

Pine Tree Independent School District

Pine Tree Junior High

2019-2020 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.	22
Goal 2: Pine Tree Junior High will maximize learning through the use of advanced resources and digital literacy.	29
Goal 3: Pine Tree Junior High will ensure student leadership is an integral part of our learning culture.	31
Goal 4: Pine Tree Junior High will boldly support the social and emotional needs of all students.	32
Goal 5: Pine Tree Junior high will recruit, develop, support, and retain the highest quality staff.	35
Goal 6: Pine Tree Junior High will actively engage parents, families and community.	38
District Funding Summary	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Junior High (PTJH) is a campus with 7th and 8th grade level students that range in age from 12 years to 15 years old. Enrollment for the 2016-2017 school years was slightly below 700 students. Enrollment for the 2018-2019 school year is above 700 students. Enrollment has been steady for the past three years. As of May 2018, Pine Tree Junior High's enrollment is 37.1% White, 24% African American, 34.5% Hispanic, and 58.9% economically disadvantaged. PTJH's enrollment percentage for special education is 9.8%. 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 39 teachers:10 males and 29 females, 4 African Americans, 1 Hispanic and 34 white teachers. The median years of teaching experience is 10.0 years. Twenty-nine percent were beginning teachers.

Fifty-four percent of PTJH's student population is considered at-risk. Indicators used to determine at-risk status are: State assessment failures, six week failures, retention, economic status of family, language barriers and mobility. State assessments are the primary indicators used to determine which students are placed in intervention classes/programs. Local indicators such as, common assessments, common based assessments, essential standards performance monitors and six week report cards track progress of at-risk students while participating in intervention programs.

The 2017-2018 school year attendance rate was 96%. The 2018-2019 attendance rate was below 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 close to 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 is 13.7%.

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.

Student Achievement

Student Achievement Summary

Pine Tree Junior High MET STANDARD in 2016-2017 and 2017-2018 school years. In 2018-2019 the campus earned a B rating with one distinction for academic growth. The English Language Learners (ELL), Special Education and African American sub-populations perform below the white and all sub-population. The following tables show the trend for each state STAAR assessment from 2016 through 2018. The current 2018-2019 data show the first and second administration of STAAR Math and Reading increased from 2017-2018. Percentage passing or meeting the approaches level is Mathematics 84% and Reading 80%.

7th Grade Reading Approaches Meets Masters

2017	60%	28%	14%
2018	63%	37%	17%
2019	65%	38%	21%

Change +2% +1% +4%

7th Grade Math

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

8th Grade Science

	Approaches	Meets	Masters
2017	64%	35%	12%
2018	73%	46%	23%
2019	82%%	48%	21%
Change	+9%	+2%	+2%

8th Grade Math

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

8th Grade Reading

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

8th Grade Social Studies

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

Student Achievement Strengths

The campus earned a met standard rating in 2015-2016, 2016-2017 and 2017-2018. 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 and 100% meeting approaches with 68% at masters in 2019. 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 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, to the degree needed.

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

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

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

School Culture and Climate

School Culture and Climate Summary

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

The junior high lost eight teachers at the end of the 2018-2019. In 2019-2020 four of the teaching staff are beginning teachers.

In the 2018-2019 school year a new discipline plan was implemented to decrease classroom disruptions and support the teaching staff. A teacher survey shows 97% of teachers feel they have the opportunity to be involved in decision making and 85% are involved in making decisions. 97 % of teachers feel they have the adequate resources to support student learning. As of June 10th, 2019, only 2 teachers have left the campus for another district, both teachers are promoting to head coaches in the new districts.

School Culture and Climate Strengths

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

The staff volunteers for Girls Night Out, Boys Night Out, Annual Student vs. Staff Dodge-ball game, UIL lock-in and many more events to reward students for appropriate behavior. Each month 2- 7th graders and 2- 8th graders are chosen for Pirate 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.

The following are statements from the spring teacher survey:

Staff support, student-staff relationships, family environment.

Our positive growth with discipline this year.

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

Caring, committed staff.

Math and Science team.

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

All the employees.

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

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

Administration team.

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

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

Each other and accountability

Trying to get all students to succeeded.

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

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

A supportive staff.

Teamwork and Positive Attitudes.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

In 2019-2020, the Anchor Academy will be led by the Leadership Cubed co-hort to mentor new teachers. In addition each new teacher has a campus mentor assigned to support them.

The new superintendent's implementation of a stricter discipline plan, incentives for faculty and staff, and the unity of central office and campuses improved staff morale and retention. The staff is 100% certified to teach in the grade span and content area. The average years experience for teachers is 10.3 years.

