

# Pine Tree Independent School District

## Pine Tree Junior High

### 2016-2017 Goals/Performance Objectives/Strategies



# Mission Statement

Our mission is to continue a tradition of excellence by providing a high-quality and challenging educational environment, maximizing opportunities for the success of all students, equipping them to become responsible, involved, and productive citizens.

## Vision

Our school shines as a beacon providing an end and beginning, building on the past and moving to the future. It is a place that appreciates quality and high expectations, offering opportunities and guidance. Here, learners engage in creative challenges that provide rewards in a positive environment. We strive to build relationships based on respect, acceptance and empathy. Through learning, one discovers fun and satisfying life experiences.

## 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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# Goals

**Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.**






**Performance Objective 1:** Increase all subject area STAAR performances in 2017 by 10% from 2016 percentages and increase three lowest performing subpopulations by 5% from 2016.

**Evaluation Data Source(s) 1:** Unit tests, CBA data and STAAR scores.

## Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 1 CHPS 2</p> <p>1) Teachers will meet weekly in Professional Learning Communities (PLC) to collaborate on lesson planning, evaluation of student work and instructional preparation to increase student performance to 80% of students passing.</p>	1, 2, 4, 8	Assistant Principals, Lead Teacher, Principal, Special Ed Teachers, Teacher(s), Coordinators.	Summative - Summative- Six weeks grades, CBAs, walk-throughs and STAAR scores.			
Funding Sources: 199 - General Funds						
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 1 CHPS 4</p> <p>2) Identify at-risk students and place in an Math enrichment class and/or Reading enrichment class to provide 50 minutes of additional instruction each day.</p>	1, 2, 3, 4, 8, 9	Assistant Principals, Counselor(s), Principal, Teacher 1 FTE, Teacher(s)	Summative - Curriculum based assessments, Math and Reading enrichment teacher input, report cards and teacher observation/assessments. STAAR assessment.			
Funding Sources: 211- Title I Funds						
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 1 CHPS 4</p> <p>3) Provide separate Writing and Reading classes for all students in Regular 7th grade classes to increase STAAR performance from 60% to 70%.</p>	1, 3, 8, 9	Counselors, Principal, English Language Arts teachers.	Six week report cards, CBA data and STAAR assessment. Reading data points.			
Funding Sources: 211- Title I Funds - \$52045.00						

<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 4</p> <p>4) Provide supplemental instruction to support at-risk students through tutorial classes and Content Mastery.</p>	1, 3, 9	Assistant Principal(s), Educational Aide .5 FTE, Principal, Special Ed Teachers, Teacher .5 FTE, Teacher(s)	Progress reports and six week report cards.			
Funding Sources: 163- Comp Ed Funds - \$28650.51						
<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>5) Increase special education student performance by providing low teacher-to student ratio and inclusion classes that concentrate on best teaching practices.</p>	1, 3	Assistant Principals, Principal, Special Education Teachers, and Teacher(s)	Summative - CBAs, lesson plans, STAAR assessments, Administration walk-throughs.			
<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>6) Provide ESL instructional support and services in area of ELAR.</p>	3	Principal, Asst.Principals and ESL teacher, Teacher 1 FTE	Summative - Telpas scores, STAAR test scores and six week report cards.			
<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 7</p> <p>7) Provide specific professional learning for teachers in core content area to strengthen instructional practices.</p>	1, 2, 4, 8	Assistant Superintendent of Curriculum and Instruction, and Principal.	Professional development records, lesson plans and Data Walks data.			
<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>8) Create and implement a Zeros Aren't Permitted (ZAP) program to increase student learning opportunities.</p>	1	Principals, Ast. Principals, and Core teachers.	Passing percentages increased.			
<p align="center"><b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 4</p> <p>9) Provide additional math instruction through math enrichment classes to increase 7th grade passing percentage from 48% to 65% and 8th grade passing percentages from 79% to 89% in 2017 on STAAR assessments.</p>	1, 3, 9	District Curriculum and Instruction team, Math coordinator, Principal, Assistant principals, and teachers.	STAAR assessments			
Funding Sources: 199 - General Funds						


