928 - Changes in dyslexia identification and services.

Student Learning

Student Learning Summary

Last years State Accountability Rating Summary has not been released as of 10/16/2023. Below is a list of Pottsboro Middle School Approaches (passing results) per grade and how they compared to the previous year.

5TH GRADE	2022	2023	Difference (+/-)
ELAR	82%	86%	+4
Math	71%	92%	+21
Science	63%	69%	+6
6TH GRADE	2022	2023	Difference (+/-)
ELAR	70%	84%	+14
Math	62%	73%	+11
7TH GRADE	2022	2023	Difference (+/-)
ELAR	84%	91%	+7
Math	64%	71%	+7
8TH GRADE	2022	2023	Difference (+/-)
ELAR	87%	93%	+6
Math	71%	85%	+14
Algebra I	100%	100%	
Science	64%	76%	+12
Social Studies	78%	83%	+12

On the last State Accountability Rating Summary (2022), Pottsboro Middle School received a C.

Student Achievement: 75/C

- STAAR Performance: 75/C

School Progress: 63/Not Rated: Senate Bill 1365

- Academic Growth: 63/Not Rated: Senate Bill 1365

- Relative Performance (Eco Dis: 34.8%): 57%/Not Rated: Senate Bill 1365

Closing the Gaps: 74/C

Pottsboro Middle School was identified for targeted support and improvement.

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Reading - Did Not Meet	Reading - Did Not Meet - %	State DNM %	Reading - Approaches	Reading - Approaches - %	State Approaches %	Reading - Meets	Reading - Meets - %	State Meets %	Reading - Masters	Reading - Masters - %	State Masters %
POTTSBORO MIDDLE	108	1718	1710	14	13%	18%	94	87%	82%	61	56%	56%	37	34%	37%
Male	61	1697	1690	11	18%	23%	50	82%	77%	31	51%	50%	15	25%	31%
Female	47	1745	1714	3	6%	14%	44	94%	86%	30	64%	62%	0	47%	42%
Hispanic/Latino	11	1730	1690	1	9%	22%	10	91%	78%	6	55%	50%	4	36%	30%
American Indian or Alaskan Native	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	81	1721	1749	10	12%	11%	71	88%	89%	45	56%	68%	29	36%	47%
Two or More Races	11	1662	1738	3	27%	13%	8	73%	87%	6	55%	64%	2	18%	45%
Economically Disadvantaged	31	1684	1678	5	16%	24%	26	84%	76%	14	45%	47%	7	23%	27%
ESL	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	9	1561	1569	6	67%	56%	3	33%	44%	2	22%	16%	0	0%	7%
Gifted/Talented	7	1889	1846			1%	7	100%	99%	6	86%	93%	5	71%	79%
At-Risk	53	1654	1653	11	21%	28%	42	79%	72%	18	34%	38%	7	13%	19%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Math															
Group	Number Tested	Average Scale Score	State Average Scale Score	Math - Did Not Meet	Math - Did Not Meet - %	State DNM %	Math - Approaches	Math - Approaches - %	State Approaches %	Math - Meets	Math - Meets - %	State Meets %	Math - Masters	Math - Masters - %	State Masters %

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
POTTSBORO MIDDLE	115	1666	1671	34	30%	30%	81	70%	70%	48	42%	38%	7	6%	13%
Male	63	1640	1667	24	38%	32%	39	62%	68%	21	33%	37%	2	3%	13%
Female	52	1698	1676	10	19%	28%	42	81%	72%	27	52%	39%	5	10%	13%
Hispanic/Latino	10	1652	1649	4	40%	35%	6	60%	65%	3	30%	32%	1	10%	9%
American Indian or Alaskan Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	91	1671	1715	24	26%	19%	67	74%	81%	40	44%	51%	5	5%	20%
Two or More Races	12	1648	1694	5	42%	25%	7	58%	75%	5	42%	44%	1	8%	17%
Economically Disadvantaged	29	1600		16	55%		13	45%		6	21%				
ESL	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	11	1578	1559	7	64%	68%	4	36%	32%	2	18%	10%	0	0%	2%
Gifted/Talented	8	1837	1842	0	0%	4%	8	100%	96%	7	88%	81%	4	50%	49%
At-Risk	51	1591	1620	28	55%	42%	23	45%	58%	9	18%	23%	0	0%	5%
Standard Summary: STAAR EOC, POTTSBORO MIDDLE, 2022, Spring 2022, STAAR, Algebra I															
Group	STAAR - Number Tested	STAAR - Average Scale Score	State Average Scale Score	STAAR - Did Not Meet	STAAR - Did Not Meet - %	State DNM %	STAAR - Approaches	STAAR - Approaches - %	State Approaches %	STAAR - Meets	STAAR - Meets - %	State Meets %	STAAR - Masters	STAAR - Masters - %	State Masters %
POTTSBORO MIDDLE	28	4295	4087	0	0%	20%	28	100%	80%	23	82%	52%	12	43%	34%
Male	13	4256	4060	0	0%	23%	13	100%	77%	10	77%	50%	6	46%	32%
Female	15	4329	4118	0	0%	17%	15	100%	83%	13	87%	54%	6	40%	35%
Hispanic/Latino	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaskan Native	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	22	4276	4238	0	0%	13%	22	100%	87%	18	82%	63%	9	41%	43%

