

# Pine Middle School



**2010-11 SCHOOL YEAR**  
**“ENVISION 2015”**  
**EVERY CHILD, BY NAME AND FACE, TO**  
**GRADUATION**

# Pine Middle School Vision Statement



**The Pine Middle School Community is proudly committed to provide learning in a safe and welcoming environment with high expectations for all students.**

- To accomplish this, we have established the following guiding principles:
  - ✦ Provide a safe environment for students and adults where they are valued, nurtured, and encouraged
  - ✦ Use our own statistics to determine our course of instruction, intervention, and improvement. This includes not only test scores, but also discipline data, consistency of rules and instruction, attendance data, and post-secondary education data
  - ✦ Develop and maintain a sense of urgency for assessment, analysis, timely feedback, and early intervention in reading and writing
  - ✦ Construct time for learning such as remediation, support, and acceleration, supporting all changes with research
  - ✦ Develop professional collaboration and active dialogue both with the staff at Pine and with those in the elementary schools and high schools where Pine students attend
  - ✦ Instill desire for continued learning beyond achieving mastery and beyond the classroom in all content areas

# Our Call to Action – Envision 2015



- **Envision a school district, aligned and accountable for making decisions that promote the best educational opportunities for all children**
- **Envision an educational community that building the capacity of all of its employees to ensure a positive, safe, and engaging learning environment.**
- **Envision a school district that goes beyond speaking about the importance of parent and community involvement, proactively engaging them, with intentional focus on those who have previously felt excluded.**
- **Envision every school led by an excellent principal and every class taught by a great teacher assisted by quality support staff.**
- **Envision all students being challenged by a rigorous curriculum, encouraged and engaged by differentiated instruction, and graduating from high school fully prepared for future careers and further education opportunities.**

# Four A's



- **Alignment** - focus policies and systems in a coherent and strategic direction for high quality instruction and student achievement
- **Accountability** – provide continuous improvement strategies that will systematically measure progress and guide adjustments accordingly
- **Accessibility** – to ensure all student are educated at the highest possible levels of excellence
- **Achievement** – to track student and employee achievement for continuous improvement