<p align="center"><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>          CHPS 1 CHPS 2 CHPS 4</p> <p>10) Identify students for mandatory tutorials to increase 2016 STAAR percentages from 69% to 79% in Science and from 62% to 72% in Social Studies on 2017 assessments.</p>	1, 3, 9	District Curriculum and Instruction team, Math coordinator, Principal, Assistant principals, and teachers.	STAAR assessments.			
Funding Sources: 199 - General Funds						
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

**Performance Objective 2:** Increase STAAR Level 3 percentages by 5% above 2016 STAAR percentages

**Evaluation Data Source(s) 2:** Unit test, CBAs and STAAR test.

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2</p> <p>1) Using assessment data the teachers will identify students that are within 10 points of achieving level 3 performance, to provide targeted differentiated instruction and enrichment.</p>	8	District math curriculum coordinator, Principal, Administrator over core subject PLCs, and Teachers.	STAAR scores.			
Funding Sources: 199 - General Funds						
						

**Goal 2: Increase the student attendance rate from 95.92% to 97%.**

**Performance Objective 1:** Increase the student attendance rate from 96 % to 97%.

**Evaluation Data Source(s) 1:** Attendance reports.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>1) Form an attendance committee to review student attendance and meet with students.</p>	1	Assistant Principal, Principal, Committee members, Attendance Clerks,	Summative - Attendance reports and percentages, Attendance committee data.			
Funding Sources: 199 - General Funds						
<p><b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 6</p> <p>2) Provide incentives for students that have maintained 97% attendance or higher. Provide incentives for students with yearly perfect attendance.</p>	1	Assistant Principals, Principal, Teachers, Attendance Clerk, Counselors.	Summative - Six week student attendance rates. Number of students participating in reward time/activities.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>3) Make home visits with Student Resource Officer (SRO) and file truancy on students with excessive absences.</p>	6	Assistant Principals, Principal, Attendance secretary and SRO.	Summative - Attendance reports each week, six weeks and semester.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						



**Goal 3: Increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.**

**Performance Objective 1:** Increase student enrollment in advance classes and promote the distinguished graduation plan.

**Evaluation Data Source(s) 1:** Enrollment data for advanced classes, Gifted and Talented classes and specialized classes (Texas Math Science, Robotics, UIL).

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>1) Promote High School Pre Advanced Placement (Pre AP) and Advanced Placement (AP) classes when developing four year plans with 8th graders.</p>	2	Counselors, Administrators.	Course enrollment for advanced freshmen classes.			
<p><b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 7</p> <p>2) Promote Junior High advanced classes in all core areas by identifying students for placement in higher level classes. Promote specialized classes: Texas Math Science Coaching Association (TMSCA), U.I.L., Robotics, Yearbook, and Announcements.</p>	1, 4	Principal, and Counselors	Enrollment numbers in speciality classes, and GT/Advanced classes.			
<p><b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>3) Offer and promote classes for high school credit.</p>	1	Assistant Superintendent(s), Counselor(s), Principal	Formative - Report cards, student interest and completion of credits.			
<p><b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>4) Offer an ELAR class for identified Gifted and Talented (GT) students.</p>	3	Principal, GT specialist/coordinator, GT Teacher .34 FTE, counselors.	Number of GT students enrolled in GT English classes.			
Funding Sources: 199- State GT - \$14522.25						
<p><b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>5) Offer CTE classes to promote post secondary opportunities for all students.</p>	1	Counselor(s), CTE Director, CTE teachers,	Number of students enrolled in CTE classes.			

<p align="center"><b>Characteristics of High Performing Schools</b> CHPS 1</p> <p>6) Promote National Junior Honor Society and Duke Scholar opportunities.</p>	<p>Counselors, National Junior Honor Society sponsor, Administrators, and teachers.</p>	<p>Number of students inducted into NJHS and named Duke scholar.</p>			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## Goal 4: Provide a safe and orderly school climate that is conducive to student learning

**Performance Objective 1:** Students will have a safe, orderly environment that facilitates learning and promotes student success, academic and extra curricular.