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Two or More Races	1	-		-	-		-	-		-	-		-	-	
Economically Disadvantaged	5	4020	3942	0	0%	26%	5	100%	74%	2	40%	43%	1	20%	25%
Gifted/Talented	7	4615	4780	0	0%	2%	7	100%	98%	7	100%	89%	5	71%	76%
At-Risk	3	-		-	-		-	-		-	-		-	-	
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Science															
Group	Number Tested	Average Scale Score	State Average Scale Score	Science - Did Not Meet	Science - Did Not Meet - %	State DNM %	Science - Approaches	Science - Approaches - %	State Approaches %	Science - Meets	Science - Meets - %	State Meets %	Science - Masters	Science - Masters	State Masters %
POTTSBORO MIDDLE	108	3899	3934	24	22%	27%	84	78%	73%	39	36%	43%	16	15%	22%
Male	61	3875	3948	16	26%	28%	45	74%	72%	24	39%	45%	9	15%	24%
Female	47	3929	3920	8	17%	27%	39	83%	73%	15	32%	42%	7	15%	21%
Hispanic/Latino	11	3902	3816	2	18%	33%	9	82%	67%	4	36%	36%	1	9%	16%
American Indian or Alaskan Native	3	-		-	-		-	-		-	-		-	-	
Asian	1	-		-	-		-	-		-	-		-	-	
Black or African American	1	-		-	-		-	-		-	-		-	-	
White	81	3915	4154	18	22%	15%	63	78%	85%	30	37%	59%	13	16%	34%
Two or More Races	11	3685	4066	3	27%	20%	8	73%	80%	3	27%	52%	1	9%	29%
Economically Disadvantaged	31	3697		10	32%		21	68%		6	19%				
ESL	3	-		-	-		-	-		-	-		-	-	
Special Education	9	3447	3405	6	67%	66%	3	33%	34%	1	11%	11%	0	0%	4%
Gifted/Talented	7	4700	4625	0	0%	3%	7	100%	97%	7	100%	85%	5	71%	64%
At-Risk	53	3643	3673	21	40%	41%	32	60%	59%	7	13%	25%	2	4%	9%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Social Studies															

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Social Studies - Did Not Meet	Social Studies - Did Not Meet - %	State DNM %	Social Studies - Approaches	Social Studies - Approaches - %	State Approaches %	Social Studies - Meets - N	Social Studies - Meets - %	State Meets %	Social Studies - Masters -	Social Studies - Masters - %	State Masters %
POTTSBORO MIDDLE	108	3750	3727	39	36%	41%	69	64%	5900%	34	31%	2900%	14	13%	17%
Male	61	3737	3761	23	38%	39%	38	62%	6100%	20	33%	3200%	9	15%	20%
Female	47	3767	3692	16	34%	43%	31	66%	5700%	14	30%	2500%	5	11%	14%
Hispanic/Latino	11	3751	3609	3	27%	49%	8	73%	51%	2	18%	21%	1	9%	11%
American Indian or Alaskan Native	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	81	3758	3927	29	36%	26%	52	64%	74%	26	32%	43%	10	12%	27%
Two or More Races	11	3606	3868	6	55%	30%	5	45%	70%	3	27%	38%	2	18%	24%
Economically Disadvantaged	31	3568	3574	16	52%	52%	15	48%	48%	4	13%	18%	1	3%	9%
ESL	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	9	3555	3340	4	44%	75%	5	56%	25%	2	22%	8%	0	0%	4%
Gifted/Talented	7	4482	4292	0	0%	8%	7	100%	92%	7	100%	69%	6	86%	51%
At-Risk	53	3512	3503	31	58%	59%	22	42%	41%	7	13%	13%	0	0%	6%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 7, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Reading - Did Not Meet	Reading - Did Not Meet - %	State DNM %	Reading - Approaches	Reading - Approaches - %	State Approaches %	Reading - Meets	Reading - Meets - %	State Meets %	Reading - Masters	Reading - Masters - %	State Masters %
POTTSBORO MIDDLE	131	1698	1684	21	16%	22%	110	84%	78%	75	57%	54%	45	34%	37%
Male	64	1684	1664	9	14%	26%	55	86%	74%	32	50%	49%	20	31%	32%
Female	67	1713	1704	12	18%	17%	55	82%	83%	43	64%	59%	25	37%	41%

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Hispanic/Latino	11	1679	1657	2	18%	26%	9	82%	74%	5	45%	47%	2	18%	29%
American Indian or Alaskan Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	108	1702	1734	15	14%	12%	93	86%	88%	64	59%	69%	39	36%	50%
Two or More Races	9	1649	1719	4	44%	15%	5	56%	85%	3	33%	64%	2	22%	46%
Economically Disadvantaged	39	1648	1646	10	26%	28%	29	84%	72%	14	36%	44%	9	23%	26%
ESL	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	17	1576	1544	8	47%	60%	9	53%	40%	3	18%	16%	1	6%	8%
Gifted/Talented	11	1862	1841	0	0%	1%	11	100%	99%	11	100%	93%	9	82%	82%
At-Risk	33	1614	1617	12	36%	34%	21	64%	66%	10	30%	34%	2	6%	18%

