

Pine Tree Independent School District
Pine Tree Junior High
2018-2019 Campus 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.

Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

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.. As of May 2018, Pine Tree Junior High's enrollment is 37.13% White, 23.19% African American, 27.78% Hispanic, and 63.30% economically disadvantaged. Enrollment for the 2014-2015, 2015-2016 and 2016-2017 school years was slightly below 700 students. Enrollment for the 2018-2019 school year is currently at 715 students. Enrollment has been steady for the past three years. The student demographics for 2016-2017 is 58.2% economically disadvantaged, 11.8% English language learners with a mobility rate of 16.7%. The ethnic make-up is 24.7% African American, 32.9% Hispanic, 36.9% White and 4.1% two or more races. PTJH's enrollment percentage for special education is 11.2%. The identified Gifted and Talented (GT) student population per grade level is approximately eight percent. The average teacher to student ratio is 1:19 The average class size is 19 students per class period. The teaching staff for 2018-2019 school year is 45 teachers: 14 males and 31 females, 5 African Americans, 1 Hispanic and 39 white teachers. The median years of teaching experience is 10.0 years.

Fifty-six 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.

Attendance rates for the past three years are: 2013-2014 -96%, 2012-2013- 95.2% and 2012-2011- 95.5%. The 2015-2016 and 2017-2018 school year attendance rate was 96%.

The drop-out rate for the past three years has been 0%.

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. Students from each sub-populations participate in all areas of extra curricular sports.

The attendance rate has remained at 96% for past three years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A substantial percentage of students have an intermittent enrollment in the district. **Root Cause:** PTJH's mobility rate in 2017-2018 is at 16.7%.

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. There are not enough intervention classes to place students.

Student Achievement

Student Achievement Summary

Pine Tree Junior High MET STANDARD in 2016-2017 and 2017-2018 school years. The English Language Learners (ELL), Special Education and African American sub-populations perform significantly below the white and all sub-population. The following tables show the trend for each state STAAR assessment from 2015 through 2018. In 2017-2018 school year, every level, approaches, meet and masters, in every tested content area showed increases except the masters level in social studies.

7th Grade Reading

	Approaches	Meets	Masters
2015	68%	*	10%
2016	59%	*	14%
2017	60%	28%	14%
2018	63%	37%	17%
Change	+3%	+9%	+3%

7th Grade Math

	Approaches	Meets	Masters
2015	66%	*	2%
2016	48%	*	2%
2017	47%	14%	2%
2018	62%	25%	3%
Change	+15%	+11%	+1%

8th Grade Science

	Approaches	Meets	Masters
2015	69%	*	16%

2016	72%	*	12%
2017	64%	35%	12%
2018	73%	46%	23%
Change	+9%	+11%	+11%

8th Grade Math

	Approaches	Meets	Masters
2015	80%	*	7%
2016	81%	*	7%
2017	69%	25%	5%
2018	80%	40%	7%
Change	+11%	+15%	+2%

8th Grade Reading

	Approaches	Meets	Masters
2015	86%	*	22%
2016	84%	*	16%
2017	72%	32%	13%
2018	73%	35%	19%
Change	+1%	+3%	+6%

8th Grade Social Studies

	Approaches	Meets	Masters
2015	64%	*	9%
2016	66%	*	13%
2017	56%	27%	15%
2018	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. PTJH's Algebra 1 students earned a passing percentage of 100% for the past three years and 76% at the master's level in 2018. In 2018 every level, approaches, meet and masters, in every tested content area showed increases except the masters level in social studies. PTJH's students earn awards in UIL, Fine Arts contest and TMSCA competition at the district and state level. The science and social studies STAAR state passing percentage are close to the state average.

The Junior High utilize a content mastery model to provide students with additional support. The Junior High campus has separated the reading and writing classes to allow students additional time to focus on both areas. Junior High has introduced a P3 intervention/enrichment period for all students to provide 30 minutes of targeted intervention in math and ELAR.

PTISD funds and administers the PSAT 89 assessment to all 8th grade students.

Problem Statements Identifying Student Achievement Needs

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:** 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:** 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:** 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:** All student groups have deficiencies in numeracy skills.

Problem Statement 5: The Asian sub-population missed the target under the Student Success component. **Root Cause:** The Asian student group has eight students. Asian students are not performing at the Meets and Masters level.

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.

The junior high lost eight teachers at the end of the 2017-2018 school year and two within the school year. Four new teaching positions were added to the staff for 2018-2019 school year resulting in 14 new teachers being hired.

An area of focus in 2018-2019 is supporting all our teachers by implementing a new discipline plan and providing additional resources to remove unnecessary stress.