# Pathway to Excellence



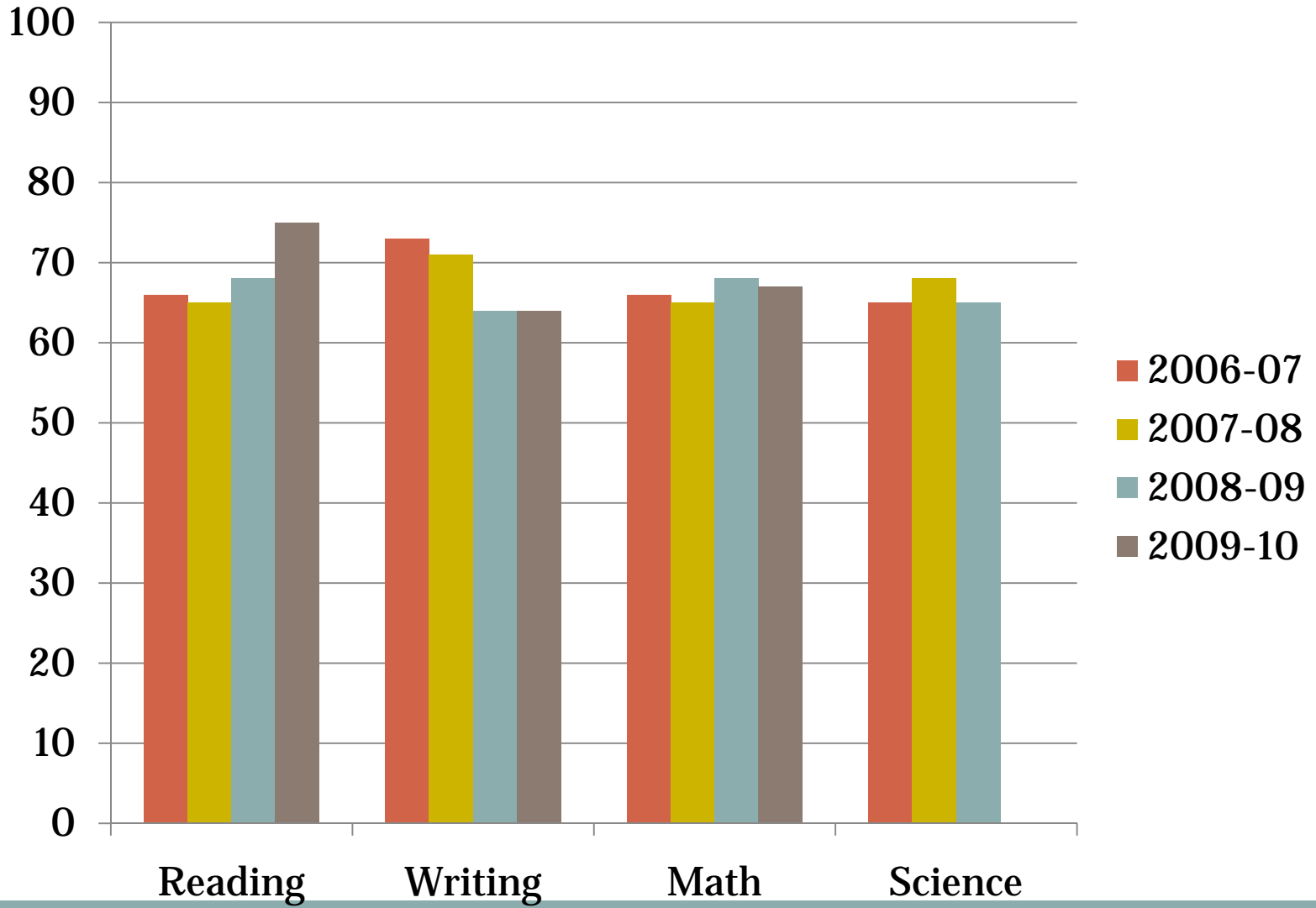
- 1. Kindergarten : Reading, Writing and Numeracy**
- 2. Grade 3 : Reading, Writing and Numeracy**
- 3. Grade 5 : Reading, Writing and Advanced Math**
- 4. Grade 8 : Algebra 1&2, Writing and Literacy Mastery**
- 5. Grade 9 : On Track with Credit Attainment for Graduation**
- 6. Grade 11 : AP/IB/ACT/SAT Participation and Performance; Career Technical Education Credit Attainment**
- 7. Graduation**

# Expectations



- Individual student growth -MAP– universal screening - progress monitoring – improved classroom based and tiered intervention strategies – full implementation of RTI
- Make AYP
- Improve rigor and increase number of students taking advance classes
- Improved dispositions in students, parents and community - PBS
- Close achievement gaps
- Focus teaching efforts on learning and how students are doing in relationship to achieving learning targets – Grading to Communicate
- Collaboration and commitment to Professional Learning Communities
- Individual accountability to our collective expectations.