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 7, STAAR, Math

Group	Number Tested	Average Scale Score	State Average Scale Score	Math - Did Not Meet	Math - Did Not Meet - %	State DNM %	Math - Approaches	Math - Approaches - %	State Approaches %	Math - Meets	Math - Meets - %	State Meets %	Math - Masters	Math - Masters - %	State Masters %
POTTSBORO MIDDLE	113	1609	1626	41	36%	41%	72	64%	59%	22	19%	29%	3	3%	12%
Male	59	1631	1629	16	27%	41%	43	73%	59%	16	27%	30%	3	5%	13%
Female	54	1586	1624	25	46%	41%	29	54%	59%	6	11%	29%	0	0%	12%
Hispanic/Latino	10	1610	1604	3	30%	47%	7	70%	53%	2	20%	23%	0	0%	8%
American Indian or Alaskan Native	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	90	1609	1675	33	37%	25%	57	63%	75%	17	19%	44%	2	2%	19%
Two or More Races	7	1537	1652	5	71%	33%	2	29%	67%	0	0%	0%	0	0%	0%

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Economically Disadvantaged	39	1593	1595	15	38%	50%	24	62%	50%	6	15%	20%	1	3%	7%
ESL	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	15	1541	1540	10	67%	73%	5	33%	27%	0	0%	7%	0	0%	2%
Gifted/Talented	5	1732	1809	0	0%	5%	5	100%	95%	4	80%	79%	1	20%	53%
At-Risk	32	1565	1576	19	59%	56%	13	41%	44%	1	3%	14%	0	0%	4%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 6, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Reading - Did Not Meet	Reading - Did Not Meet - %	State DNM %	Reading - Approaches	Reading - Approaches - %	State Approaches %	Reading - Meets	Reading - Meets - %	State Meets %	Reading - Masters	Reading - Masters - %	State Masters %
POTTSBORO MIDDLE	92	1573	1590	27	29%	31%	65	71%	69%	31	34%	42%	14	15%	22%
Male	39	1566	1578	11	28%	34%	28	72%	66%	14	36%	39%	6	15%	20%
Female	53	1577	1602	16	30%	28%	37	70%	72%	17	32%	45%	8	15%	25%
Hispanic/Latino	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaskan Native	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	79	1567	1641	25	32%	18%	54	68%	82%	24	30%	57%	11	14%	34%
Two or More Races	5	1616	1620	1	20%	24%	4	80%	76%	3	60%	50%	2	40%	29%
Economically Disadvantaged	38	1543	1552	14	37%	40%	24	63%	60%	9	24%	30%	3	8%	14%
Special Education	11	1454	1471	8	73%	69%	3	27%	31%	1	9%	12%	0	0%	5%
Gifted/Talented	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At-Risk	21	1484	1526	13	62%	48%	8	38%	52%	2	100%	22%	1	5%	9%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 6, STAAR, Math															

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Math - Did Not Meet	Math - Did Not Meet - %	State DNM %	Math - Approaches	Math - Approaches - %	State Approaches %	Math - Meets	Math - Meets - %	State Meets %	Math - Masters	Math - Masters - %	State Masters %
POTTSBORO MIDDLE	76	1543	1619	29	38%	28%	47	62%	72%	5	7%	37%	0	0%	15%
Male	29	1535	1624	11	38%	28%	18	62%	72%	1	3%	39%	0	0%	17%
Female	47	1548	1613	18	38%	29%	29	62%	71%	4	9%	35%	0	0%	14%
Hispanic/Latino	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaskan Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	65	1539	1668	27	42%	15%	38	58%	85%	5	8%	53%	0	0%	24%
Two or More Races	5	1569	1646	1	20%	22%	4	80%	78%	0	0%	45%	0	0%	20%
Economically Disadvantaged	35	1533	1582	15	43%	37%	20	57%	63%	1	3%	26%	0	0%	8%
Special Education	11	1504	1527	7	64%	59%	4	36%	41%	0	0%	11%	0	0%	3%
Gifted/Talented	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At-Risk	21	1512	1563	12	57%	42%	9	43%	58%	0	0%	19%	0	0%	5%
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 5, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Reading - Did Not Meet	Reading - Did Not Meet - %	State DNM %	Reading - Approaches	Reading - Approaches - %	State Approaches %	Reading - Meets	Reading - Meets - %	State Meets %	Reading - Masters	Reading - Masters - %	State Masters %
POTTSBORO MIDDLE	107	1605	1606	18	17%	20%	89	83%	80%	62	58%	57%	39	36%	37%
Male	55	1586	1591	11	20%	23%	44	80%	77%	29	53%	53%	18	33%	33%
Female	52	1626	1622	7	13%	16%	45	87%	84%	33	63%	61%	21	40%	40%
Hispanic/Latino	8	1575	1583	1	13%	23%	7	88%	77%	4	50%	51%	3	38%	30%
American Indian or Alaskan Native	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading																
White	87	1611	1649	15	17%	12%	72	83%	88%	53	61%	69%	32	37%	48%	
Two or More Races	10	1582	1632	2	20%	15%	8	80%	85%	4	40%	64%	3	30%	43%	
Economically Disadvantaged	39	1537	1567	12	31%	26%	27	69%	74%	14	36%	47%	6	15%	27%	
Special Education	12	1481	1470	5	42%	54%	7	58%	46%	3	25%	22%	1	8%	11%	
Gifted/Talented	6	1791	1764	0	0%	1%	6	100%	99%	6	100%	94%	6	100%	80%	
At-Risk	25	1537	1549	8	32%	29%	17	68%	71%	9	36%	41%	6	24%	21%	
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 5, STAAR, Math																
Group	Number Tested	Average Scale Score	State Average Scale Score	Math - Did Not Meet	Math - Did Not Meet - %	State DNM %	Math - Approaches	Math - Approaches - %	State Approaches %	Math - Meets	Math - Meets - %	State Meets %	Math - Masters	Math - Masters - %	State Masters %	
POTTSBORO MIDDLE	107	1548	1613	31	29%	24%	76	71%	76%	30	28%	47%	5	5%	24%	
Male	55	1559	1615	12	22%	24%	43	78%	76%	20	36%	47%	2	4%	25%	
Female	52	1535	1610	19	37%	24%	33	63%	76%	10	19%	46%	3	6%	23%	
Hispanic/Latino	8	1505	1592	3	38%	27%	5	63%	73%	1	13%	41%	0	0%	19%	
American Indian or Alaskan Native	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	87	1551	1654	24	28%	15%	63	72%	85%	25	29%	58%	5	6%	33%	
Two or More Races	10	1565	1631	3	30%	21%	7	70%	79%	4	40%	52%	0	0%	28%	
Economically Disadvantaged	39	1511	1577	18	46%	31%	21	54%	69%	9	23%	37%	0	0%	16%	
Special Education	12	1468	1502	7	58%	56%	5	42%	44%	1	8%	17%	0	0%	7%	
Gifted/Talented	6	1690	1783	0	0%	2%	6	100%	98%	5	83%	89%	2	33%	68%	
At-Risk	25	1510	1563	10	40%	33%	15	60%	67%	5	20%	32%	0	0%	13%	
Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 5, STAAR, Science																