Staff Quality, Recruitment, and Retention Strengths

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

The junior high campus has had a lower turn over rate than other campuses.

Several incentives and celebrations are planned during the school year to improve morale and build relationships. The staff is 100% certified to teach at the junior high level. The average years of experience in 2018-2019 is 10 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; however, it is still a concern.h: **Root Cause:** The high demands of teaching, stress of state assessments and lack of student discipline.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PTISD utilizes the TEKS Resource System as the curriculum management portal. Pine Tree Junior High's curriculum is based on the state's Texas Essential Knowledge and Skills (TEKS). The grade level subjects follow the Year at a Glance (YAG) for sequencing of the TEKS. The teachers meet once weekly in their Professional Learning Communities (PLC) to collaborate and plan. The backwards design process is utilized for planning lessons. 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 and Reading intervention classes are provided for students on the Tier 3 level of intervention. Tier 2 interventions are implemented during the Pirate Power Period (P3). Through the RTI process students are identified for placement with Math or Reading teachers or on a computer program.

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

Parent and Community Engagement Strengths

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

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 Safety-Crisis, Attendance, Technology and Campus Improvement Planning committees.

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

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

The campus implemented classroom carts in 2017-2018. Several teachers and an administrator attended the TCEA conference in 2016-2017 and brought back new technology practices. The past two years, the district did not send campus personnel to the TCEA conference. Each teacher is issued a chromebook and desk top for classroom use. Classrooms are equipped with projectors, and document cameras. The campus has a strong wireless infrastructure

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

Hardware - We have four functional computer labs, each department has ipad carts and/or chrome-book carts. The only need we have is maintenance and troubleshooting.

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

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

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

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

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

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

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

- Math - students are using Dreambox to improve on individual math weaknesses during P3.
- Science - students are using several different Ipad Apps to enhance their curriculum.
- Social Studies -students are using several different Ipad Apps to enhance their curriculum.
- STEM - students are using several different Ipad Apps to enhance their curriculum along with Code.org and Microtype.
- Spanish - students are using Duo Lingo to improve their Spanish skills.
- ESL pull out using Rosetta Stone.

Our STAAR scores vastly improved from the last few years, showing growth in all ranges of abilities. As a campus we have implemented Pirate Power Period and base our groups on data to place each student in the class that will move them forward the most. Each department looks at their DMAC data and provides our principals with grouping suggestions.

Technology Strengths

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

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

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

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

Problem Statement 2 Areas: District Culture and Climate

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

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

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

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

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

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 5 Areas: Parent and Community Engagement

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

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

Problem Statement 6 Areas: Technology

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

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

Problem Statement 7 Areas: Student Achievement

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

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

Problem Statement 8 Areas: Student Achievement

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

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

Problem Statement 9 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: November 06, 2019

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math</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 African American, English Language learners and special education sub-populations.</p>	2.4, 2.5, 2.6	Campus Administrators, Dyslexia teacher (.34 FTE), Math and Reading interventionist (2 FTE), Content Mastery teacher and aide (2 FTE), Special Education inclusion paraprofessionals (2 FTE) and ESL teacher (1 FTE).	Local and State Assessment Data. Pirate Power Period (P3) reports, walkthroughs and formative data. Decrease performance gaps between student groups.			
<p>Funding Sources: 199 - General Funds - 47312.00, 163- Comp Ed Funds - 202245.00, 211- Title I Funds - 63423.00, 224- IDEA B-SPED - 28653.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 2) Increase instructional time by providing separate Writing and Reading classes for all students in 7th grade.	2.4, 2.5, 2.6	Principal, and 7th grade ELA teachers.	Local and state assessments. Lesson plans and instructional walk through data. Increase Reading and Writing STAAR performance.			
	Problem Statements: Student Achievement 3					
TEA Priorities Build a foundation of reading and math 3) Through the Response to Intervention process identify, place and monitor special education students, English language learners, economically disadvantaged, and African American students to support and close performance gaps and increase student achievement.	2.4, 2.5, 2.6	Principal, assistant principals, counselors.	Local and state assessments 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 2					
4) Provide a rigorous and challenging curriculum to identified Gifted and Talented (GT) students in English Language Arts.		Gifted and Talented specialist, principal, and assistant principals. Gifted and Talented teachers (.34 FTE).	Eighty percent of GT students will achieve Masters Level on local and STAAR assessments.			
5) Provide professional development in areas of need (Writing, Reading, Gifted and Talented, Social Studies, Mathematics 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.			
6) Increase attendance to 97% for both grade levels by contacting parents/guardians of absent students.	2.4, 2.6	Attendance clerk, administrators, counselors and Director of Student Services.	Student attendance percentage will reach or exceed 97%.			
7) Identify students for placement in Social Studies and Science during Pirate Power Period (P3).	2.4	Principals and lead teachers.	Improving Science and Social Studies STAAR performance.			
	Problem Statements: Student Achievement 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
8) Provide Writing Academy training and Writing Boot Camp to identified students.	2.4	Principal, and Curriculum and Instruction Assistant Superintendent.	In writing increase student passing percentage to state average.			
Problem Statements: Student Achievement 1 Funding Sources: 211- Title I Funds - 18196.00						
 = 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, to the degree needed.
Problem Statement 2: Students performing below region and state performance in Reading and 7th grade Math. Root Cause 2: Students have deficiencies in Reading and/or Math. Instructional strategies are not differentiated to the degree needed.
Problem Statement 3: Some student groups are performing below the federal requirements for Reading. Root Cause 3: All student groups have deficiencies in skills and/or reading below grade level.

