

# **Pine Tree Independent School District**

## **Pine Tree Junior High**

### **2021-2022 Improvement Plan**



# Mission Statement

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

## Vision

Tradition of Excellence.

## Core Beliefs

We believe in:

Lifelong Learning – We are a learning organization, where students are engaged and leaders grow.

Innovation Through Collaboration – We foster a culture of innovation; working together, adapting to change.

Trust & Safety – We provide a trusting and safe environment accountable to the highest standards and most effective tools.

Respect – We respect each other, embracing diversity and global awareness.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pine Tree Junior High (PTJH) is a campus with 7th and 8th grade level students that range in age from 12 years to 15 years old. The 2019-2020 school year decreased by 15 students with 685 students enrolled. Enrollment for the 2018-2019 school year was above 700 students. Enrollment for the 2017-2018 school years was slightly below 700 students. Enrollment has remained steady for the past three years with approximately 350 students per grade level. At the beginning of the 2020-2021 school year, the campus has 686 students enrolled with approximately 24% (168 students) enrolled as virtual learners.

For the 2019-2020 school year, Pine Tree Junior High's ethnic distribution is 237 (33%) White students, 167 (24%) African American students, 262 (37%) Hispanic students with 471 (66.4 %) students classified as economically disadvantaged. Sixty-six (10%) students qualify for special education services. The identified Gifted and Talented (GT) student population per grade level is approximately eight percent or 28 students.

Sixty percent of PTJH's student population is considered at-risk. Indicators used to determine at-risk status are: State assessment failures, six week failures, retention, economic status of family, language barriers and mobility. State assessments are the primary indicators used to determine which students are placed in intervention classes/programs. Local indicators such as, common assessments, common based assessments, essential standards performance monitors and six week report cards track progress of at-risk students while participating in intervention programs. The students come from a variety of home life: Single family homes, grandparents or other relatives as guardians, shared residencies, traditional two parent homes, foster care and homelessness.

The mobility rate for students is approximately 12%. The drop-out rate for the past three years has been 0%. The attendance rate for the last 3 years is 96%.

The average teacher to student ratio is 1:19. The average class size is 19 students per class period. The teaching staff for 2019-2020 school year is 46 full time teachers (4 of the teachers are split between other campuses): 15 males and 31 females, 4 African Americans, 1 Hispanic and 41 White. Thirty -seven percent of the teaching staff have less than five years of experience.

## Demographics Strengths

Pine Tree Junior High has a diverse population comprised of African American, White, and Hispanic students. Students from every demographic group perform well in University Interscholastic League (U.I.L.) competitions, Texas Math Science Coaching Association (TMSCA) competitions and in fine arts, band and choir contests. Students from each sub-populations participate in all areas of extra curricular activities.

The attendance rate has remained close to 96% for past three years. The 2019-2020 school year attendance rate was 95.9%.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** A substantial percentage of students have an intermittent enrollment at the junior high campus. **Root Cause:** PTJH's mobility rate is 12%.

**Problem Statement 2:** The Special Education, English Language Learners, and African American sub-populations are the lowest performing populations in every content area. **Root Cause:** The students have significant deficits in numeracy and reading when they enter the Junior High.

# Student Achievement

## Student Achievement Summary

Pine Tree Junior High MET STANDARD in 2016-2017 and 2017-2018 school years. In 2018-2019 the campus earned a B rating with one distinction for academic growth. Data for the 2019-2020 school year is unavailable due to the school closing. The English Language Learners (ELL), Special Education and African American sub-populations perform below the white-population. The following tables show the trend for each state STAAR assessment from 2017 through 2019. The current 2018-2019 data show the first and second administration of STAAR Math and Reading increased from 2017-2018. Percentage passing or meeting the approaches level is Mathematics 84% and Reading 80%. The December 2019 benchmark data reflected each tested subject area was on track to score within a few percentage points of the prior years' data or surpass the prior years' percentage. No state assessment given in Spring of 2020 due to the COVID-19 pandemic.

tested

7th Grade Reading	Approaches	Meets	Masters
<b>2017</b>	<b>60%</b>	<b>28%</b>	<b>14%</b>
2018	63%	37%	17%
2019	65%	38%	21%
Change	+2%	+1%	+4%

### 7th Grade Math

	Approaches	Meets	Masters
2017	47%	14%	3%
2018	62%	25%	2%
2019	69%	27%	4%
Change	+7%	+2%	+2%

### 8th Grade Science

	Approaches	Meets	Masters
2017	64%	35%	12%

**8th Grade Science**

2018	73%	46%	23%
2019	82%	48%	21%
Change	+9%	+2%	+2%

**8th Grade Math**

	Approaches	Meets	Masters
2017	69%	25%	5%
2018	80%	40%	7%
2019	84%	52%	13%
Change	+4%	+12%	+6%

**8th Grade Reading**

	Approaches	Meets	Masters
2017	72%	32%	13%
2018	73%	35%	19%
2019	80%	42%	19%
Change	+7%	+7%	-----

