

Pine Tree Independent School District

Pine Tree Junior High

2017-2018 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Board Approval Date: October 12, 2017

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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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 and/or exceed the state and regional average percentage passing for each STAAR grade level and subject.

Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1</p> <p>1) The campus will provide the necessary supports and resources to close the state assessment performance gaps between student groups and improve student growth.</p>	1, 2, 3, 4, 5, 8	Campus Administrators, and CIA Department	Local and State Assessment Data. Pirate Power Period (P3), walkthroughs and formative data.			
<p>Problem Statements: Student Achievement 1 Funding Sources: 199 - General Funds - \$0.00</p>						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Increase instructional time by providing separate Writing and Reading classes for all students in regular 7th grade classes.</p>	1, 2, 3, 9	Principal, assistant principals, and lead ELAR teacher.	Local and state assessments. Lesson plans and instructional walk through data. Increase Reading and Writing STAAR performance.			
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - General Funds - \$0.00</p>						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Identify and monitor Special Education students, English Language Learners and At-Risk African American students to support and close performance gaps between other student groups and improve student growth.</p>	1, 2	Principal, assistant principals, CIA department, teachers and Response to Intervention (RTI) team.	Local and state assessments, Universal Screeners, Essential Standards Progress Monitors and classroom performance. Increase met and exceeded student growth percentages in three lowest sub-populations (Sp Ed, ELL and AA).			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 199 - General Funds - \$0.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>4) Provide Gifted and Talented English Language Arts and Science classes to provide a rigorous and challenging curriculum to identified Gifted and Talented (GT) students.</p>	3	CIA department, principal, and assistant principals.	Eighty percentage of GT students will achieve Masters Level on local and STAAR assessments.			
<p align="center">Problem Statements: Student Achievement 2 Funding Sources: 199- State GT - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>5) Meet annually with middle school personnel to discuss individual student's needs for transition to Junior High campus.</p>	7	Administrators, special education staff, counselors and Curriculum coordinators.	Ensure smooth transition for students. Increase Junior High personnel's knowledge of incoming seventh grade cohort.			
<p align="center">System Safeguard Strategy</p> <p>6) Provide professional learning in English Language Arts/Reading (Balanced Literacy and Guided Reading), Numeracy and Differentiation.</p>	1, 3, 4	Curriculum and Instruction department, and Administrators.	Local and State assessments, Universal Screeners, Essential Standards Performance Monitors, and Reading levels. Increase teacher effectiveness. Increase student performance on local and state assessments.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Achievement
<p>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.</p>
<p>Problem Statement 2: Students performing below region and state performance in Reading and/or Math. Root Cause 2: Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to meet individual needs.</p>
<p>Problem Statement 3: All student groups are performing below the federal system safe guards for Reading. Root Cause 3: All student groups have deficiencies in skills and/or reading below grade level.</p>
<p>Problem Statement 4: All student groups are performing below the federal system safe guards for Mathematics. Root Cause 4: All student groups have deficiencies in numeracy skills.</p>


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 Source(s) 2: STAAR Data, State reports, Benchmark Assessment results, Essential Learning Progress Measures, Universal screeners.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Incorporate a 30 minute (Pirate Power Period) intervention period for all students to increase student growth in Reading and Mathematics.</p>	1, 2	Principal, assistant principals and teachers.	Common assessment data, CBA data, and Universal screeners.			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 199 - General Funds - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Implement RTI process to closely monitor student progress and identify students needing additional support in area of Reading and Mathematics.</p>	2, 8	Principal, assistant principals, and Reading and Math teachers.	Universal screeners, ESPM, local assessments.			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 199 - General Funds - \$0.00</p>						
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Identify and place students in math intervention classes to strengthen essential standards needed for student progress and growth.</p>	2, 3	Principals, assistant principals. Math teachers. .30 FTE, .50 FTE and 1 FTE.	Increase Math performance on common assessments, CBAS and STAAR.			
<p>Problem Statements: Student Achievement 1, 2, 4 Funding Sources: 163- Comp Ed Funds - \$72,511.50</p>						
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Hire and train personnel in Levels Literacy Intervention (LLI) kits to provide accelerated instruction to identified students reading below grade level.</p>	1, 2	Principal and assistant principals.	Increase reading level for identified students.			
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 163- Comp Ed Funds - \$0.00</p>						