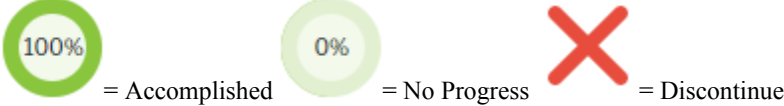
Goal 1: Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

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 and Universal screeners.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide a 30 minute (Pirate Power Period) intervention period for all students to increase student growth in reading and mathematics.	2.4, 2.5, 2.6	Principal, assistant principals and teachers.	Common assessment data, IXL and Dreambox reports, and CBA data. Increase student growth.			
Funding Sources: 211- Title I Funds - 9930.00						
2) Implement RTI process to increase student progress and identify students needing additional support in area of reading and mathematics	2.5	Principal, assistant principals, and reading and math teachers.	Unit assessments, teacher input and CBA data. Increase student progress.			
3) Identify and place students in math enrichment classes to strengthen essential skills needed for student progress and growth.	2.4, 2.5, 2.6	Principals, assistant principals, Math interventionist (1. FTE).	Increase Math performance on common assessments, CBAs and STAAR assessment.			
Funding Sources: 163- Comp Ed Funds - 45345.00						
TEA Priorities Build a foundation of reading and math	2.4, 2.5, 2.6	Principal and assistant principals. Reading specialist (1 FTE).	Increase reading level for identified students. Improvement on state assessments.			
4) Identify and place students in Reading intervention classes to strengthen essential skills needed for student progress and growth.						
Funding Sources: 211- Title I Funds - 63423.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 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.			
	Funding Sources: 163- Comp Ed Funds - 88688.00					
TEA Priorities Build a foundation of reading and math 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.			
	Funding Sources: 163- Comp Ed Funds - 53786.00, 211- Title I Funds - 82294.00					
TEA Priorities Build a foundation of reading and math 7) After-school tutorials in Math and Reading with transportation provided.	2.4	Principal, Teachers, Director of transportation.	Increase Reading levels and improve Math skills.			
	Problem Statements: Student Achievement 2					
						

Performance Objective 2 Problem Statements:




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

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
1) Provide STEAM learning opportunities for students in 7th and 8th grades.	2.5	Principal, Curriculum and Instruction coordinator, and STEAM teachers	Increased enrollment in STEAM, Math -Science team and robotics classes.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

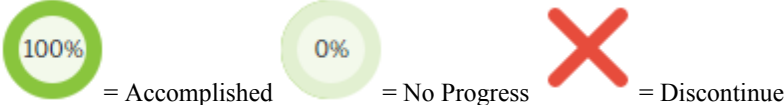
Goal 1: Pine Tree Junior High will create a customized learning environment that ensures a culture of innovation.

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
1) Provide common planning periods for teachers to collaborate, analyze data and plan interventions.	2.5	Principal, Assistant Principals.	Instruction aligned to state standards. Increase student performance.			
2) Establish a campus wide culture of "Bring PT Back" with all stakeholders by creating shared beliefs and collective commitments.		Campus administrators.	Increase of student growth and performance.			