**8th Grade Social Studies**

	Approaches	Meets	Masters
2017	66%	*	13%
2018	56%	27%	15%
2019	62%	29%	13%
Change	+6%	+2%	-2%

## Student Achievement Strengths

The campus earned a met standard rating in 2015-2016, 2016-2017 and 2017-2018 school years. PTJH's Algebra 1 students earned a passing percentage of 100% for the past three years and in 2018 earned 76% at the master's level. In 2019 Algebra 1 students earned 100% at the approaches level and 68% at the masters level. In 2018 and 2019 every level, approaches, meet and masters, in every tested content area showed increases except the masters level in social studies. The science and social studies STAAR state passing percentage are close to the state average. In 2019 the Science scores surpassed the state average.

The Junior High utilize a content mastery model to provide students with additional support. The 7th grade reading and writing classes are block scheduled to allow 90 minutes to focus on both areas. Junior High has introduced an Pirate Power Period (P3) intervention/enrichment period for all students to provide 30 minutes of targeted intervention in Math and ELAR.

PTJH's students earn awards in UIL, Fine Arts contest and TMSCA competition at the district and state level.

PTISD funds and administers the PSAT assessment to all 8th grade students.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The Special Education, English Language Learners, and African American sub populations are the lowest performing populations in every content area. **Root Cause:** The students have significant deficits in numeracy and/or reading when they enter the Junior High. Classroom instructional strategies are not differentiated for lower performing sub populations, to the degree needed.

**Problem Statement 2 (Prioritized):** Students performing below region and state performance in Reading and 7th grade Math. **Root Cause:** Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to the degree needed.

**Problem Statement 3 (Prioritized):** Some student groups are performing below the federal requirements for Reading. **Root Cause:** All student groups have deficiencies in skills and/or reading below grade level.

**Problem Statement 4 (Prioritized):** Some student groups are performing below the federal requirements for Mathematics. **Root Cause:** All student groups have deficiencies in numeracy skills.



# School Culture and Climate

## School Culture and Climate Summary

The teachers and students have tremendous pride in being a part of the PTJH campus. The staff is supportive of each other and they have a strong sense of unity. The students are involved in extra curricular activities and enjoy the activities provided through out the school year. A small percentage of students receive repeated discipline referrals. African American and Hispanic males receive a high percentage of office referrals.

The junior high lost eight teachers at the end of the 2018-2019. In 2019-2020 school year, four of the teaching staff were zero based teachers. At the conclusion of the 2019-2020 school year, three teachers resigned from the campus. Three teachers and the seventh grade assistant principal transferred within the district. The decrease of turn over is a positive for the campus by strengthening core department planning and cohesion of each team.

In the 2018-2019 school year a new discipline plan was implemented to decrease classroom disruptions and support the teaching staff. A teacher survey shows 97% of teachers feel they have the opportunity to be involved in decision making and 85% are involved in making decisions. 97 % of teachers feel they have the adequate resources to support student learning. The students and staff display a pride in being a part of the Pine Tree Junior High campus and the district.

The campus implemented an Adopt of Pirate program in 2019-2020. Most adults adopted 3-5 students to monitor academic and behavior expectations and to build a supportive relationship with the student. The superintendent, assistant superintendent, technology and business personnel meet with campus staff each semester to ensure the teaching staff have what is needed to instruct students.

## School Culture and Climate Strengths

PTJH has one full time student resource officer, Bryan Bankston. Officer Bankston has started a crime stoppers group that meets once a month. Many of the teachers volunteer for after school and evening events created for students. The veteran teachers mentor and support new staff members. The campus implements the Champs behavioral model from Safe and Civil Schools. The district added a behavior specialist in the 2018-2019 school year. The new discipline step program and support from the district administration has raised the expectations for student behavior.

The staff volunteers for Girls Night Out, Boys Night Out, Annual Student vs. Staff Dodge-ball game, UIL lock-in and many more events to reward students for appropriate behavior. Each month 2- 7th graders and 2- 8th graders are recognized as the Pirate of the Month. In 2019-2020 students were selected to attend the high school pep rallies and a select group of students attended Chris Johnson Day at P.T.'s central office staff room. In the Spring of 2020, the campus planned a Student Appreciation day which included, PTJH Rocks bracelets, pencils and ice cream.

Celebrations for the staff are each month. The campus celebration teams host some kind of appreciation, such as; a luncheon, snacks, drinks, competitions for prizes, Halloween treats, Valentine Day games and treats, an Easter Egg hunt and a Super Bowl Football Fan day. To celebrate the Christmas season the campus host a dinner and gift exchange.

The following are statements from the spring 2019 teacher survey:

Staff support, student-staff relationships, family environment.

Our positive growth with discipline this year.

Accepting of change, working toward "family" atmosphere again.

Caring, committed staff.

Math and Science team.