**Evaluation Data Source(s) 1:** Number of safety drills, faculty meeting attendance, and professional development attendance.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>1) Practice safety drills for fire, evacuation, severe weather, lockdown procedures, and emergency response training each semester.</p>	1	Assistant Principals, Principal, and SRO.	Number of drills and training.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6 CHPS 7</p> <p>2) Provide professional development and implement Champs behavioral model.</p>	1	Champs trainer, Administrators, Champs team.	Champs training attendance sign-in sheets, and number of discipline/referrals.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>3) Implement positive rewards for students meeting high expectations regarding academics and modeling appropriate behavior.</p>	1	Assistant Principals, Counselor(s), Principal, Teacher(s) and SRO.	Discipline reports, tardy reports and attendance reports. Number of students participating in reward activities.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>4) Provide CPI training for all Special Education teachers, aides and selected faculty and staff.</p>	1	Assistant Principal(s), Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	Professional Development records.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>5) Provide a behavioral specialist to monitor and reward positive behaviors for students with behavioral plans.</p>	1	Administrators, and behavioral specialist.	Decreased number of discipline referrals on students with behavioral intervention plans.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6 CHPS 7</p> <p>6) Provide specific professional learning through online courses on bullying, suicide prevention and child abuse.</p>	1, 2, 4	Principal, Assistant Principals.	Professional development certificates.			
Funding Sources: 199 - General Funds						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






## Goal 5: Promote parent, school, and community relationships that foster increased student achievement.

**Performance Objective 1:** Provide opportunities for parent involvement by continually building strong relationships between school and parents/community.

**Evaluation Data Source(s) 1:** Number of parental/community activities offered.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>1) Support volunteer program/enlistment through newsletters, blogs, and emails.</p>	1, 6	Community Involvement coordinator, Counselor(s), Principal, Public Information Coordinator, Secretarial staff	Total number of volunteers on sign-in sheet. Number of newsletters, emails, and phone communications.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>2) Communicate and publish campus information in both English and Spanish.</p>	1	Counselor(s), HR Coordinator, and Principal	Number of communication/information sent out in both English and Spanish.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>3) Offer parent/student conferences to discuss high school personal graduation plans and publicize graduation endorsements.</p>	1	Counselor(s), Principal	Sign-in sheets from parent meetings, attendance, planning sessions, and hits on computer website.			
<p><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>4) Publish information on campus web-page to inform parents of upcoming events (Meet the Teacher Night, Innovation Fair, High School graduation planning night, exam dates, report cards, weather days, and STAAR test days) and send information weekly to district communication personnel to publish in Newsletter.</p>		Principal, Public Information Coordinator, Web page maintenance personnel, counselors	Number of Publications.			
<p><b>Characteristics of High Performing Schools</b> CHPS 5 CHPS 6</p> <p>5) Participate in community projects (Blue Santa, Stuff-A-Bus, Cookies for Hwy. 80 Mission, Keep Longview Beautiful, Recycling project, etc.).</p>	6	Principal and Sponsors.	Number of community projects supported or participated in.			






<p align="center"><b>Characteristics of High Performing Schools</b> CHPS 6</p> <p>6) Provide performances to community through band concerts, choir and drama programs, host community programs (Veterans Day program/luncheon and Senior Citizen Christmas luncheon and East Texas Literacy Council Annual Spelling Bee).</p>		<p>Community coordinator, Principal, and Student council sponsor.</p>	<p>Number of programs offered/hosted, attendance numbers for each program.</p>			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.**