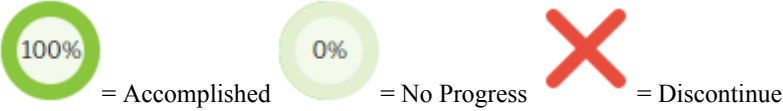
100% = Accomplished 0% = No Progress X = Discontinue

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
1) Provide training for Dreambox and IXL 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.			
	Funding Sources: 211- Title I Funds - 9330.00					
2) Provide classroom iPad/Chrome book sets to integrate technology into weekly instruction no less than 30% of the time.		Principal and assistant principals.	Implement student led technology usage in the classroom.			
3) Provide technology training to a select group of teachers to attend TCEA conference. The select group of teachers will train all other teachers on learned technology.		Principal, assistant principals, Director of technology..	Increase quality classroom instruction using technology. Improve staff technology skills and knowledge.			
	Funding Sources: 255- Title II Funds - 0.00					
4) Purchase three interactive boards and provide training for teachers.	2.4	Principal, assistant principals, and Director of technology.	Increase quality classroom instruction using technology. Improve staff technology skills and knowledge.			
	Problem Statements: Technology 1 Funding Sources: 211- Title I Funds - 8097.00					
						

Performance Objective 1 Problem Statements:

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

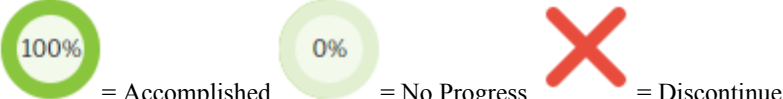
Goal 3: Pine Tree Junior High will ensure student leadership is an integral part of our learning culture.

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
1) Recruit students from all student populations to participate in leadership roles (Class Ambassadors, technology teams, media announcement team, Student Advisor Team, and Junior Bucs).		Principal, Assistant Principals, Counselors, and teachers/sponsors.	Develop leadership qualities in students and increase student involvement.			
2) Offer opportunities for students to participate in leadership roles through clubs and organizations such as; Student Council, Future Christian Athletes and Crime Stoppers.		Principal and sponsors.	Develop leadership qualities in students and increase student involvement.			
3) Select cheer managers to assist with cheer squad duties and responsibilities.		Cheerleader sponsor.	Teach leadership skills.			



100% = Accomplished 0% = No Progress X = Discontinue

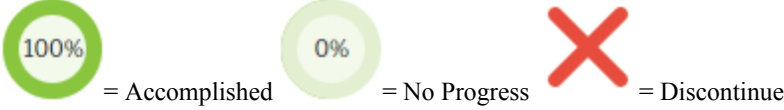
Goal 4: Pine Tree Junior High will boldly support the social and emotional needs of all students.

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.			
2) Provide incentives to reinforce positive student behavior.		Principal, Assistant Principals, Leadership team and Counselors.	Decrease of inappropriate behaviors and increase of instructional time.			
3) Facilitate character development through campus support systems (Pirate 180, Champs, Forever Friends).		Counselors, Administrators, teachers., and community members	Reduced discipline referrals, increase time in class and increase in student performance.			
4) Ensure professional learning is provided for staff to support student's social and emotional needs.		Curriculum coordinator, Principal, and assistant principals.	Increase awareness of the social and emotional needs of students, decrease student referrals.			
5) Provide students social and educational opportunities; such as, Girls/Boys Night Out, Expanding Horizons, T.A.M.E.. Career Expo, Girls In Technology and field trips.	2.5	Counselors, Administrators, sponsors/teachers for event.	Increase student involvement. Increase student awareness of opportunities beyond junior high school.			
6) Implement Redirect Program to teach students appropriate interpersonal skills and coping strategies.		Administrators , district Redirect specialist (1 FTE) , and Special education director.	Increase student time in the classroom. Reduce office referrals by improving student interpersonal skills and coping strategies .			

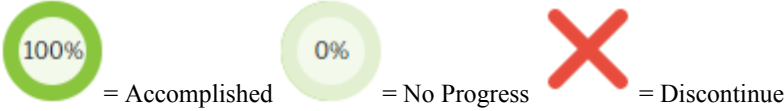
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
7) Develop , distribute and review campus and family engagement plan through the site based decision team meeting process.	3.1, 3.2	Administrators, leadership team, site based decision team and counselors.	To provide the parents, and community members the opportunity for school involvement.			
8) Ensure that students participate in required physical fitness activities, such as, Fitness Gram and complete four semesters of a moderate and rigorous activity.		Counselors and Physical education teachers/coaches and Principal.	Increase student physical activity and promote a healthy life style.			
						

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

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

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

Summative Evaluation 2:

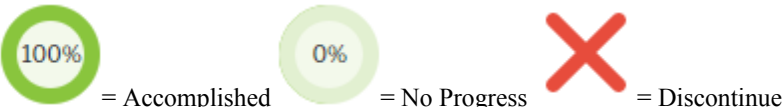
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Participate in Red Ribbon week activities. Provide Student Resource Officer (SRO) presentations to classes and host special speakers to educate students in the dangers of alcohol/drug abuse and violent behaviors.		Principal, Assistant Principals, Counselors, and teachers.	Reduction of drug/alcohol discipline referrals and Discipline Alternative placements.			
2) Build partnerships between campus and community agencies associated with educating students on the dangers of drug and alcohol use.		Principals, Assistant Principal and Counselors.	Reduction of discipline referrals associated with drug and alcohol behaviors.			
3) Utilize Anonymous Alerts App for students, parents, and community to report and prevent violent behavior.		Administrators and counselors.	Reduce violent behavior.			
						