Beginning with this year, I think that our discipline is handled much better! I also love how this campus has a "family feeling!"

All the employees.

Our family atmosphere and the way we care about our students. Helping one another. Family oriented environment!

Providing Structure. Staff gets along well. Overall, discipline is carried out fairly.

Administration team.

The staff. Our family feel and how we support each other.

Teachers having the freedom to teach how they feel their students will learn best

Each other and accountability

Trying to get all students to succeeded.

All staff to make sure students get the education needed to succeed and also a safe environment for everyone.

I think that our staff and administration are probably our biggest strength. Most of the administrators care about the staff and have a pretty good "open door" policy. I have felt more supported at this school as an instructor than I have at any other school I have worked.

A supportive staff.

Teamwork and Positive Attitudes.

At the end of the 2019-2020 school year two teachers resigned and three teachers transferred to the high school campus reducing the turnover from previous years.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** African American and Hispanic student populations receive the highest percentage of discipline referrals. **Root Cause:** The lack of African American and Hispanic parent/student involvement in school activities and the staff's inconsistent expectations.

**Problem Statement 2:** Discipline referrals and Discipline Alternative placements have not decreased. **Root Cause:** Teacher classroom management techniques are not consistent.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The teacher turnover rate has been high for the past years. In the 2016-2017 school year, five positions (1 Art, 1 Exploring Careers, 1 Science, 1 ELA, and 1 Health/Coach) were eliminated and seventeen positions (14 teachers, 1 secretary, 1 counselor and 1 assistant principal) were evacuated. In the 2017-2018 school year eight teachers left for various reasons, retirement, transfer to other campuses and/or districts. Of the eight teachers who left only three teachers went to other districts. At the end of 2018-2019 school year, twelve staff members either retired, promoted to new positions in the district or left. Campus administration attended job fairs at several universities and at the Region 7 Service Center to recruit qualified staff. Social media and word of mouth played a role in recruiting quality applicants to the campus.

At the conclusion of 2019-2020 school year, only 1 teacher resigned. Three teachers and an assistant principal transferred to other campuses. The decrease of turn-over helps build unity in departments and strengthens planning/teaching.

The new superintendent's implementation of a stricter discipline plan, incentives for faculty and staff, and the unity of central office and campuses improved staff morale and retention. The staff is 100% certified to teach in the grade span and content areas. The average years experience for teachers is 10 years.

### **Staff Quality, Recruitment, and Retention Strengths**

For the past three years, Pine Tree I.S.D. has hosted a district wide job fair for all positions. Personnel from the district's Human Resource department and campus administrators attend several job fairs locally and in other parts of the state to recruit highly qualified teaching staff. In 2019-2020, new teachers were mentored by Leadership Cubed members. In addition each new teacher had a campus mentor assigned to support them. The mentor teacher supports the new teacher with campus routines, procedures, planning, training on computer programs and general questions. The administrators meet monthly with new staff to address needs and discuss upcoming events. A benefit for retaining campus teachers is the district's pay scale is above the state base pay. In addition, the district approved a substantial pay raise to all teachers. All core teachers teaching in a state tested area receive a \$3000.00 stipend.

The junior high campus has had a lower turn over rate than other campuses. At the end of the 2019-2020 school year, only one teacher resigned from the district.

Several incentives and celebrations are planned during the school year to improve morale and build relationships. The staff is 100% certified to teach at the junior high level. The average years of experience in 2019-2020 is 10 years.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** The turnover rate for teaching staff at Pine Tree Junior High is high; however, it is still a concern.h: **Root Cause:** The high demands of teaching, stress of state assessments and lack of student discipline.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

PTISD utilizes the TEKS Resource System as the curriculum management portal. Pine Tree Junior High's curriculum is based on the state's Texas Essential Knowledge and Skills (TEKS). The grade level subjects follow the Year at a Glance (YAG) for sequencing of the TEKS. The teachers meet once weekly in their Professional Learning Communities (PLC) to collaborate and plan. The backwards design process is utilized for planning lessons. Teams of teachers, administrators and coordinators continue to align state standards with instruction and assessments. The teachers assess using on-going informal assessments, common assessments every two to three weeks, end of the semester assessments and a Spring Benchmark. The Math department received training with Pam Harris to increase student's numeracy knowledge. The math team attends the C.A.M.T. conference each summer to learn new instructional techniques/strategies.

The Response to Intervention (RTI) framework is utilized to support students with gaps in their skills and students with disabilities. Math and Reading intervention classes are provided for students on the Tier 3 level of intervention. Tier 2 interventions are implemented during the Pirate Power Period (P3). Through the RTI process students are identified for placement with Math or Reading teachers or on a computer program.

DMAC is used to gather data from local assessments and state assessments. The data is used to guide instruction and find gaps in student learning.