Standard Summary: STAAR 3-8, POTTSBORO MIDDLE, 2022, Spring 2022, Grade 8, STAAR, Reading															
Group	Number Tested	Average Scale Score	State Average Scale Score	Science - Did Not Meet	Science - Did Not Meet - %	State DNM %	Science - Approaches	Science - Approaches - %	State Approaches %	Science - Meets	Science - Meets - %	State Meets %	Science - Masters	Science - Masters - %	State Masters %
POTTSBORO MIDDLE	104	3753	3804	38	37%	34%	66	63%	66%	37	36%	37%	17	16%	17%
Male	55	3800	3840	17	31%	32%	38	69%	68%	21	38%	40%	10	18%	20%
Female	49	3700	3766	21	43%	36%	28	57%	64%	16	33%	34%	7	14%	15%
Hispanic/Latino	8	3493		4	50%		4	50%							
American Indian or Alaskan Native	2	-		-	-		-	-		-	-		-	-	
White	84	3786	4011	29	35%	20%	55	65%	80%	34	40%	53%	15	18%	27%
Two or More Races	10	3753	3907	3	30%	27%	7	70%	73%	3	30%	44%	2	20%	22%
Economically Disadvantaged	39	3513	3664	21	54%	44%	18	46%	56%	6	15%	27%	4	10%	10%
Special Education	12	3505	3423	8	67%	67%	4	33%	33%	4	33%	14%	3	25%	5%
Gifted/Talented	6	4300	4390	0	0%	4%	6	100%	96%	6	100%	82%	3	50%	54%
At-Risk	25	3621	3614	12	48%	48%	13	52%	52%	6	24%	22%	5	20%	8%

Student Learning Strengths

We were above state average in STAAR Approaches:

- Reading/Lang Arts - 5th, 6th, 7th, 8th
- Math - 5th, 7th, 8th, Alg. I
- Science - 5th, 8th
- Social Studies - 8th

We were above state average in STAAR Meets:

- Reading/Lang. Arts - 5th, 6th, 7th, & 8th
- Math - 5th, 7th, 8th, Alg. I
- Science - 5th, 8th

- Social Studies - 8th

We were above state average in STAAR Masters:

- Reading/Lang. Arts - 5th, 7th, 8th
- Math - 5th, Alg. I
- Science - 5th
- Social Studies - 8th

8th Grade Alg. 1 students had 100% passing rate on STAAR EOC.

We had 35 honors students take the PSAT 8/9 in the Spring of 2022. The group have an average score of 945 which is well above the National Average of 864.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th grade math scores are below state average. **Root Cause:** Only 79/112 6th grade students took the 6th grade STAAR Math test. The other 33 students were in 6th Honors Math and took the 7th grade assessment.

Problem Statement 2 (Prioritized): Pottsboro Middle needs to strengthen its response to intervention strategies for all students to be successful. **Root Cause:** Lack of interventionists to assist these students.

Problem Statement 3: Teachers need more time, training, and experience in PLCs. **Root Cause:** Common planning times is hard due to shared staff and singletons in the master schedule.

