



Pine Middle School

Best School In the Universe!

2020-21 School Year

- Heather Curtis – Assistant Principal
- Rachel Foster - Counselor
- Amy Sanders – 8th grade Special Education
- Chester Stites– Computers
- Elosisa Guillen Garcia – FACE
- Amy Chin – Choir
- Katie D’Antonio – Special Education
- Mike Coats – P.E.
- Meri Edgerton - Special Education
- Denene Loosle – Special Education
- Bradley McAlmond - Math
- Pelly Remick – Special Education
- Karrie Wilhite - EL
- Jennie Garsha – ELA
- Will Marsh – Band
- Angel Arias - 6th science
- Chelsea Hahn - 6th science
- Emmanuel Gutierrez - 8th grade math

Welcome – New Staff

- Welcoming
- Do No Harm
- Choice Words
- Never Too Late to Learn
- Best School in the Universe

5 Foundational Pillars

- Greet everyone with a smile and look at them
- Be present, and initiate and personalize conversations
- As you interact, ask the person what is going well and what he or she things needs to change
- Think about relationships that are based on respect and mutual accountability rather than you who is "us" and who is "them."
- Provide an anticipatory mindset by understanding the person's agenda and giving an explanation when there is a delay.
- Walk with people to their unfamiliar campus destinations (don't simply give directions).
- Say thank you as often as you can.
- Provide verbal and written communications to follow up as needed.
- Have adults present in places frequented by students, not to supervise but to model how to greet and interact with others.
- Teach and model understanding, respect, and tolerance.

Welcoming

- Take care of yourself
- Take care of each other,
- Take care of this place
- Rules don't teach behavior. People do.
- Teach students about the dimensions of doing no harm--to self, to others, and to the environment. Use these as cognitive tools to review behavioral choices and infractions with students.
- Foster a level of responsible trust between student and staff so student know there are adults they can go to when school and life seems overwhelming. Share time and space together.
- Foster self-regulation to build the capacity of students to function at school each day.
- Invest in a preventative mindset that seeks to address potential difficulties before they spin into crisis.
- Learn and deploy restorative practices and the 9 essential skills of love and logic

Do No Harm

- The language we use can positively or negatively affect the learning of students. It's up to us to choose our words wisely.
- We foster a growth mindset daily to unlock human potential
- We are builders of identity and agency
- The damaging "but" and the power of "if" are communicated in all of our exchanges.
- We are eliminating sarcasm as a means of providing feedback or trying to be funny.
- We provide extensive opportunities each day for students to experience the power of their words to shape their learning and the learning of others.
- We listen.

Choice Words

- All students deserve high-quality instruction.
- Learning is not fixed in time. Learning should be the constant, with time being a variable.
- Learning is often like writing a letter-- it may take several drafts to get it right.
- Perseverance is an attribute of success that will be supported and rewarded in our school.
- Recognize competence, not compliance.
- Rigor means students are challenged, but not frustrated to the point of giving up.
- Rally resources when student exhibit gaps in performance. In other words, "all hands on deck" when student competency is not demonstrated
- Every adult in the school has an instructional role, including recovery and support efforts.
- Grades don't teach --people do!
- Teach to Standards and provide feedback to students based on their proficiency of that standard

It's Never Too Late To Learn

- Being the best school in the universe is not about comparing ourselves to others. It is not boastful or bragging. It is, about figuring out what our best is, and then pursuing it relentlessly.
- Being our best is not a condition that is obtained somewhere in the distant future. The time to begin is today.
- In order to be the best school in the universe, we must focus on our reason for being. Our business is education, and our goal is to remove any obstacles that interferes with our reason for being.
- We must attend to the needs of the adults in the organization as carefully as we attend to our students' needs. That means we collectively own our mistakes and fix them, we look each other in the eye every day, and we celebrate our successes.
- We must instill a sense of urgency by ensuring that we make data-driven decisions to understand our students' learning. We will not allow ourselves to be driven to distraction in that effort.