## Curriculum, Instruction, and Assessment Strengths

The DMAC system is used to gather and disaggregate data from local assessments and state assessments to guide instruction and identify areas of strengths and weaknesses. There are several Professional Learning Community (PLC) teams with several years of data and planning to guide needed improvements. Teams meet regularly to collaborate and plan based on assessment data. The Curriculum and Instruction department is a resource to help support campus administrators and teachers. Most departments have years of trend data to show strengths and weakness in skills.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Some teachers lack the knowledge of TEKS, instructional strategies and backward design. **Root Cause:** Teacher turnover rate results in repeatedly training new staff in established practices.

# Parent and Community Engagement

## Parent and Community Engagement Summary

PTJH invites community and parents to several events each year. Meet the Teacher night, Annual Title 1 parent meeting, curriculum night, parent conferences, choir and band performances, athletic events, gifted and talented meetings, are some of the yearly events hosted by the junior high. In the month of March, the district holds a Innovation Fair highlighting PreK through 12th grade work. During Texas Public School Week, the junior high invites community members to present on their careers and the education needed for the career. The junior high student council participates in projects supporting House of Hope, Highway 80 Rescue Mission, Christmas gifts for homeless children, and stuff a bus food drive. Forever Friends is a mentoring program that supports students with making good choices and providing resources.

The female population participates in Girls In Technology and Exploring Horizons to promote females in traditionally male careers. Parents volunteer to chaperone the Texas Math/Science meets and competitions. PTJH participated in community outreach hosted by PTISD for the community at several locations in the Pine Tree area. PTJH host a Staff versus Students Dodge-ball tournament for students and parents. Parents, grandparents and families are invited to the National Junior Honor Society and Award ceremonies held in May. During the 2019-2020 the campus hosted Evening with the Arts that displayed Art work and performances of the choir, band and drama students.

Bi-monthly newsletters are posted with campus news and upcoming events on PTISD website and posted on the JH Facebook and Instagram.

Information is translated into Spanish for letters, phone messages and webpage announcements; however, there is still a need to improve community involvement with the Hispanic community and improve communication in the Spanish language.

## Parent and Community Engagement Strengths

PTJH staff and students support many organizations by raising funds, donating food, and volunteering for service projects. The campus is open to scheduled parent visits. PTJH offers numerous events yearly for community and parent involvement. Communication through media, school messenger, electronic newsletters, Twitter, and Facebook keeps the community and parents informed of events. In the spring of 2019, the district hosted community outreach events at various locations for the community. A parent liaison was added to the junior high to improve parent communication.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parent involvement and support is lacking in day to day academics. **Root Cause:** Parent time, knowledge and resources limit support.

# School Context and Organization

## School Context and Organization Summary

PTJH has a Leadership team that consist of lead teachers, the principal, assistant principals and counselors. The leadership team meets once monthly to discuss campus events, concerns and communicate academic and behavior expectations. Other committees on the junior high campus are Safety-Crisis, Attendance, Technology and Campus Improvement Planning committees.

Faculty meetings are held each six weeks to update staff on up coming events, disseminate information and share successes. The counselors are planning a new student advisory team for the 2019-2020 school year.

The campus principal, Mrs.Robinson, attends a weekly district administrator meeting. The administrator meeting helps align the campuses and improves communication within the district.

## School Context and Organization Strengths

The Professional Learning Communities (PLC) for each grade level, subject meets weekly. The district coordinators provide resources and support to strengthen the instructional planning process. The leadership teams provide a two way communication between staff and administration. The teachers provide feedback to administration and administration disseminate information to staff through the leadership meetings. Response to Interventions (RTI) meetings are held three to four times a year to evaluate student progress.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** High percentage of staff is new and have not received training for PLCs and other areas. **Root Cause:** Training of new staff each year due to high turn-over rate.

# Technology

## Technology Summary

The campus implemented classroom carts in 2017-2018. In both 2018-2019 and 2019-2020 school years, additional technology, ipads and chrome-books were purchased for the campus. There are several core teachers that share ipad/chrome-book carts and most elective teachers do not have access to a cart. In 2016-2017, several teachers and an administrator attended the TCEA conference to learn new technology practices. The past three years, campus administrators and teachers were not able to attend the TCEA conference. Each teacher is issued a chrome book and desk top for classroom use. Classrooms are equipped with projectors, and document cameras. Two mobile interactive boards were purchased for the campus but no training was provided. The campus has a strong wireless infrastructure.

The vision is for students and teachers to use technology beyond the substitution level of the SAMR model of technology.

Hardware - We have four functional computer labs, each department has ipad carts and/or chrome-book carts.

Software - Awareness of software available and training in the use of the software.

An on-campus technology liaison would be very beneficial in the day to day usage of the technology and software we already have on-campus. Also they could keep abreast of new and cutting edge instructional technology.

We are seeing there is a proficiency gap in both staff and students. The campus needs to train and work on implementing technology in all areas of our instruction. The staff that is unsure needs more training and the staff that are knowledgeable needs to share their knowledge and continue to be challenged themselves.

The mini conference in August will have wealth of choices covering technology this coming year.