**Performance Objective 1:** Teachers will participate in professional learning opportunities.

**Evaluation Data Source(s) 1:** The number of students scoring at level three performance and/or exceeding growth on the STAAR assessment.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>                      CHPS 1 CHPS 7</p> <p>1) Provide professional learning in core subjects specifically on integrating high yield instructional strategies and depth and complexity into instructional delivery.</p>	1, 3, 4	Administrators, C & I department and lead teachers.	Report cards, failure reports, lesson plans, professional development records and data-walk data.			
Funding Sources: 255- Title II Funds, 255- Title II Funds						
<p><b>Characteristics of High Performing Schools</b>                      CHPS 1 CHPS 7</p> <p>2) Teachers will attend professional learning communities to collaborate with other department teachers.</p>	2, 3, 9	Coordinators, administrators, lead teachers and teachers.	PLC attendance sheets and agendas, report cards and STAAR scores.			
Funding Sources: 199 - General Funds						
<p><b>Characteristics of High Performing Schools</b>                      CHPS 1</p> <p>3) Provide variety of ways for students to demonstrate their learning (eg: student products, performances, models, presentations, etc.).</p>		Administrators, lead teachers and teachers.	Lesson plans, number of student products, assessments results.			
Funding Sources: 199 - General Funds						
<p style="text-align: center;">  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>						

## Goal 7: Integrate technology to enrich the curriculum and expand learning opportunities for all.

**Performance Objective 1:** Utilize technology to enrich classroom instruction.

**Evaluation Data Source(s) 1:** Lesson plans and technology usage reports.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<b>Characteristics of High Performing Schools</b> CHPS 1 1) Incorporate technology into weekly lesson plans.	1, 2	Instructional Technology Coordinator, Lead Teachers, Principal, Technology committee.	Lesson plans, attendance in computer labs, and usage of ipad.			
				Funding Sources: 199 - General Funds		
<b>Characteristics of High Performing Schools</b> CHPS 1 2) Provide technology training to teachers and staff on programs, apps and tools to integrate into instruction.	3	Technology coordinators, Assistant Superintendents of Curriculum and Instruction, Principals.	Training certificates from technology trainings, sign-in sheets of district trainings.			
				Funding Sources: 199 - General Funds		
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 6 CHPS 7 3) Develop technology plan that includes; parent/student information on technology responsibilities and safety, deployment of ipads to all students, technology support and implementation of on-going professional learning.	1, 2, 4	Technology coordinator, Principal, Asst. Principals, Teachers	Deployment of 1:1 ipads, Lesson plans, Goals and technology plan goals.			
				Funding Sources: 199 - General Funds		
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 4) Provide 1:1 technology by deploying I-Pads to all Junior High students.	2	District technology coordinator, Principal. Teachers	Numbers of students issued an I-pad.			
				Funding Sources: 199 - General Funds		
						



## Closing the Achievement Gap Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet weekly in Professional Learning Communities (PLC) to collaborate on lesson planning, evaluation of student work and instructional preparation to increase student performance to 80% of students passing.
1	1	2	Identify at-risk students and place in an Math enrichment class and/or Reading enrichment class to provide 50 minutes of additional instruction each day.
1	1	3	Provide separate Writing and Reading classes for all students in Regular 7th grade classes to increase STAAR performance from 60% to 70%.
1	1	4	Provide supplemental instruction to support at-risk students through tutorial classes and Content Mastery.
1	1	5	Increase special education student performance by providing low teacher-to student ratio and inclusion classes that concentrate on best teaching practices.
1	1	6	Provide ESL instructional support and services in area of ELAR.
1	1	7	Provide specific professional learning for teachers in core content area to strengthen instructional practices.
1	1	8	Create and implement a Zeros Aren't Permitted (ZAP) program to increase student learning opportunities.
1	1	9	Provide additional math instruction through math enrichment classes to increase 7th grade passing percentage from 48% to 65% and 8th grade passing percentages from 79% to 89% in 2017 on STAAR assessments.
1	1	10	Identify students for mandatory tutorials to increase 2016 STAAR percentages from 69% to 79% in Science and from 62% to 72% in Social Studies on 2017 assessments.
6	1	1	Provide professional learning in core subjects specifically on integrating high yield instructional strategies and depth and complexity into instructional delivery.

## Student Growth Strategies

Goal	Objective	Strategy	Description
1	1	9	Provide additional math instruction through math enrichment classes to increase 7th grade passing percentage from 48% to 65% and 8th grade passing percentages from 79% to 89% in 2017 on STAAR assessments.
1	1	10	Identify students for mandatory tutorials to increase 2016 STAAR percentages from 69% to 79% in Science and from 62% to 72% in Social Studies on 2017 assessments.