Critical Success Factors CSF 1 CSF 4 5) Provide Content Mastery support to all students needing small group and/or individual instruction.	1, 3, 10	Principal, Assistant Principals, Content Mastery Teacher (1 FTE), Content Mastery Educational Aide (1 FTE)	Six weeks grade reports, common assessments, local and state assessments. Increased student performance in all areas.			
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 163- Comp Ed Funds - \$64,760.04					
System Safeguard Strategy Critical Success Factors CSF 1 6) Provide English Second Language (ESL) instruction to identified students.	1, 3	Principals, Special Program Coordinator, ESL Teacher (1 FTE), and assistant principals.	Increase ESL students' spoken and written language and decrease academic language barriers. Increase student performance in all areas.			
	Problem Statements: Student Achievement 1, 2 Funding Sources: 163- Comp Ed Funds - \$20,937.50					
						

Performance Objective 2 Problem Statements:

Student Achievement
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.
Problem Statement 2: Students performing below region and state performance in Reading and/or Math. Root Cause 2: Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to meet individual needs.
Problem Statement 3: All student groups are performing below the federal system safe guards for Reading. Root Cause 3: All student groups have deficiencies in skills and/or reading below grade level.
Problem Statement 4: All student groups are performing below the federal system safe guards for Mathematics. Root Cause 4: All student groups have deficiencies in numeracy skills.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teacher's lack of knowledge of the TEKS, instructional strategies and backward design planning. Root Cause 1: High teacher turnover rate results in repeatedly training new staff in established practices.

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.

Evaluation Data Source(s) 3: Increased enrollment/participation in robotics and STEAM classes.

Summative Evaluation 3:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide STEAM learning opportunities for students in grades 7 and 8.</p>		Principal, CIA, and STEAM Teachers.	Increased enrollment in STEAM and robotics classes.			
Funding Sources: 199 - General Funds - \$0.00						

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 Source(s) 4: Climate survey; employee retention reduction

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide Common planning periods for PLCs to collaborate, analyze data and plan interventions.</p>	1, 8	Principal, Assistant Principals, CIA coordinators.	Increase student performance. Development of the commitment statements.			
<p>Problem Statements: Student Achievement 1, 2 Funding Sources: 199 - General Funds - \$0.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Establish a campus wide culture of "All In" with all stakeholders by creating shared beliefs and collective commitments.</p>	2	Campus administrators.	Increase of student growth and performance.			
<p>Problem Statements: Student Achievement 1, 2</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 4 Problem Statements:


Student Achievement
<p>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.</p>
<p>Problem Statement 2: Students performing below region and state performance in Reading and/or Math. Root Cause 2: Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to meet individual needs.</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 Source(s) 1: Regular instructional design and delivery integrated with technology

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 1) Provide training for Imagine Learning and Compass Reading/Edgenuity computer programs to implement during Pirate Power Period to increase Reading and Math student performance.	1, 2, 4	Principal, assistant principals, C & I coordinators.	Increase all student performance on Reading and Math assessments.			
	Problem Statements: Technology 1 Funding Sources: 199 - General Funds - \$0.00					
2) Provide classroom iPad sets to integrate technology into weekly instruction no less than 30% of the time.	1	Principal and assistant principals.	Increase technology usage in classroom instruction.			
	Problem Statements: Technology 1 Funding Sources: 199 - General Funds - \$0.00					
Critical Success Factors CSF 1 CSF 7 3) Provide professional development on integration of technology beyond the substitution model to enrich instruction.	1, 2, 4	Principal, technology coordinator and C.I. Asst. Superintendent.	Increase quality classroom instruction using technology.			
	Problem Statements: Technology 1 Funding Sources: 199 - General Funds - \$0.00					
						

Performance Objective 1 Problem Statements:


Technology
Problem Statement 1: The staff and all students use of technology consistently. Root Cause 1: The teachers need additional training on incorporating technology to enhance instruction. All students need access to technology.

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 African American and Hispanic participation.

Evaluation Data Source(s) 1: The number of African American and Hispanic students participating in leadership roles.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Create opportunities for students to participate in leadership roles (Class Ambassadors, Technology teams, Video announcements team, student feedback team).		Principal, Assistant Principal, Counselors, and teachers.	Develop leadership qualities in students and increase student involvement.			
						