Problem Statement 4 (Prioritized): The middle school continues to face challenges regarding closing achievement gaps. **Root Cause:** Overcoming gaps from the pandemic

School Processes & Programs

School Processes & Programs Summary

Pottsboro Middle School's campus is made up of four grade levels.

5th, 6th, & 7th grade teams are made up of 5 core teachers: Math, Reading, ELA, Science, & Social Studies. 8th grade is made up of 6 core teachers: Math, ELAR, Science, Social Studies, Health/Career Quest, and BIM. 5th grade teachers share a common conference period and the other three grade levels share conferences within their content area.

Our SEL Curriculum is Reallyville.

PLC meetings are being held on Staff Planning days that have been built into our academic calendar.

We are currently using Smart Pass which is a digital hall pass system that replaces the traditional hall passes such as sign-out sheets, wooden blocks, passbooks, and lanyards. It provides administrators with an accounting of which students are outside of the classroom during the school day. In case of emergencies such as fires, severe weather, or building intruders, administrators have real-time access to this critical information. Overall, the past history of a student will lead to more effective and informative parent-teacher conferences, as well as ensuring students are where they should be - in the classroom learning.

Eduphoria AWARE is being used for unit assessments and STAAR Renaissance for monthly progress monitoring.

School Processes & Programs Strengths

Pottsboro Middle School provides students with a variety of programs and rigorous curriculum. In addition to the general curriculum, several systems are in place to meet the diverse needs of all students. These systems included, but are not limited to:

- Reallyville for Social and Emotional Learning
- Guidance Lesson every 6 weeks in each grade level.
- Small Group Guidance Lessons
- Minute Meetings (Counselor)
- College Readiness (8th)
- Smart Pass
- CTE Business and College-Prep classes
- Response to Intervention Support
- Section 504 Services
- Dyslexia Support
- Special Education Services
- Honors Classes
- Gifted and Talented Services
- Fine Arts
- Athletics
- UIL
- Extra -Curricular Clubs and Activities

Technology Strengths

- One-to-one Technology program for grades 5-8
- 10Gb Internet Connection
- Security Camera System
- Ascender
- Eduphoria
- ClassLink
- Interactive Whiteboards in every classroom
- Wireless Internet

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increased number of students lacking social and emotional skills which increases behavioral issues. **Root Cause:** Social Media and what students have access daily through technology. We have seen a major increase in SEL issues since returning from Covid closure. Students not only missed instruction but also important social skills.

Perceptions

Perceptions Summary

Pottsboro Middle School follows the District Code of Conduct and the Secondary Handbook that has been approved by the PISD school board. We have implemented a student behavior expectation plan to remain fair and consistent with all students for disciplinary consequences. We believe in setting the campus expectations high for all students.

100% of our staff at the middle school are considered highly qualified in their subject areas.

Perceptions Strengths

Pottsboro Middle School has an experienced group of teachers averaging 13.9 years of experience. The turnover rate at the middle school has been extremely low in the last two years.

2022-2023

- 2 Retired
- 1 Left District

2023-2024

- Lost Funding for Reading Interventionist
- 1 Moved to Elementary
- 1 Left District

Our student-to-teacher ratio is 14 to 1.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family and community involvement decreases as students get to middle school. **Root Cause:** Very few opportunities for involvement offered.

Problem Statement 2 (Prioritized): The middle school continues to face challenges regarding closing achievement gaps. **Root Cause:** Overcoming gaps from the pandemic

Priority Problem Statements

Problem Statement 1: Pottsboro Middle has a current attendance rate of 95.25 %. This is an improvement from the 94.2% previous year but is still below the targeted average of 98%.

Root Cause 1: Lack of immediate incentive and/or consequences. Still not fully recovered post covid.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics

Problem Statement 2: Pottsboro Middle continues to see an increase in students identified as at-risk, special education, and economically disadvantaged.

Root Cause 2: Growing population and increase of students moving into the district with very diverse needs. HB3928 - Changes in dyslexia identification and services.

Problem Statement 2 Areas: Demographics - Demographics

Problem Statement 3: 6th grade math scores are below state average.

Root Cause 3: Only 79/112 6th grade students took the 6th grade STAAR Math test. The other 33 students were in 6th Honors Math and took the 7th grade assessment.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: Increased number of students lacking social and emotional skills which increases behavioral issues.

Root Cause 4: Social Media and what students have access daily through technology. We have seen a major increase in SEL issues since returning from Covid closure. Students not only missed instruction but also important social skills.

Problem Statement 4 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 5: Pottsboro Middle needs to strengthen its response to intervention strategies for all students to be successful.

Root Cause 5: Lack of interventionists to assist these students.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning

Problem Statement 6: The middle school continues to face challenges regarding closing achievement gaps.

Root Cause 6: Overcoming gaps from the pandemic

Problem Statement 6 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 16, 2023

Goal 1: STUDENT ACHIEVEMENT: Pottsboro Middle School will continue to strive toward excellence by increasing achievement of all students at all grade levels.