The staff that have been using technology in their classrooms are reaping the benefits as are the students. We see this expanding in the future and moving in the right direction.

The core content areas the campus is using technology to improve student achievement are:

ELAR - students are using IXL to improve on reading levels. This program is a more prescriptive assessment of each student. It is used during Pirate Power Period (P3).

- Math - students are using Dreambox to improve on individual math weaknesses during P3.
- Science - students are using several different Ipad Apps to enhance their curriculum.
- Social Studies -students are using several different Ipad Apps to enhance their curriculum.
- STEM - students are using several different Ipad Apps to enhance their curriculum along with Code.org and Microtype.



- Spanish - students are using Duo Lingo to improve their Spanish skills.
- ESL pull out using Rosetta Stone.

### **Technology Strengths**

The campus' wireless infrastructure through out the campus is adequate. The teachers use Google Classroom, Quizlet, Edpuzzle, Kahoot, No More Red Ink, and several more apps to engage students through technology. Assessments are given using technology. Assessments given on the ipads give immediate feedback to students. The campus received keyboards for the English Language Arts department to use with the iPad. PTJH has four virtual computer labs. The district has purchased iPad carts and chrome books to transition to classroom sets in all core subjects and several elective classes. The carts ensure iPads are charged and available for student use each day. Additional chrome-book carts and interactive boards will be purchased for the 2019-2020 school year.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1 (Prioritized):** The staff and students' use of technology is inconsistent. **Root Cause:** Teachers lack adequate training on incorporating technology to enhance instruction. All students need more access to technology.

# Priority Problem Statements

**Problem Statement 1:** The Special Education, English Language Learners, and African American sub populations are the lowest performing populations in every content area.

**Root Cause 1:** The students have significant deficits in numeracy and/or reading when they enter the Junior High. Classroom instructional strategies are not differentiated for lower performing sub populations, to the degree needed.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** African American and Hispanic student populations receive the highest percentage of discipline referrals.

**Root Cause 2:** The lack of African American and Hispanic parent/student involvement in school activities and the staff's inconsistent expectations.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** The turnover rate for teaching staff at Pine Tree Junior High is high; however, it is still a concern.

**Root Cause 3:** The high demands of teaching, stress of state assessments and lack of student discipline.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Some teachers lack the knowledge of TEKs, instructional strategies and backward design.

**Root Cause 4:** Teacher turnover rate results in repeatedly training new staff in established practices.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Parent involvement and support is lacking in day to day academics.

**Root Cause 5:** Parent time, knowledge and resources limit support.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** The staff and students' use of technology is inconsistent.

**Root Cause 6:** Teachers lack adequate training on incorporating technology to enhance instruction. All students need more access to technology.

**Problem Statement 6 Areas:** Technology

**Problem Statement 7:** Students performing below region and state performance in Reading and 7th grade Math.

**Root Cause 7:** Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to the degree needed.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Some student groups are performing below the federal requirements for Reading.

**Root Cause 8:** All student groups have deficiencies in skills and/or reading below grade level.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Some student groups are performing below the federal requirements for Mathematics.

**Root Cause 9:** All student groups have deficiencies in numeracy skills.

**Problem Statement 9 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student assessment data. Regional assessment data.

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will provide the necessary supports and resources to close the state assessment performance gaps, Academic Achievement, in reading, math, and science (Domain 3, Closing the Gaps) between student groups and provide a well-rounded education. Priority will be given to the White, African American, English learners, economically advantaged/disadvantaged, and special education sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and State Assessment Data, STEMScopes math and science data, MAP data, Pirate Power Period (P3) reports, walkthroughs and formative data. Decrease performance gaps between student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Dyslexia teacher, Math and Reading interventionist (2 FTE), Content Mastery teacher, Content Mastery aide (1 FTE), ESL teacher (1 FTE), and Inclusion aide.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> MAP - 163- Comp Ed Funds - \$7,569, Intervention Teacher - 163- Comp Ed Funds - \$55,100, CM Aide &amp; ESL Teacher - 163- Comp Ed Funds - \$140,187, Math Intervention Teacher and Academic Specialist - 211- Title I Funds - \$85,834</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Increase instructional time by providing separate Writing and Reading classes for all students in 7th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessments. Lesson plans and instructional walk through data. Increase Reading and Writing STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and 7th grade ELA teachers, Curriculum Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Curriculum Specialist Stipend - 211- Title I Funds - \$5,000</p>

### Strategy 3 Details

**Strategy 3:** Response to Intervention process identify, place and monitor special education students, English learners, economically disadvantaged, and African American students to support and close performance gaps and increase student achievement while decreasing the drop-out rate.

**Strategy's Expected Result/Impact:** Local and state assessments, Fast ForWord and Read 180/System 44 data, and classroom performance. Increase met and exceeded student growth percentages in four lowest sub-populations (Sp Ed, EB, ECD and AA).