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
TEA Priorities Recruit, support, retain teachers and principals 1) Attend college/university recruitment fairs and participate in district job fair.		Campus administrators, Human Resource Department personnel.	Increase applicant pool.			
2) Provide mentors for new PTJH teachers to provide additional support and increase teacher retention.		Principal and Leadership Cubed participants, Department leads, Assistant Principals.	Increase teacher and Asst. administrator retention.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Implement a discipline plan for secondary students to reduce the number of classroom disruptions and increase instructional time	2.5	Administrators, discipline committee and Director of student services.	Remove distractions and disruptions in the classroom environment. Hold students accountable for inappropriate behaviors.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide substitute teachers for department mentors to allow time to observe and give feedback to new/zero base teachers.		Principal, Assistant principal and mentors.	Increase teacher support and growth of new teachers.			
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

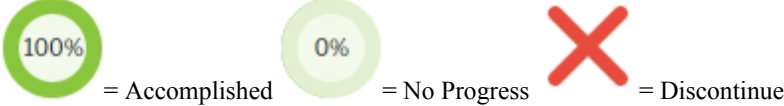
Problem Statement 1: The turnover rate for teaching staff at Pine Tree Junior High is high; however, it is still a concern.h: **Root Cause 1:** The high demands of teaching, stress of state assessments and lack of student discipline.

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 and decrease turn over rate.

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

Summative Evaluation 2:

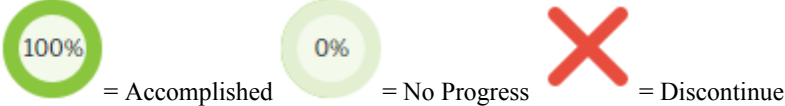
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Create teacher/staff recognition/reward opportunities.		Campus administrators and counselors.	Reduce turn over rate and increase teacher retention.			
2) Provide more opportunities for staff 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.			
3) Create and assign teachers to support teams.		Assistant principals.	Increase support to new and struggling teachers, and strengthen staff relationships. Teams will earn points toward group incentives.			
						

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

Performance Objective 1: To provide opportunities to families, parents and community members

Evaluation Data Source(s) 1: Sign-in sheets and agendas, and Title 1 parent surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Partner with PTA to host additional events: Student vs staff basketball tournament and Fall Fest.	3.2	PTA representatives and Principal.	Increase number of opportunities for student involvement.			
2) Use of district Parent Liaisons to strengthen home/school relationships and provide opportunities for parent/guardian/community involvement in campus wide events (Career presentations, Teacher-Parent conferences, Title 1 annual meetings, Fall parent night, Innovation Showcase, and other).		Principal, Assistant Principal, Counselors, Parent liaisons (.50 FTE) and Teachers.	Increase parental involvement.			
3) Host a variety of events for parents, guardians and community members to attend (Sport events, Choir and Band performances, National Honor Society Ceremony, Award Ceremony, Pep Rallies).	3.2	Administrators, sponsors and teachers.	Increase parent involvement.			
Problem Statements: Parent and Community Engagement 1						
						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent involvement and support is lacking in day to day academics. Root Cause 1: Parent time, knowledge and resources limit support.

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dyslexia teacher		\$19,734.00
1	1	1	Special education aide		\$27,578.00
Sub-Total					\$47,312.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading interventionist teacher		\$63,423.00
1	1	8	Writing trainign and student Writing Boot Camp		\$18,196.00
1	2	1	Dreambox and IXL learning programs		\$9,930.00
1	2	4	Reading teacher		\$63,423.00
1	2	6	Special programs coordinator		\$82,294.00
2	1	1	Dreambox and IXL training		\$9,330.00
2	1	4	Interactive boards.		\$8,097.00
Sub-Total					\$254,693.00
255- Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional technology training		\$0.00
Sub-Total					\$0.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Content mastery teacher and aide, math interventionist, and ESL teacher		\$202,245.00

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Math Interventionist		\$45,345.00
1	2	5	Content mastery Personnel		\$88,688.00
1	2	6	English Secondary Language teacher.		\$53,786.00
Sub-Total					\$390,064.00
224- IDEA B- SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special education aide		\$28,653.00
Sub-Total					\$28,653.00
Grand Total					\$720,722.00