Performance Objective 1: Pottsboro Middle School will meet or exceed the following standards

- 5th Grade Science 90% approaches, 60% Meets and 30% Mastered
- 5th Grade Reading 90% approaches, 60% meets and 30% Mastered
- 5th Grade Math 90% approaches, 60% meets and 30% Mastered
- 6th Grade Reading 90% approaches, 60% meets and 30% Mastered
- 6th Grade Math 90% approaches, 60% meets and 30% Mastered
- 7th Grade Reading 90% approaches, 60% meets and 30% Mastered
- 7th Grade 90% approaches, 60% meets and 30% Mastered
- 7th Grade Writing 90% approaches, 60% meets and 30% Mastered
- 8th Grade Social Studies 90% approaches, 60% meets and 30% Mastered
- 8th Grade Science 90% approaches, 60 % meets and 30% Mastered
- 8th Grade Reading 90% approaches, 60 % meets and 30% Mastered
- 8th Grade Math 90% approaches, 60% meets and 30% Mastered

High Priority

Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize differentiated instruction that includes higher levels of engagement and higher-order questioning techniques allowing students to progress in the classroom with higher engagement and more rigorous questioning.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Scores for all students.</p> <p>Staff Responsible for Monitoring: Principals, Core Teachers, Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will use formative and summative data collected from Star Renaissance Testing, Eduphoria AWARE Data from unit assessments, and Interim STAAR Testing to evaluate student performance and will adjust/reteach/enrich instruction based on learning outcomes.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores in all subject areas.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, RTI Interventionist, Grade Level Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide accelerated instruction in the form of RtI, In-School Tutoring (FLY Time), After-School Tutoring, Before-School Tutoring, Saturday School, and Summer School.</p> <p>Strategy's Expected Result/Impact: Students are identified and pulled during this time for remediation which will result in improved STAAR scores and passing rates.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide high quality professional development that focuses on differentiation, best instructional practices, and classroom management.</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies and teaching at a higher level of rigor.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who receive instruction in Honors Classes will work toward mastery level on all STAAR test through rigorous and differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Increase % of mastery level in all STAAR test.</p> <p>Staff Responsible for Monitoring: Principals, Core Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities throughout the day for core teachers to tutor and reteach unmastered TEKS in a small group setting. This will be done in FLY Time, morning tutorials, or after school tutorials.</p> <p>Strategy's Expected Result/Impact: Closing achievement gaps with intensive remediation and progress monitoring that will lead to improved STAAR scores in all subjects.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide supplemental materials for our district curriculum. IXL, Study Island, Eduphoria AWARE, Scholastic Magazine, Star Renaissance, BrainPop, and Stemsopes</p> <p>Strategy's Expected Result/Impact: Improved performance on progress monitoring throughout the school year.</p> <p>Staff Responsible for Monitoring: Administration and staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Lengthen instructional time for all grades.</p> <p>Strategy's Expected Result/Impact: Improved passing rates, STAAR scores, and behavioral problems</p> <p>Staff Responsible for Monitoring: Campus principals and staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Analyze student performance to determine gaps in student learning curriculum and delivery to accelerate instruction for all students.</p> <p>Strategy's Expected Result/Impact: Closing achievement gaps, intensive remediation, progress monitoring</p> <p>Staff Responsible for Monitoring: Campus principals, 504/RtI Interventionist, Counselor, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: STUDENT ACHIEVEMENT: Pottsboro Middle School will continue to strive toward excellence by increasing achievement of all students at all grade levels.

Performance Objective 2: Pottsboro Middle STAAR passing rate for SPED students will meet or exceed state standards of passing on the RLA, Mathematics, Science, and Social Studies STAAR test.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ongoing assessments and documentation through various programs to identify gaps in learning for SPED students.</p> <p>Strategy's Expected Result/Impact: Analysis of student performance to monitor progress toward STAAR achievement for Special Education population</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers, Special Education Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Learning Center will be used to support at-risk, 504, and Special Education students.</p> <p>Strategy's Expected Result/Impact: Provide a quiet place for at-risk, 504, and Special Education students to be able to receive additional help including reteach, oral assistance, etc..</p> <p>Staff Responsible for Monitoring: Campus Principals, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT ACHIEVEMENT: Pottsboro Middle School will continue to strive toward excellence by increasing achievement of all students at all grade levels.

Performance Objective 3: During the 2023-2024 school year, the attendance for all students will be at least 98%.

High Priority

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Emphasize high attendance to parents and provide incentives for students who meet attendance expectations. Strategy's Expected Result/Impact: Attendance rate will increase to at least 98% Staff Responsible for Monitoring: Campus Principal, Teachers, and Office Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents through letters, phone calls, or meetings if their child's attendance rate falls below expectations. Strategy's Expected Result/Impact: Increase student attendance rate. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Office Staff, Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Attendance Committee Meetings to assign Saturday School/After School Detentions to make up hours missed. Strategy's Expected Result/Impact: Implement makeup hours as needed to comply with the 90% rule. Staff Responsible for Monitoring: Campus Principals, Office staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Using the compensatory attendance law, campus principals will monitor attendance weekly and implement truancy prevention measures. Strategy's Expected Result/Impact: Improved student attendance and learning, parents referred to justice court. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Office Staff	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: STUDENT ACHIEVEMENT: Staff will show improvement in the area of student learning through staff professional development opportunities with a focus on student achievement.