**Staff Responsible for Monitoring:** Principal, assistant principals, counselors.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**

**Funding Sources:** Fast ForWord - 282 ESSER III - \$250, Read 180/System 44 - 163- Comp Ed Funds - \$6,450

### Strategy 4 Details

**Strategy 4:** Provide a rigorous and challenging curriculum through Advance classes, CEER Academy and Gifted and Talented pull-out during Pirate Period.

**Strategy's Expected Result/Impact:** Eighty percent of GT students will achieve Masters Level on local and STAAR assessments. Growth on Reading and Math STAAR assessments.

**Staff Responsible for Monitoring:** Curriculum Specialist, principal, and assistant principals. CEER teachers, Executive Director, Quality of Education.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 5 Details

**Strategy 5:** Provide professional development in areas of need (Writing, Reading, Gifted and Talented, Social Studies, Mathematics, Technology) for all professional staff.

**Strategy's Expected Result/Impact:** Increase teacher effectiveness. Increase student performance on local and state assessments.

**Staff Responsible for Monitoring:** Executive Director, Quality of Education, Campus Administrators.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

### Strategy 6 Details

**Strategy 6:** Increase attendance to 96.5% for both grade levels by contacting parents/guardians of absent students.

**Strategy's Expected Result/Impact:** Student attendance percentage will reach or exceed 96.5%.

**Staff Responsible for Monitoring:** Attendance clerk, administrators, counselors and Assistant Superintendent, Student Services.

**Title I Schoolwide Elements:** 2.4, 2.6

### Strategy 7 Details

**Strategy 7:** Identify students for placement with core teachers of STAAR tested areas during Pirate Power Period (P3).

**Strategy's Expected Result/Impact:** Improvement on STAAR performance.

**Staff Responsible for Monitoring:** Principals, Interventionist, and lead teachers.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math

**Goal 1:** Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

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

**Evaluation Data Sources:** Unit assessments, Benchmark Assessment and Universal screeners.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide a 30 minute (Pirate Power Period) intervention period for all students to increase student growth in reading and mathematics. <b>Strategy's Expected Result/Impact:</b> Common assessment data, IXL reports and CBA data. Increase student growth in Math and Reading. <b>Staff Responsible for Monitoring:</b> Principal, assistant principals and teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Continue RTI process to increase student progress and identify students needing additional support in area of reading and mathematics <b>Strategy's Expected Result/Impact:</b> Unit assessments, teacher input and CBA data. Increase student progress. <b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and reading and math teachers. <b>Title I Schoolwide Elements:</b> 2.5</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Identify and place students in math intervention classes to strengthen essential skills needed for student progress and growth. <b>Strategy's Expected Result/Impact:</b> Increase Math performance on common assessments, CBAs and STAAR assessment. <b>Staff Responsible for Monitoring:</b> Principals, assistant principals, Math interventionist, and counselors. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Identify and place students in Reading intervention classes to strengthen essential skills needed for student progress and growth. <b>Strategy's Expected Result/Impact:</b> Increase reading level for identified students. Improvement on state assessments. <b>Staff Responsible for Monitoring:</b> Principal and assistant principals. Reading specialist. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Read 180/System 44 - 163- Comp Ed Funds - \$7,448</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Provide Content Mastery support to all students. <b>Strategy's Expected Result/Impact:</b> Six weeks grade reports, common assessments, local and state assessments. Increased student performance in all areas. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Content Mastery Teacher, and Content Mastery Educational Aide. <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>



### Strategy 6 Details

**Strategy 6:** Provide ESL support to Emergent Bilingual students (EB) and provides additional time during P3 to practice listening and speaking skills.

**Strategy's Expected Result/Impact:** Increase ESL students' spoken and written language and decrease academic language barriers. Increase student performance in all areas.

**Staff Responsible for Monitoring:** Administrators, Special Program Coordinator (1 FTE), and ESL Teacher.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math

### Strategy 7 Details

**Strategy 7:** Provide mandatory after-school tutorials in Math and Reading with transportation provided.

**Strategy's Expected Result/Impact:** Increase Reading levels and improve Math skills.

**Staff Responsible for Monitoring:** Principal, Teachers, Director of transportation.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Goal 1:** Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

**Performance Objective 3:** Increase STEAM (science, technology, engineering, arts, and mathematics) opportunities for all students, preparing students for post-secondary career and technology classes at Jr. High School.

**Evaluation Data Sources:** Increased enrollment/participation in robotics and STEAM classes.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide STEAM/CTE learning opportunities for students in 7th and 8th grades. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in STEAM, Math -Science team and robotics classes. <b>Staff Responsible for Monitoring:</b> Principal, Executive Director, Quality of Education, and STEAM teachers . <b>Title I Schoolwide Elements:</b> 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide more CTE opportunities that will increase post-secondary at the High School. <b>Strategy's Expected Result/Impact:</b> Increase CTE classes prior to HS graduation. <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselors, <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>

**Goal 1:** Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

**Performance Objective 4:** PTJH will develop systems to foster an inclusive, collaborative culture.

**Evaluation Data Sources:** Climate survey; employee retention reduction

Strategy 1 Details
<p><b>Strategy 1:</b> Provide common planning periods for teachers to collaborate, analyze data and plan interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction aligned to state standards. Increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>

**Goal 2:** Pine Tree Junior High will maximize learning through the use of advanced resources and digital literacy.

**Performance Objective 1:** Improve technology knowledge and skills for all Pine Tree Junior High staff to increase technology integration into instructional practices.

