

Pine Tree Independent School District
Pine Tree Junior High
2017-2018 Campus Improvement Plan

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Junior High (PTJH) is a campus of approximately 700 7th and 8th graders. PTJH's enrollment for the 2014-2015 and 2015-2016 school years was slightly below 700 students. Enrollment has been steady for the past three years. The student demographics for 2015-2016 were 59.1% economically disadvantaged, 10.9% English language learners with a mobility rate of 18.4%. The ethnic make-up is 23.6% African American, 33.6% Hispanic, 37.9% White and 3.7% two or more races. The teacher to student ratio is 1:14.7. The average class size is 18 students per class period. Ninety-one percent of the teaching staff is white, 6.2% Hispanic and 2.7% African American. The average years of teaching experience is 12.3 years.

Fifty-five 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 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 at University Interscholastic League (U.I.L.) competitions, Texas Math Science Coaching Association (TMSCA) competitions and in fine arts, Band and Choir.

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 2015-2016 is

at 18.4% above the state average.

Student Achievement

Student Achievement Summary

Pine Tree Junior High met standard in 2016-2017 but was identified as a focus school based on 2015-2016 data. PTJH: 2017 STAAR Reading data reveals that an academic achievement gap exists between special education (SPED; 7th 30% & 8th 26%), English Language Learners (ELL; 7th 32% & 8th 38%), and African American students (AA; 7th 42% & 8th 60%). The Campus overall passing percentage on Reading is 60% for 7th grade and 74% for 8th grade. The campus overall Reading is at 67% a decrease of 3% from 2016.

2016 STAAR Reading data reveals that an academic achievement gap exists between special education (SPED; 7th 44% & 8th 42%), ELL (ELL; 7th 35% & 8th 50%), and African American students (AA; 7th 48% & 8th 66%). The campus grade level passing percentage on Reading is 7th 58% and 8th 82%. The campus overall Reading is 70%.

2017 STAAR Math data reveals that an academic achievement gap exists between the SPED population (7th 20% & 8th 37%), ELL (7th 27% & 8th 57%) and African American (7th 40% & 58%). The overall passing percentage for math is 59%, this excludes Algebra 1.

2016 STAAR Math data reveals that an academic achievement gap exists between SPED (7th 35% & 8th 32%), ELL (7th 31% & 8th 55%), African American (7th 42% & 8th 71%) populations to the overall math percentage. The 7th grade overall passing percentage is 45% and 8th grade is 80%. The overall math passing percentage, excluding Algebra 1 is 62%. Algebra 1 passing percentage is 100%.

2017 STAAR Writing data reveals that special education and ELL students are the lowest performing student sub-population with only passing percentage of 20% and 19% a decrease of 14 points for special education and increase of 1 point for ELL from the 2016 results. This sub-population is followed by African American students (29%), Economically Disadvantaged students (39%), Hispanic students (44%), and students with two or more races (64%). The campus overall writing results were at 49% pass rate.

2016 STAAR Writing data reveals that English Language Learner students are the lowest performing student sub-population with only 18% passing. This sub-population is followed by special education (34%), African American students (46%), and Hispanic students (49%). The overall passing percentage is 55%.

2017 STAAR Science data reveals that SPED (35% passing) and ELL (29% passing) sub-populations are the lowest performing groups along with the African American population (52% passing). The campus' overall passing percentage in science is 65%.

2016 STAAR Science data reveals that SPED and ELL sub-populations are the lowest performing groups with 32% for SPED and 23% for ELL passing. The campus' overall passing percentage in Science is 70%.

2017 STAAR Social Studies data reveals ELL is the lowest performing student sub-population with 27% of students passing followed by SPED (39% passing) and African American (49%). The campus' overall passing rate for social studies is 63%.

2016 STAAR Social Studies data reveals ELL is the lowest performing student sub-population with 35% of students passing followed by SPED (48%) and African American (63%).

To provide additional support to the campus' identified gifted and talented students, the district employed a 5-10 GT specialist. The 5-10 GT specialist works directly with the GT teachers to effectively differentiate student work based on individual student needs. Science GT classes for both, 7th and 8th grade, will be offered in addition to the GT ELAR classes. PTJH's goal for the GT students is for 90% of the students to score Masters on all STAAR assessments.

Student Achievement Strengths

The campus earned a met standard rating in 2016-2017. PTJH's Algebra 1 students earned a passing percentage of 100% for the past three years. PTJH's students earn awards in UIL, Fine Arts contest and TMSCA competition at the district and state level.

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.

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.

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 one behavior specialist that meets with students that experience behavior issues. New for the 2017-2018 school year is a redirect staff member.

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 student involvement in school activities and the staff's inconsistent expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching staff is 100% highly effective. The 2015-2016 Texas Academic Performance Report indicates less than 12% of the teaching staff has under five years experience. Fifteen percent of the staff has six to ten years teaching experience and twenty percent has taught more than eleven years. 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 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.

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.

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 and stress of state assessments.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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 from Tools For Great Teachers is utilized for planning lessons. PTJH is in the third year with the Lead4ward Academy in the area of English language Arts and Reading. 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, common based assessments at 9 weeks, end of the semester and a Spring Benchmark.

Curriculum, Instruction, and Assessment Strengths

Core subject teachers met in vertical alignment teams to identify essential standards in Math, Reading and Science for every grade level. The essential standards will be the primary focus of skills that must be taught at each grade level. A beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) assessments will be given to monitor student progress on the essential standards. 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.

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.

Family and Community Involvement

Family and Community Involvement 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.

Family and Community Involvement 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 Family and Community Involvement 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. Paula Rogers has provided training to strengthen the PLC process, Data meetings and Response to Interventions (RTI) meetings.

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. Teachers attended staff trainings to prepare for the 1:1 ipad initiative. The district technology coordinator provided six trainings on different areas of ipad applications. Several teachers and an administrator attended the TCEA conference to bring back new technology practices. 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 1:1 initiative at PTJH deployed approximately seven hundred ipads to students in the 2016-2017 school. The campus received keyboards for the English Language Arts department to use with the ipads. PTJH has four virtualized computer labs. The district has purchased twenty-five iPad carts to transition to classroom sets in all core subjects and several elective classes.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Support Systems and Other Data

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

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</p> <p>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</p> <p>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</p> <p>Funding Sources: 199 - General Funds - 0.00</p>						

<p>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>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 199- State GT - 0.00</p>						
<p>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>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>  = 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 - 72511.50</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 - 64760.04					
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 - 20937.50					
						

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.

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Vanessa Robinson	Administrator
Classroom Teacher	Karen Darby	Lead Science teacher
Classroom Teacher	Carol Chrietzberg	Lead Social Studies teacher
Classroom Teacher	Jennifer Mitchell	Lead Math teacher
Classroom Teacher	Susan Curtis	Lead ELA teacher
Non-classroom Professional	Valerie Ogle	Counselor
Non-classroom Professional	Misti O'Keefe	Counselor
Parent	Kari Hodges	Parent
Community Representative	Phil Procell	Business Owner
Administrator	Hannah Brooks	Asst. Principal
Administrator	Elizabeth Sawyer	Asst. Principal
Non-classroom Professional	Lynda Simpkins	Lead Special Ed. teacher

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
4	1	1			\$0.00
4	1	4			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$72,511.50
1	2	4			\$0.00
1	2	5			\$64,760.04
1	2	6			\$20,937.50
Sub-Total					\$158,209.04
199- State GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$158,209.04