Performance Objective 1: Staff will attend professional development that is aligned to teacher T-TESS goals that are specific to their diverse classroom needs.

High Priority

Evaluation Data Sources: 2024 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Principal as Learning Leader: Campus leader(s) will attend Professional Development and provide staff development related to specific session attended. Strategy's Expected Result/Impact: Implementation of learning as observed in the classroom & T-TESS Staff Responsible for Monitoring: Administrator(s) and additional staff based on topic	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Faculty will attend regular Meetings - Staff, PLCs, Vertical Alignment, and grade level teams. Strategy's Expected Result/Impact: Improved communication among staff regarding student performance. Staff Responsible for Monitoring: Administrator, Faculty/Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All teachers will attend Instructional Design Days that are built into the 2023-2024 Academic Calendar. Strategy's Expected Result/Impact: Teaching at a higher level of rigor which will impact STAAR scores, Staff Responsible for Monitoring: Teachers, Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continuation of PLCs that will work together and identify instructional strategies to improve areas of weakness with students. Strategy's Expected Result/Impact: Improved staff collaboration and increase in PD. Staff Responsible for Monitoring: Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide additional training on new STAAR design, accountability measures, and scoring guides. Strategy's Expected Result/Impact: Increase in R/LA, Math, Science, Social Studies STAAR scores for all students. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	May

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: STUDENT ENVIRONMENT: Pottsboro Middle will maintain a challenging, positive, safe, and drug-free environment conducive to student learning.

Performance Objective 1: Pottsboro Middle will provide a school community which is safe and maximizes learning time.

High Priority

Evaluation Data Sources: Safety Drills, Security Checks, Discipline Referrals, Educators Handbook, Smart Pass

Strategy 1 Details	Reviews			
Strategy 1: Office Check In/Check Out Procedures - Continue using the Raptor System for all visitors to sign in using their drivers license. Strategy's Expected Result/Impact: Always know exactly who enters and exits building and if a visitor is a possible threat to a student. Staff Responsible for Monitoring: Campus Administrators, Office Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to use video surveillance on all school buses Strategy's Expected Result/Impact: Increased student safety during transport Staff Responsible for Monitoring: Transportation Director, Bus Drivers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to use the video surveillance equipment on campus along with the entry metal detectors. Strategy's Expected Result/Impact: Safety for students during school hours and at arrival and dismissal times. Staff Responsible for Monitoring: District Administration, IT Department, Office Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Recognize student and faculty accomplishments. Strategy's Expected Result/Impact: Public acknowledgement of a job well done and service to the students of our district. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue the use of Smart Pass to maximize time in the classroom. Strategy's Expected Result/Impact: Decrease the number of students in the hallways and always know what students are out of the classroom. Staff Responsible for Monitoring: Principals, teachers, instructional aides, school nurse	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to implement the Threat Assessment Team on each campus that oversees the plan for bullying incidents and students in crisis.</p> <p>Strategy's Expected Result/Impact: Discipline reports will decline</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselor, Camus Threat Assessment Team</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: STUDENT ENVIRONMENT: Pottsboro Middle will maintain a challenging, positive, safe, and drug-free environment conducive to student learning.

Performance Objective 2: Pottsboro Middle School will develop and implement a campus-wide initiative to address the social and emotional needs of our students while also developing strong character standards.

Evaluation Data Sources: Counselor Referrals, Crisis Intervention Team Intakes

Strategy 1 Details	Reviews			
Strategy 1: Reallyville will be used as our Cardinal Character program. Strategy's Expected Result/Impact: Students will be able to demonstrate positive decision-making skills and improved behavior. Staff Responsible for Monitoring: Counselor, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monthly guidance lessons in each grade level using the Reallyville curriculum led by the counselor. Strategy's Expected Result/Impact: Students will be able to demonstrate positive decision making skills and improved behavior. Staff Responsible for Monitoring: Counselor, Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Small Group Guidance Lessons - Coping Strategies, Anger Management, & Conflict Resolution. Strategy's Expected Result/Impact: Decrease in number of office and counselor referrals.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Counselor minute meetings with all students. Strategy's Expected Result/Impact: Number of online counselor request submitted. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 1: The academic performance of all students will improve.

High Priority

Evaluation Data Sources: Eduphoria AWARE, Formative and Summative Assessment Data, Star Renaissance Testing, Interim Testing Data, 2024 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Star Renaissance testing monthly to track improvement and areas of weakness for each student in reading and math.</p> <p>Strategy's Expected Result/Impact: Growth for all students</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ZAPS - Zeros Are Not Permitted; Working lunch where student complete assignments.</p> <p>Strategy's Expected Result/Impact: Students understand and meet high standards improving their grades and test scores.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Gifted & Talented - Robotics</p> <p>Strategy's Expected Result/Impact: Academic growth of all GT students.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2024 STAAR RLA, Mathematics, Science, and/or Social Studies