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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
PBMAS 1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.	1	Principal, Assistant Principals, and Assistant Superintendent.	Fair and consistent implementation of Student Code of Conduct. Decrease referrals for African American and Hispanic populations.			
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Funds - \$0.00					
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 2) Develop and continue incentives to reinforce positive student behavior.	1, 2	Principal, Assistant Principals, Leadership team and Counselors.	Decrease of inappropriate behaviors and increase of instructional time.			
	Critical Success Factors CSF 1 CSF 4 CSF 5 3) Facilitate character development through campus support systems (Olweus, Champs, Forever Friends).					
Critical Success Factors CSF 1 CSF 4 CSF 5 3) Facilitate character development through campus support systems (Olweus, Champs, Forever Friends).		Counselors, Administrators, Behavioral Intervention Coordinator, and Teachers.	Reduced discipline referrals, increase time in class and increase in student performance.			
	Problem Statements: Family and Community Involvement 1					
PBMAS 4) Ensure professional learning is provided for staff to support student's social and emotional needs.		Assistant Superintendent, Student Services Coordinator, Principal, and assistant principals.	Increase awareness of the social and emotional needs of students, decrease student referrals.			
	Funding Sources: 199 - General Funds - \$0.00					
Critical Success Factors CSF 5 5) Provide opportunities for parent/guardian/community involvement in campus wide events (Career presentations, PTA membership, Teacher-Parent conferences, Curriculum Night, Innovation Showcase, and other).	1, 6	Principal, Assistant Principal, Counselors, Teachers.	Increase parental involvement.			
	Problem Statements: Family and Community Involvement 1					

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

Performance Objective 1 Problem Statements:


School Culture and Climate
Problem Statement 1: African American and Hispanic student populations receive the highest percentage of discipline referrals. Root Cause 1: The lack of African American and Hispanic student involvement in school activities and the staff's inconsistent expectations.
Family and Community Involvement
Problem Statement 1: Parent involvement and support is lacking in day to day academics. Root Cause 1: Parent time, knowledge and resources limit support.

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

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

Evaluation Data Source(s) 2: Decreased drug related discipline referrals

Summative Evaluation 2:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Participate in Red Ribbon week activities and host special speakers to educate students in the dangers of alcohol and drug abuse.		Principal, Assistant Principals, Counselors, and teachers.	Reduction of drug/alcohol discipline referrals and Discipline Alternative placements.			
2) Continue to build partnerships between campus and community agencies associated with educating students on dangers of drug and alcohol use.		Principals, Assistant Principal and Counselors.	Reduction of discipline referrals associated with drug and alcohol behaviors.			
						

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

Performance Objective 1: In an effort to reduce the teacher turnover rate, PTJH will implement systems to support, recruit, and retain high quality staff.

Evaluation Data Source(s) 1: Reduced teacher turnover rate; University recruitment fair attendance

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Continue to attend college/university recruitment fairs and participate in district job fair.</p>		Campus administrators.	Increase applicant pool.			
<p>Critical Success Factors CSF 6</p> <p>2) Provide mentors for all new PTJH teachers and assistant principals to provide additional support and increase retention.</p>		Principal and Assistant Principals.	Increase teacher and Asst. administrator retention.			
<p>Critical Success Factors CSF 7</p> <p>3) PTJH zero based teachers will participate in Anchor Academy program, a mentoring program for all first year teachers.</p>	5	CIA Department; HR Department; Campus Administrators	Increased new teacher support; Increased teacher retention			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </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.

Evaluation Data Source(s) 2: Campus celebrations and decreased percentage of turnover rate.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) Create teacher/staff recognition/award opportunities.	1	Campus Administrators and Counselors.	Increase teacher retention.			
Funding Sources: 199 - General Funds - \$0.00						
Critical Success Factors CSF 6 CSF 7 2) Provide more opportunities for staff/teacher celebrations and bond building events (luncheons, incentives, gatherings).	1	Campus Administrators, Leadership team and Counselors.	Increase teacher retention and positive campus morale.			
Funding Sources: 199 - General Funds - \$0.00						
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will provide the necessary supports and resources to close the state assessment performance gaps between student groups and improve student growth.
1	1	2	Increase instructional time by providing separate Writing and Reading classes for all students in regular 7th grade classes.
1	1	3	Identify and monitor Special Education students, English Language Learners and At-Risk African American students to support and close performance gaps between other student groups and improve student growth.
1	1	6	Provide professional learning in English Language Arts/Reading (Balanced Literacy and Guided Reading), Numeracy and Differentiation.
1	2	1	Incorporate a 30 minute (Pirate Power Period) intervention period for all students to increase student growth in Reading and Mathematics.
1	2	3	Identify and place students in math intervention classes to strengthen essential standards needed for student progress and growth.
1	2	4	Hire and train personnel in Levels Literacy Intervention (LLI) kits to provide accelerated instruction to identified students reading below grade level.
1	2	6	Provide English Second Language (ESL) instruction to identified students.
1	4	1	Provide Common planning periods for PLCs to collaborate, analyze data and plan interventions.
1	4	2	Establish a campus wide culture of "All In" with all stakeholders by creating shared beliefs and collective commitments.
2	1	1	Provide training for Imagine Learning and Compass Reading/Edgenuity computer programs to implement during Pirate Power Period to increase Reading and Math student performance.