**Evaluation Data Sources:** Regular instructional design and delivery integrated with technology

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide training for IXL computer programs to implement during Pirate Power Period to increase Reading and Math student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Use data from common assessments to isolate TEKS/areas of concern. Increase all student performance on Reading and Math assessments. Increase student time in reading and math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals and teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide classroom Chrome book sets to integrate technology into weekly instruction no less than 30% of the time.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement student led technology usage in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals and teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide technology training to a select group of teachers to attend TCEA conference pending current COVID-19 guidelines. The select group of teachers will train all other teachers on learned technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality classroom instruction using technology. Improve staff technology skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, Executive Director of Facility Services and Technology..</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Provide teachers training for interactive boards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality classroom instruction using technology. Improve staff technology skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and Executive Director of Facility Services and Technology.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>

**Goal 3:** Pine Tree Junior High will ensure student leadership is an integral part of our learning culture.

**Performance Objective 1:** Provide student leadership opportunities which will increase student participation in every student population.

**Evaluation Data Sources:** The number of students participating in leadership roles.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Recruit students from all student populations to participate in leadership roles (Class Ambassadors, technology teams, media announcement team, Yearbook team, newsletter team, Jr. High Leadership Team)</p> <p><b>Strategy's Expected Result/Impact:</b> Develop leadership qualities in students and increase student involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and teachers/sponsors.</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Offer opportunities for students to participate in leadership roles through clubs and organizations such as; Student Council, Future Christian Athletes and Crime Stoppers.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop leadership qualities in students and increase student involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and sponsors.</p>

**Goal 4:** Pine Tree Junior High 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 learning needs of all students.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.  <b>Strategy's Expected Result/Impact:</b> Fair and consistent implementation of Student Code of Conduct. Decrease placement in On -Campus Suspensions (OCS) for male African American and Hispanic students.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Assistant Superintendent, Student Services.</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide incentives to reinforce positive student behavior such as, Caught Doing Something Good coupons, participation in game room, and lunch.  <b>Strategy's Expected Result/Impact:</b> Decrease of inappropriate behaviors and increase of student morale.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Leadership team and Counselors.  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Facilitate character development through campus support systems (Pirate 180, Champs, Forever Friends COVID-19 permitting).  <b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals, increase time in class and increase in student performance and social/emotional skills.  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, teachers., and community members</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Ensure professional learning is provided for staff to support student's social and emotional needs.  <b>Strategy's Expected Result/Impact:</b> Increase awareness of the social and emotional needs of students, decrease student referrals.  <b>Staff Responsible for Monitoring:</b> principal, assistant principals and counselors.</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Provide students social and educational opportunities; such as, Girls/Boys Night Out, Expanding Horizons, T.A.M.E., and field trips COVID-19 guidelines permitting.  <b>Strategy's Expected Result/Impact:</b> Increase student involvement. Increase student awareness of opportunities beyond junior high school.  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, sponsors/teachers for event.  <b>Title I Schoolwide Elements:</b> 2.5</p>
<b>Strategy 6 Details</b>
<p><b>Strategy 6:</b> Continue Redirect Program to teach students appropriate interpersonal skills and coping strategies.  <b>Strategy's Expected Result/Impact:</b> Increase student time in the classroom. Reduce office referrals by improving student interpersonal skills and coping strategies . Help students establish and build relationships.  <b>Staff Responsible for Monitoring:</b> Administrators, campus redirect specialist, and Special Education Director.</p>

### Strategy 7 Details

**Strategy 7:** Develop, distribute and review campus and family engagement plan through the site based decision team meeting process.

**Strategy's Expected Result/Impact:** To provide the parents, and community members the opportunity for school involvement.

**Staff Responsible for Monitoring:** Administrators, leadership team, site based decision team and counselors.

**Title I Schoolwide Elements:** 3.1, 3.2

### Strategy 8 Details

**Strategy 8:** Ensure students, focusing on economically disadvantaged students, participate in required physical fitness activities, such as, Fitness Gram and complete four semesters of a moderate and rigorous activity.

**Strategy's Expected Result/Impact:** Increase student physical activity and promote a healthy life style.

**Staff Responsible for Monitoring:** Counselors and physical education teachers/coaches and principal.

### Strategy 9 Details

**Strategy 9:** Local counselors developed a local system to support the social and emotional well-being of students PK-12 to support PTISD students based on their needs.