# Four Year CRT data

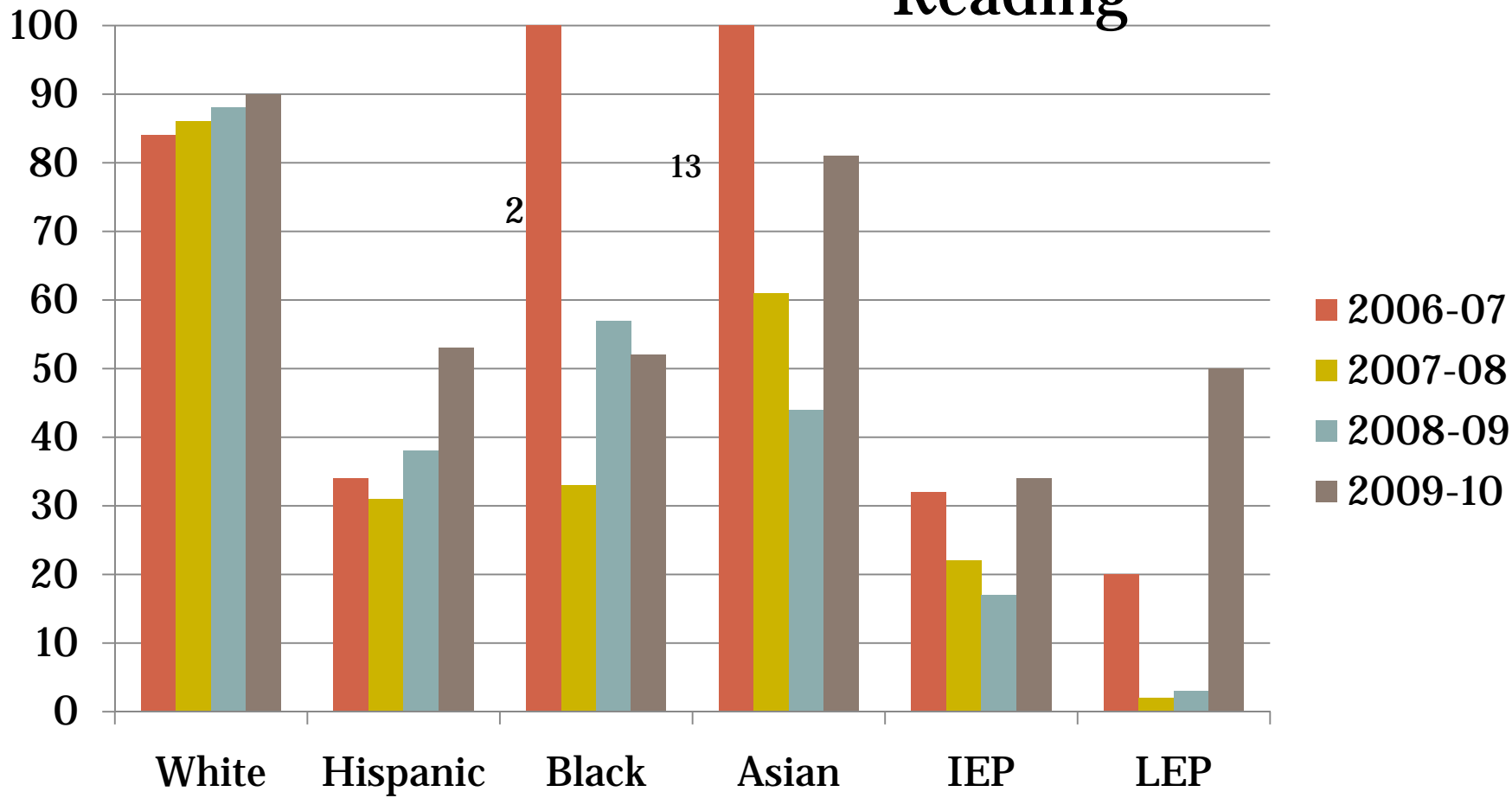


# Four Year Trend of Reportable Cohorts



2010-11 Goal— 75.9

## Reading

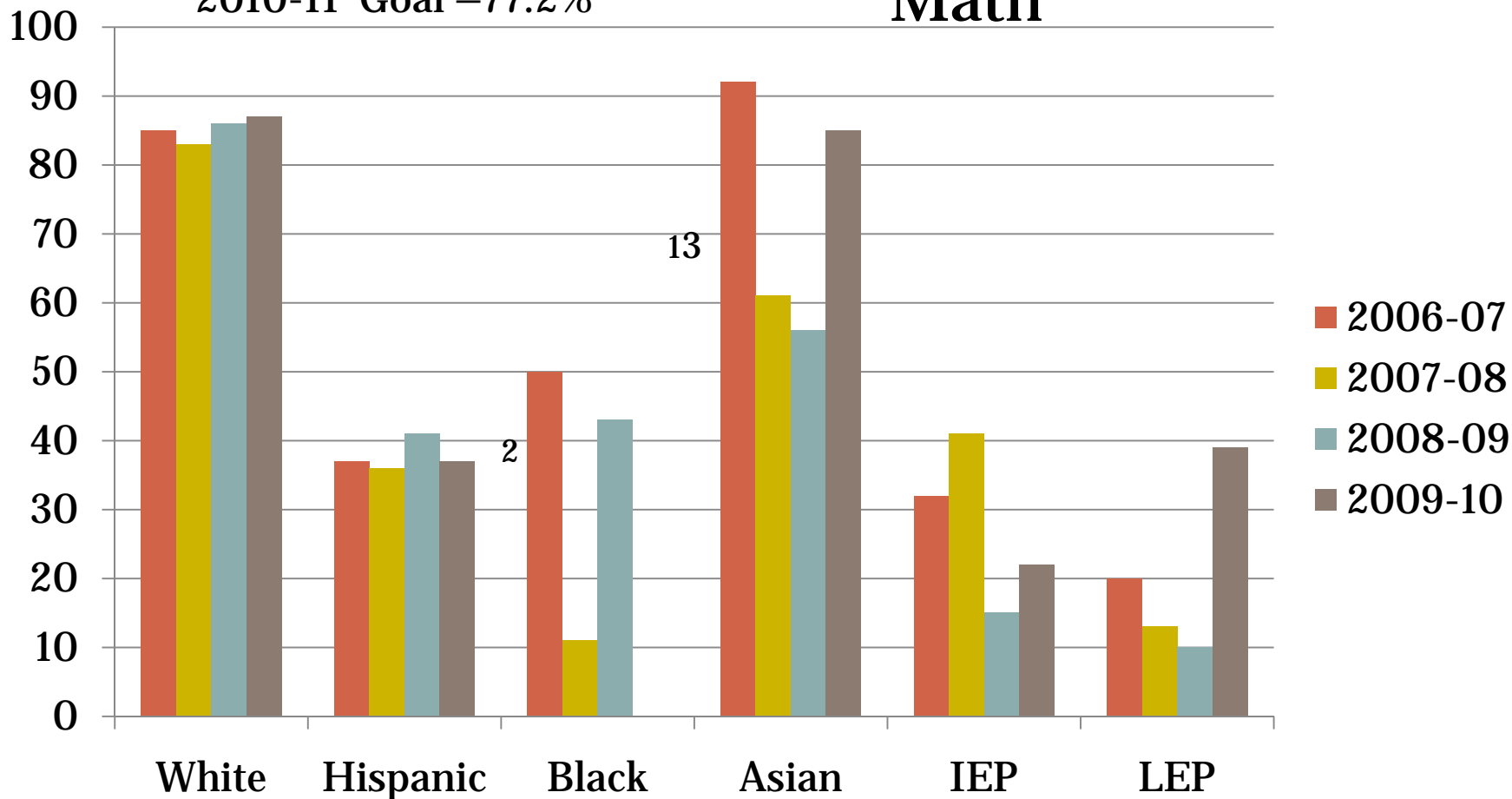


# Four Year Trend of Reportable Cohorts



2010-11 Goal –77.2%

## Math



# Gold Nuggets



- Pine was recognized district wide for our continued improvement in reading - honorable mention.
- 6<sup>th</sup> grade reading improved
  - ✦ FRL – 46% to 48% LEP – 16% to 22%
- 7<sup>th</sup> grade math improved
  - ✦ FRL – 49% to 50 % IEP – 24% to 29%
- 7<sup>th</sup> grade reading improvements - 74% to 82%
  - ✦ Hispanic – 42% to 64% White – 92% to 94%
  - ✦ FRL – 49% to 64% LEP – 11% to 20%
- 8<sup>th</sup> grade math improved
  - ✦ White – 86% to 87% Asian – 60% to 85% IEP – 17% to 22%
- 8<sup>th</sup> grade reading improved – 68% to 75%
  - ✦ Hispanic – 37% to 53% White – 88% to 90%
  - ✦ FRL – 32% to 51% IEP – 17% to 34%
- 8<sup>th</sup> grade writing improved
  - ✦ FRL – 35% to 39% Hispanic – 37% to 38% IEP – 15% to 18%

# Teaching & Learning at Pine



**Alignment** - core curriculum in all classrooms, minimum curriculum requirements must be mastered over a two year period. Tier 1 instruction is differentiated.