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 has added an additional behavior specialist for the 2018-2019 SY. The two behavior specialist will closely monitor the students that experience repeated behavior issues.

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 chosen for Pirate and Student of the Month.

For the staff celebrations are frequent at the campus. Each month we host some kind of appreciation, such as; a luncheon, snacks, drinks, competitions for prizes, Halloween treats, Valentine Day game and treats, an Easter Egg hunt and a Super Bowl Football Fan day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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: PTISD experiences low staff morale. **Root Cause:** Staff members indicated discipline issues, top down micro management, and the perception of a rigid system of requirements.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teacher turnover rate has been high for the past two years. At the end of 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. At the end of the 2017-2018 school year eight teachers left for various reasons, retirement, transfer to other campuses and districts. Of the eight teachers who left only three teachers went to other districts. 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.

The new superintendent's implementation of a stricter discipline plan, incentives for faculty and staff, and the unity of central office and campuses will improve staff morale and retention. Mentors are assigned to each new and zero based teacher for support. Each administrator is assigned new staff members to guide and mentor. The district's Anchor Academy is also a mentoring program to help support new zero based teachers and improve retention. The staff is 100% certified to teach at the secondary level. The average years of experience in 2016-2017 was 11.7 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. A district mentoring program, Anchor Academy, is in place to support zero base teachers. To provide additional support for new hires the campus assigns mentors to every new teacher. 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.

The junior high campus has had a lower turn over rate than other campuses. Four new teaching positions were added and two positions that were vacated during the 2017-2018 SY were filled.

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 secondary level. The average years of experience in 2016-2017 was 11.7 years.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The turnover rate for teaching staff at Pine Tree Junior High is high. **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. The Math department received training with Pam Harris to increase student's numeracy knowledge. In PLCs 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 Response to Intervention (RTI) framework is utilized to support students with gaps in their skills and students with disabilities. Math intervention and Level Literacy Instruction (LLI) classes are provided for students on the Tier 3 level of intervention.

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 strong resource to help support campus administrators and teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher's lack of knowledge of the TEKS, instructional strategies and backward design planning. **Root Cause:** High 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, 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 female students with making good choices and providing resources. There is 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 summer of 2017, the district hosted four cook outs at various locations for the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 Champs, Olweus, Attendance, Technology and Campus Improvement Planning committees.

School Context and Organization Strengths

The Professional Learning Communities (PLC) for each grade level, subject meets weekly. The district curriculum coordinators and campus administrators meet with the PLCs to review weekly lesson plans for rigor and alignment to state standards. 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 four to five times a year to evaluate student progress.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The Professional Learning Community process is in the development stage. **Root Cause:** Training of new staff each year due to high turn-over rate.

Technology

Technology Summary

In 2016-2017 the Junior High campus deployed approximately 700 iPads to the students. Due to the number of loss and stolen iPads in 2016-2017 and the lack of funding to replace the iPads, the campus implemented classroom carts in 2017-2018. Teachers attended staff training's to prepare for the 1:1 iPad initiative. The district technology coordinator provided six training's on different areas of iPad applications. Several teachers and an administrator attended the TCEA conference in 2017 and brought back new technology practices. In 2018, the district did not send campus personnel to the TCEA conference. Each teacher is issued an iPad and lap top for classroom use. Classrooms are equipped with projectors, and document cameras. The campus has a strong wireless infrastructure.

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 twenty-three iPad carts 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.

Problem Statements Identifying Technology Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: October 08, 2018




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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</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. Priority will be given to the Asian, African American, English Language learners and special education sub- populations.</p>	2.4, 2.5, 2.6	Campus Administrators, Leveled Literacy teachers (1.83 FTE), Dyslexia teacher (.33 FTE), Math interventionists (1.17 FTE), Special Education inclusion paraprofessionals (2.83 FTE) and ESL teacher (1 FTE).	Local and State Assessment Data. Pirate Power Period (P3) reports (Compass/Imagine Math, walkthroughs and formative data. Decrease performance gaps between student groups.			
<p>Problem Statements: Student Achievement 1, 2, 5</p> <p>Funding Sources: 163- Comp Ed Funds - 77485.34, 199 - General Funds - 60708.10</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 7th grade.</p>	2.4, 2.5, 2.6	Principal, assistant principals, and 7th grade ELA teachers.	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</p>						