**Strategy's Expected Result/Impact:** Reduction in student discipline referrals and a greater understanding of coping strategies.

**Staff Responsible for Monitoring:** Campus administrators and counselors

**Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture

**Goal 4:** Pine Tree Junior High will boldly support the social and emotional needs of all students.

**Performance Objective 2:** Reduce violence and illegal drug use among students.

**Evaluation Data Sources:** Decreased drug/alcohol related discipline referrals.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Participate in Red Ribbon week activities. Provide Student Resource Officer (SRO) presentations to classes, Pirate 180 activities and host special speakers to educate students in the dangers of alcohol/drug abuse and violent behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of drug/alcohol discipline referrals and Discipline Alternative placements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and all staff.</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Build partnerships between campus and community agencies (ETCADA and Graciously Broken) associated with educating students on the dangers of drug and alcohol use.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of discipline referrals associated with drug and alcohol behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal and Counselors.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Utilize Anonymous Alerts App for students, parents, and community to report and prevent violent behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce violent behavior. Make reporting of inappropriate activity easier and anonymous.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and counselors.</p>



**Goal 5:** Pine Tree Junior high will recruit, develop, support, and retain the highest quality staff.

**Performance Objective 1:** PTJH will continue to implement systems to support, recruit, and retain high quality staff.

**Evaluation Data Sources:** Reduced teacher turnover rate; University recruitment fair attendance

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Attend college/university recruitment fairs and participate in district job fair. <b>Strategy's Expected Result/Impact:</b> Increase applicant pool. <b>Staff Responsible for Monitoring:</b> Campus administrators, Director, Human Resource Department <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide mentors through Leadership3 for Anchor Academy zero based teachers to provide additional support and increase teacher retention. <b>Strategy's Expected Result/Impact:</b> Increase teacher and Asst. administrator retention. <b>Staff Responsible for Monitoring:</b> Principal and Leadership3 participants, Department leads, Assistant Principals, Executive Director, Quality of Education.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Implement a discipline plan for secondary students to reduce the number of classroom disruptions and increase instructional time by holding students accountable for inappropriate behaviors. <b>Strategy's Expected Result/Impact:</b> Remove distractions and disruptions in the classroom environment; reduced number of discipline referrals <b>Staff Responsible for Monitoring:</b> Administrators, discipline committee, and Assistant Superintendent, Student Services. <b>Title I Schoolwide Elements:</b> 2.5</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Provide substitute teachers for department mentors to allow time to observe and give feedback to new/zero base teachers. <b>Strategy's Expected Result/Impact:</b> Increase teacher support and growth of new teachers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, and mentors. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Provide teachers opportunity to attend staff development relative to professional growth and efficacy. <b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge to enhance classroom performance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant principals, mentors, Executive Director, Quality of Education.</p>

**Goal 5:** Pine Tree Junior high will recruit, develop, support, and retain the highest quality staff.

**Performance Objective 2:** PTJH will strengthen the relationships among all staff members and improve campus morale and decrease turn over rate.

**Evaluation Data Sources:** Number of celebrations and percentage of teachers/staff turn over rate.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Create teacher/staff recognition/reward opportunities. <b>Strategy's Expected Result/Impact:</b> Reduce turn over rate and increase teacher retention. <b>Staff Responsible for Monitoring:</b> Campus administrators and counselors.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Provide more opportunities for staff to celebrate as a campus and bond building events (luncheons, activities, games and competitions). <b>Strategy's Expected Result/Impact:</b> Build positive campus morale. Increase teacher retention. <b>Staff Responsible for Monitoring:</b> Campus administrators, counselors and leadership team.

**Goal 6:** Pine Tree Junior High will actively engage parents, families and community.

**Performance Objective 1:** Provide opportunities to families, parents, and community members.

**Evaluation Data Sources:** Sign-in sheets and agendas, and Title 1 parent surveys.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Partner with PTA to host additional events: student vs staff basketball tournament and Fall Fest, and other campus activities. <b>Strategy's Expected Result/Impact:</b> Increase number of opportunities for student involvement. <b>Staff Responsible for Monitoring:</b> PTA representatives and Principal. <b>Title I Schoolwide Elements:</b> 3.2</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> District Parent Liaisons will plan and implement various educational sessions to strengthen home/school relationships and provide opportunities for parent/guardian/community involvement in campus wide events (Career presentations, Teacher-Parent conferences, Title 1 annual meetings, Fall parent night, PT Showcase, and other events pending. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Parent liaison (0.5 FTE), and Teachers. <b>Funding Sources:</b> Parent Liaison - 282 ESSER III - \$34,069</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Host a variety of events for parents, guardians and community members to attend (Sport events, Choir and Band performances, National Honor Society Ceremony, Award Ceremony, Pep Rallies pending. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement. <b>Staff Responsible for Monitoring:</b> Administrators, sponsors and teachers. <b>Title I Schoolwide Elements:</b> 3.2</p>