**Achievement** - AYP is the minimum and AP is the ceiling. Focus on eliminating the achievement gap. Take data to the student level.

**Accessibility** – Must sell our school. Transparent

**Accountability** – What get monitored gets done.

Compare performance to others, over time, and to targets. Students should be doing the work.

# RTI & PLC's



## PLCs

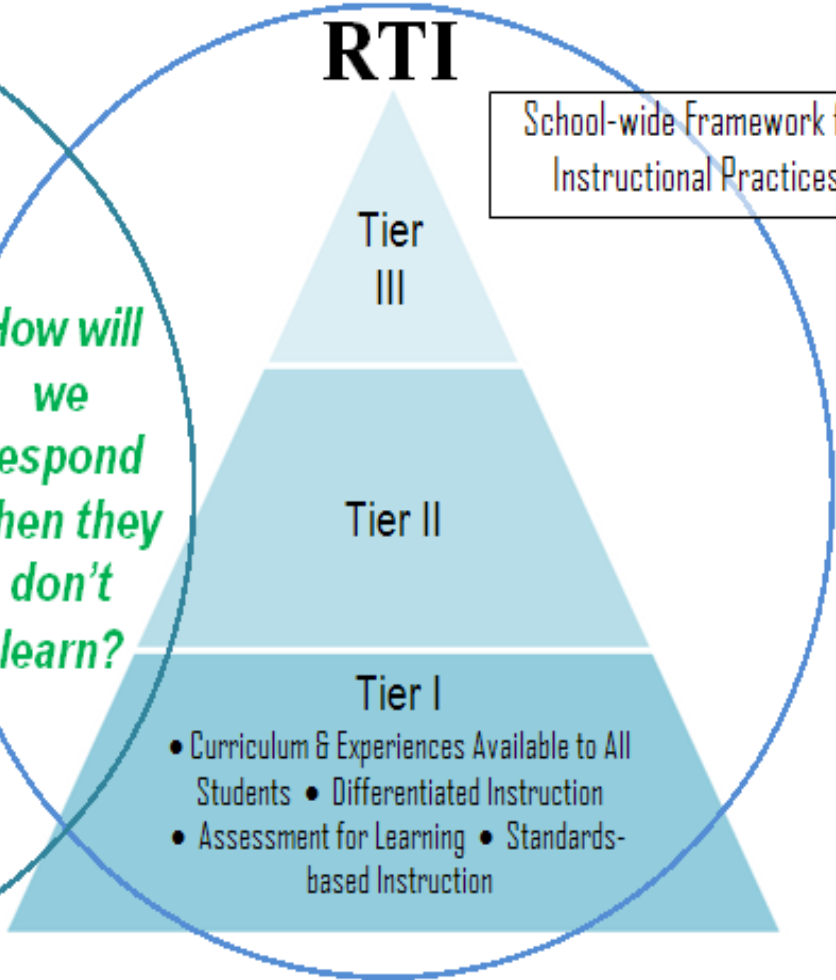
## RTI

Departments / Teams Grade Levels  
Focus on Student Achievement

School-wide Framework for  
Instructional Practices

1. What do we want students to learn?
2. How will we know when they've learned it?

*How will we respond when they don't learn?*



- Curriculum & Experiences Available to All Students
- Differentiated Instruction
- Assessment for Learning
- Standards-based Instruction

# MAP



- **Universal Screening – 3Xs a year**
- **Adaptive Test**
- **RIT score**
- **Descartes**
- **Reports**
- **Goal Setting**

# Positive Behavior System

“Addressing the Behavior of All Students”



- Address problem behavior using positive behavior support within a RTI framework
- Build effective environments in which positive behavior is more effective than problem behavior
- Collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasize the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.
- Common Building Expectations stated positively
- 3 to 5 rules per setting
- Goal is self-management

# Every Child by Face and Name to Graduation



- **Meet standard in all tested areas in 8<sup>th</sup> grade 88% chance of graduating**
- **Meet two areas – 46% chance of graduating**