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) Through the Response to Intervention process identify and/or monitor special education students, English language learners, Asian, economically disadvantaged, and African American students to support and close performance gaps between other student groups and improve student growth.	2.4, 2.5, 2.6	Principal, assistant principals, teachers and Response to Intervention (RTI) team.	Local and state assessments, Universal Reading Screener and classroom performance. Increase met and exceeded student growth percentages in four lowest sub-populations (Sp Ed, ELL, ECD and AA).			
	Problem Statements: Student Achievement 1, 2, 3, 4, 5					
Critical Success Factors CSF 1 CSF 7 4) Provide a rigorous and challenging curriculum to identified Gifted and Talented (GT) students in English Language Arts and Science.		CIA department's Gifted and Talented coordinator, principal, and assistant principals. Gifted and Talented teachers (.83 FTE).	Seventy-five percentage of GT students will achieve Masters Level on local and STAAR assessments.			
	Problem Statements: Student Achievement 2 Funding Sources: 199- State GT - 35315.63					
PBMAS Critical Success Factors CSF 1 CSF 7 5) Continue to provide professional development in areas of need for all professional staff.	2.4, 2.5, 2.6	Curriculum and Instruction department, and Administrators.	Increase teacher effectiveness. Increase student performance on local and state assessments.			
	Problem Statements: Student Achievement 2, 3, 4 - Curriculum, Instruction, and Assessment 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 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.
Problem Statement 5: The Asian sub-population missed the target under the Student Success component. Root Cause 5: The Asian student group has eight students. Asian students are not performing at the Meets and Masters level.

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.

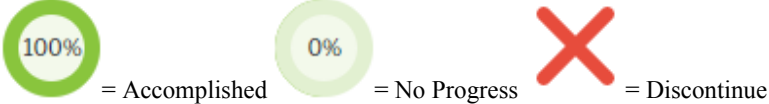
Goal 1: Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

Performance Objective 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue a 30 minute (Pirate Power Period) intervention period for all students to increase student growth in reading and mathematics.</p>	2.4, 2.5, 2.6	Principal, assistant principals and teachers.	Common assessment data, Imagine Math and Compass Reading reports, CBA data, and Universal screeners. Increase student growth.			
	Problem Statements: Student Achievement 1, 2, 3, 4					
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue to development RTI process to closely monitor student progress and identify students needing additional support in area of reading and mathematics.</p>	2.5	Principal, assistant principals, and reading and math teachers.	Universal screeners, unit assessments, teacher input and CBA data. Increase student progress.			
	Problem Statements: Student Achievement 1, 2, 3, 4					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Identify and place students in math enrichment classes to strengthen essential skills needed for student progress and growth.</p>	2.5, 2.6	Principals, assistant principals, Math interventionist (1.17 FTE).	Increase Math performance on common assessments, CBAs and STAAR assessment.			
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: 163- Comp Ed Funds - 42473.00					
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) Identify and place students in Level Literacy Intervention (LLI) classes to strengthen essential skills needed for student progress and growth.</p>	2.4, 2.5, 2.6	Principal and assistant principals. Instructional paraprofessional (1.83 FTE).	Increase reading level for identified students. Improvement on state assessments.			
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 163- Comp Ed Funds - 35012.34					

Critical Success Factors CSF 1 CSF 4 5) Provide Content Mastery support to all students.	2.4	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 - 69540.00					
PBMAS Critical Success Factors CSF 1 6) Provide ESL support to English Language Learners (ELL).	2.4	Administrators, Special Program Coordinator, and ESL Teacher (1 FTE)	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 - 43225.00					
						

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.
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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:

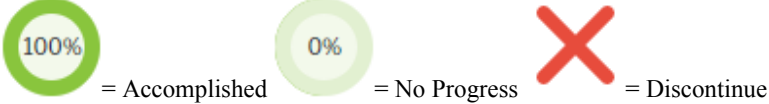
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide STEAM learning opportunities for students in grades 7 and 8.</p>	2.5	Principal, Curriculum and Instruction coordinator, and STEAM Teachers .	Increased enrollment in STEAM, Texas Math Science Coaching Association (TMSCA) and robotics classes.			
Funding Sources: 199 - General Funds - 5000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide common planning periods for teachers to collaborate, analyze data and plan interventions.</p>	2.5	Principal, Assistant Principals, Curriculum and Instruction coordinators.	Instruction aligned to state standards. Increase student performance.			
Problem Statements: Student Achievement 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Establish a campus wide culture of "Bring PT Back" with all stakeholders by creating shared beliefs and collective commitments.</p>		Campus administrators.	Increase of student growth and performance.			
Problem Statements: Student Achievement 1, 2						
						

Performance Objective 4 Problem Statements:

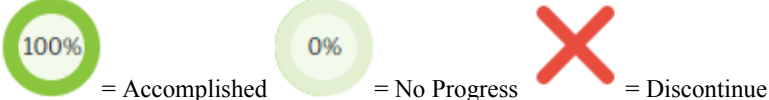
Student Achievement
<p>Problem Statement 1: The Special Education, English Language Learners, and African American sub populations are the lowest performing populations in every content area. Root Cause 1: The students have significant deficits in numeracy and/or reading when they enter the Junior High. 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Provide training for Imagine Learning and Compass Reading computer programs to implement during Pirate Power Period to increase Reading and Math student performance.	2.4, 2.5	Principal, and assistant principals.	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.			
	Problem Statements: Technology 1					
Critical Success Factors CSF 1 2) Provide classroom iPad sets to integrate technology by into weekly instruction no less than 30% of the time.		Principal and assistant principals.	Implement student led technology usage in the classroom.			
	Problem Statements: Technology 1					
Critical Success Factors CSF 1 CSF 7 3) Instructional technology specialist to provide training on integration of technology and utilizing the SAMR model (4 degrees of classroom technology integration). Include project based learning with technology.		Principal, instructional technology teacher (.17 FTE).	Increase quality classroom instruction using technology. Improve staff technology skills and knowledge.			
	Problem Statements: Technology 1 Funding Sources: 199 - General Funds - 7905.00					
						

Performance Objective 1 Problem Statements:

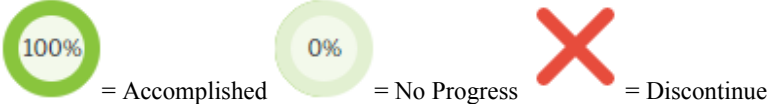
Technology
Problem Statement 1: The staff and all students use of technology consistently. Root Cause 1: The teachers need additional training on incorporating technology to enhance instruction. All students need access to technology.

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 student participation in every student population.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Recruit students from all student populations to participate in leadership roles (Class Ambassadors, technology teams, media announcement team, Junior Bucs, attendance and incentive/reward committees).</p>		Principal, Assistant Principals, Counselors, and teachers/sponsors.	Develop leadership qualities in students and increase student involvement.			
<p>Critical Success Factors CSF 6</p> <p>2) Offer opportunities for students to participate in leadership roles through clubs and organizations such as; Student Council, Future Christian Athletes and Crime Stoppers.</p>		Principal and sponsors.	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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Increase consistency in the implementation of campus policies and the Student Code of Conduct ensuring equity among all ethnic populations.		Principal, Assistant Principals, and Director of student services.	Fair and consistent implementation of Student Code of Conduct. Decrease referrals for African American and Hispanic populations.			
	Problem Statements: School Culture and Climate 1					
2) Provide incentives to reinforce positive student behavior.		Principal, Assistant Principals, Leadership team and Counselors.	Decrease of inappropriate behaviors and increase of instructional time.			
	Funding Sources: 199 - General Funds - 2000.00					
3) Facilitate character development through campus support systems (Olweus, Champs, Forever Friends).		Counselors, Administrators, Behavioral Interventions/Redirect staff (2 FTE) Redirect Coordinator and teachers.	Reduced discipline referrals, increase time in class and increase in student performance.			
	Problem Statements: Parent and Community Engagement 1					
4) Ensure professional learning is provided for staff to support student's social and emotional needs.		Assistant Superintendent, Principal, and assistant principals.	Increase awareness of the social and emotional needs of students, decrease student referrals.			
	Problem Statements: Parent and Community Engagement 1					
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).		Principal, Assistant Principal, Counselors, Teachers.	Increase parental involvement.			
	Problem Statements: Parent and Community Engagement 1					

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide specific student group enrichment events; such as, Girls/Boys Night Out, Expanding Horizons, T.A.M.E., Career Expo and Girls In Technology</p>	2.5	Counselors, Administrators, sponsors/teachers for event.	Increase student involvement. Increase student awareness of opportunities beyond junior high school.			
<p align="center">Critical Success Factors CSF 4</p> <p>7) Implement Redirect Program to teach students appropriate interpersonal skills and coping strategies.</p>		Administrators , district Redirect specialist , and Special education director.	Increase student time in the classroom. Reduce office referrals by improving student interpersonal skills and coping strategies .			
<p align="center">Problem Statements: School Culture and Climate 1</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