High Priority

Evaluation Data Sources: STAAR 2024 scores

Domain 1: Student Achievement

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Eduphoria Aware testing to track improvement and areas of weakness for each student. Strategy's Expected Result/Impact: Academic growth for each student. Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Renaissance Testing (Monthly) Strategy's Expected Result/Impact: Identify needs of all students for reteach and acceleration. Growth for all students. Staff Responsible for Monitoring: Principals, Teachers, Instructional Aides</p> <p>Title I: 2.4, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: FLY Time - 50 minutes of embedded tutoring weekly provided to our students that need additional support. Strategy's Expected Result/Impact: Increased STAAR Scores and growth for each student. Staff Responsible for Monitoring: Principals, Teachers, Aides Title I: 2.4, 2.6 - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: STAAR Bootcamp Strategy's Expected Result/Impact: Increased STAAR Scores and growth for each student. Staff Responsible for Monitoring: Principals, teachers, interventionist	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: IMPROVED CURRICULUM AND INSTRUCTION:

Appropriate curriculum and instruction will be provided to each student at the rigor expected using creative and innovative instruction and technology.

Performance Objective 1: Teachers will align all subject coursework to the district approved curriculum, TEKS Resource System.

High Priority

Evaluation Data Sources: Teacher Syllabus, Lesson Plans, Assessments, Eduphoria Aware

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff development for personnel should be designed to meet the diverse needs of all students to increase performance in the classroom. Strategy's Expected Result/Impact: Improved instructional strategies with aligned curriculum. Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers submit unit lesson plans. Strategy's Expected Result/Impact: Increased accountability for aligned curriculum. Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: TEKS Resource System training and support will be provided during in-service and on Instructional Design Center days for teachers, support staff, and principals. Strategy's Expected Result/Impact: Increased knowledge for teachers on using the TEKS Resource System. Staff Responsible for Monitoring: Campus principals, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: IMPROVED CURRICULUM AND INSTRUCTION:

Appropriate curriculum and instruction will be provided to each student at the rigor expected using creative and innovative instruction and technology.

Performance Objective 2: Students will show an increase in technology skills.

High Priority

Evaluation Data Sources: Increase programs and certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: All 8th grade students are currently enrolled in BIM. Strategy's Expected Result/Impact: Students are better prepared for the technology challenges that they are faced when entering high school. Staff Responsible for Monitoring: Principal, BIM Teacher</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Basic Keyboarding taught weekly. Strategy's Expected Result/Impact: Students will be able to type on a keyboard properly to shorten time taken to complete typed assignments and better prepare them for online STAAR test. Staff Responsible for Monitoring: Principals, teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: COMMUNICATION AND PARENTAL AND COMMUNITY INVOLVEMENT:

Pottsboro Middle School will provide effective communication with staff, students, parents, and community concerning education and campus events.

Performance Objective 1: The communication with parents will improve concerning the education of their child(ren), and parents will be encouraged to participate in all aspects of their students educational experience.

Evaluation Data Sources: Staff Survey, Parent Survey, Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The use of a monthly newsletter to share the campus calendar, student successes, and campus events. Strategy's Expected Result/Impact: All stakeholders will be aware of student successes in order to praise these accomplishments and informed of upcoming events in order to support students and staff. Staff Responsible for Monitoring: Principal, teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Use of social media and Remind 101 to share student successes and campus events. Strategy's Expected Result/Impact: All stakeholders will be aware of student successes in order to praise these accomplishments and informed of upcoming events in order to support students and staff. Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Use of Canvas and Parent Portal to communicate academic needs and expectations. Strategy's Expected Result/Impact: Parents are able to see student grades, attendance, assignments. Staff Responsible for Monitoring: Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Weekly Staff Newsletter to communicate weekly events. Strategy's Expected Result/Impact: Teachers are more informed on upcoming events happening on campus and able to answer questions more thoroughly for students and parents. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue to expand volunteer programs using parents and community members. Strategy's Expected Result/Impact: PTO Membership/Participation Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
4	2	1	Eduphoria Aware testing to track improvement and areas of weakness for each student.
4	2	2	Renaissance Testing (Monthly)
4	2	3	FLY Time - 50 minutes of embedded tutoring weekly provided to our students that need additional support.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize differentiated instruction that includes higher levels of engagement and higher-order questioning techniques allowing students to progress in the classroom with higher engagement and more rigorous questioning.
4	2	1	Eduphoria Aware testing to track improvement and areas of weakness for each student.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Suzy Bell	8th Grade ELAR
Classroom Teacher	Mindy Hawthorne	7th Grade ELA
Classroom Teacher	Roger Oakley	6th Grade Math
Classroom Teacher	Tiffany Lappin	6th Grade ELA
Classroom Teacher	Kailey Hayward	5th Grade Science
Classroom Teacher	Heather Taylor	ART Teacher
Classroom Teacher	Julia Williams	Special Education Teacher
Dyslexia Specialist	Stacie Robbins	Dyslexia Specialist
Administrator	Jordan Townsend	Asst. Principal
Administrator	Shannon Edwards	Principal
Counselor	Stefani Devoll	Counselor
Campus Nurse	Carissa Butscher	Campus Nurse
Business Representative	Shannon Alonzo	Business Owner
Parent	Jason Gattis	Parent
Classroom Teacher	Julie Michaelis	7th Grade Math
Classroom Teacher	Jason South	Fine Arts/Theatre