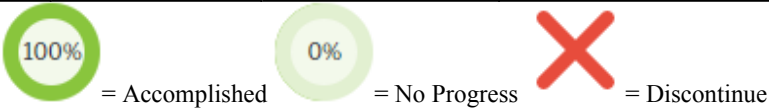
<p>School Culture and Climate</p>
<p>Problem Statement 1: African American and Hispanic student populations receive the highest percentage of discipline referrals. Root Cause 1: The lack of African American and Hispanic parent/student involvement in school activities and the staff's inconsistent expectations.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

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:

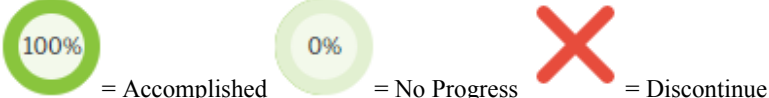
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Participate in Red Ribbon week activities. Provide Student Resource Officer (SRO) presentations to classes and host special speakers to educate students in the dangers of alcohol and drug abuse.</p>		Principal, Assistant Principals, Counselors, and teachers.	Reduction of drug/alcohol discipline referrals and Discipline Alternative placements.			
<p>Critical Success Factors CSF 5</p> <p>2) Build partnerships between campus and community agencies associated with educating students on the dangers of drug and alcohol use.</p>		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	ELEMENTS	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, Human Resource Department personnel.	Increase applicant pool.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<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.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 7</p> <p>3) PTJH zero based teachers will participate in the district Anchor Academy program .</p>		CIA Department; HR Department; Campus Administrators and assigned mentors.	Increased new teacher support; Increase teacher retention.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Implement a discipline plan for secondary students to reduce the number of classroom disruptions and increase instructional time .</p>	2.5	Administrators, discipline committee and Director of student services.	Remove distractions and disruptions in the classroom environment. Hold students accountable for inappropriate behaviors.			
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

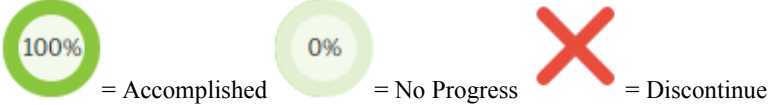
Problem Statement 1: The turnover rate for teaching staff at Pine Tree Junior High is high. **Root Cause 1:** The high demands of teaching, stress of state assessments and lack of student discipline.

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 celebrations and decrease turn over rate.

Evaluation Data Source(s) 2: Number of celebrations and percentage of teachers/staff turn over rate.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 CSF 7 1) Create teacher/staff recognition/reward opportunities.		Campus administrators and counselors.	Reduce turn over rate and increase teacher retention.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 CSF 7 2) Provide more opportunities for staff to celebrate as a campus, and bond building events (luncheons, activities, games and competitions).		Campus administrators, counselors and leadership team.	Build positive campus morale. Increase teacher retention.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The turnover rate for teaching staff at Pine Tree Junior High is high. Root Cause 1: The high demands of teaching, stress of state assessments and lack of student discipline.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Vanessa Robinson	Principal
Administrator	Elizabeth Sawyer	Assistant Principal
Administrator	Donald Patrick	Assistant Principal
Non-classroom Professional	Valerie Ogle	Counselor
Non-classroom Professional	Misti O'Keefe	Counselor
Parent	Kerri Hodges	Parent
Classroom Teacher	Jennifer Mitchell	Math teacher
Classroom Teacher	Heather Wingo	Math teacher
Classroom Teacher	Amber Counts	ELA teacher
Classroom Teacher	Cory Whyte	Social Studies teacher
Classroom Teacher	Kimberly Snapp	Science teacher
Classroom Teacher	Linda Nelson	Elective teacher
Business Representative	Phillip Procell	Community Business owner
District-level Professional	De La Mora Dulce	District translator
District-level Professional	Kelli Hendrix	Math/Science Coordinator
Community Representative	Hollye Humberson	Community member

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dyslexia teacher		\$17,695.30
1	1	1	Special education paraprofessionals		\$43,012.80
1	3	1	Materials/supplies for STEAM projects.		\$5,000.00
2	1	3	Instructional technology teacher		\$7,905.00
4	1	2	Treats and prizes for positive behavior.		\$2,000.00
Sub-Total					\$75,613.10
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel for Reading program (LLI).		\$35,012.34
1	1	1	Math Interventionist		\$42,473.00
1	2	3	Math Interventionist		\$42,473.00
1	2	4	2 instructional paraprofessionals for LLI instructor		\$35,012.34
1	2	5	Personnel		\$69,540.00
1	2	6	English Secondary Language teacher.		\$43,225.00
Sub-Total					\$267,735.68
199- State GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Gifted and talented personnel		\$35,315.63
Sub-Total					\$35,315.63
Grand Total					\$378,664.41