Best School in the Universe

- Be Safe
- Be Responsible
- Be Respectful
- Be a Problem Solver

PBS – 4 core values

- Approach to working with students that
- Puts teachers in control
- Teaches kids to think for themselves
- Raises the level of student responsibility
- Prepares kids to function effectively in a society filled with temptations, decisions, and consequences
- 9 Essential Skills and 23 interventions
 - New Staff – Review 9 Essential Skills

Love and Logic

- **I believe that every attempt should be made to maintain the dignity of both the adult and the student.**
- **I believe that students should be guided and expected to solve the problems they create without making problems for anyone else.**
- **I believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.**
- **I believe that students should have the opportunity to tell their side of the story when consequences appear to be unfair.**
- **I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.**
- **I believe that there should be a logical connection between misbehavior and resulting consequences.**

- *I will not argue you with you. If you feel the consequences are unfair, say, “I believe this is unfair, can we schedule a meeting to discuss this?”*

Core Beliefs

- Projected Enrollment –1035
- 6th grade -
- 7th grade
- 8th grade

Teaming and Small Learning Communities

- 6th grade students are placed on 2 teacher teams and have a separate schedule
- 7th/8th grade students are placed on a team of 6 to 8 teachers.
- Core teachers loop with students – SS, Science, Math, ELA,
- Student have 4 core classes and 2 electives plus an advisory class.
- Students begin the day in an advisory/intervention period.

Organization/Structure

- 6th – 8th grade middle school program
- 6th – 8th - GT Magnet
- Strategies Program
- Comprehensive Life Skills Program
- Newcomers Program

Education Programs

- Primary point of contact for the students
- Social and Emotional Lessons Integrated
- Opportunity for re-teaching and enrichment
- 20 minutes 4X's a week
- Wednesday no class.

Advisory - Social And Emotional

A – D Ms. Lujan

E – K Ms. Foster

L - Q Ms. Knowles

R – Z Ms. McColl

Counselors for 2020-21

- Please refer to the uniform policy you picked up at the door this evening.

Uniform for 2020-21

Pine Parent Teacher Organization supports the BEST SCHOOL IN THE UNIVERSE through fundraising and community-building.

Fundraising Provides Support for:

- Student Clubs
- Student and Teacher Appreciation
- Infrastructure for the School – Computers, Chairs, Media Equipment, Beautiful New Foyer

Community-Building Events and Programs:

- Dances
- Family Events
- Parent Involvement Initiatives

Join PTO today! Your involvement makes a HUGE difference to your child and your school!

Pine PTO

The use of personal communication devices such as cell phone, or other similar electronic communication devices is prohibited during the instructional day. As long as it is not disruptive, students may use their devices before or after school or at lunch.

- Unless being used at the request of your teacher, for instructional purposes, devices must remain off from first bell to last bell, including during passing periods.
- Students may use their phones as lunch

Students who violate this policy will have consequences

1. Cell phone is confiscated and student may pick up at end of day
2. Cell phone is confiscated and Parent may pick up at end of day
3. Cell phone is confiscated and Parent may pick up at end of day, student will lose cell phone privileges, at administration discretion.

Cell Phone Policy



Nevada School Performance Framework Scoring 2018 - 2019 School Year

School: **Pine MS** Total Index Score: **66.5** Classification: **★★★★☆**

100 Points Possible



Index Score

Glossary of Terms: **MGP & AGP:** Median Growth Percentile & Adequate Growth Percentile
NAC 389.445 7th and 8th grade credit attainment

Pooled Proficiency: Smarter Balanced Proficiency

Opportunity Gap: Non-proficient students on an adequate growth trajectory to catch up to proficiency within 3 years.

Calculated Measure Value Tables and Your School

Math - MGP Points Possible: 10	School Value: 50 Points Earned: 5	ELA - MGP Points Possible: 10	School Value: 54 Points Earned: 7																																																																																
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2019-20 – STAR Rating

ELA

- Hispanic – 36% target is 45.1
- FRL – 36% target is 44.4%
- IEP – 5% target is 21.9%
- EL – 3% target is 24.3%

Math

- Hispanic – 19% target is 29.3%
- FRL – 18% target is 29.2%
- IEP – 2% target is 18.6%
- EL – 3% target is 20.2%

Targeted School Improvement (TSI) Goals for 2020

1. Overall ELA MGP will increase by 5 points from 54 to 59%. Targeted ELA Subgroup Median Growth Percentile will increase by 5 points in each subgroup.

Subgroup	Current level 2019	Goal for 2020
FRL	56	61
IEP	48	53
EL	54	59
Hispanic	56	61
GT	48	53

School Performance Plan Goals for 2019-20

2. Overall Math MGP will increase by 5 points from 49% to 54%. Targeted Math Subgroup Median Growth Percentile will increase by 5 points in each subgroup.

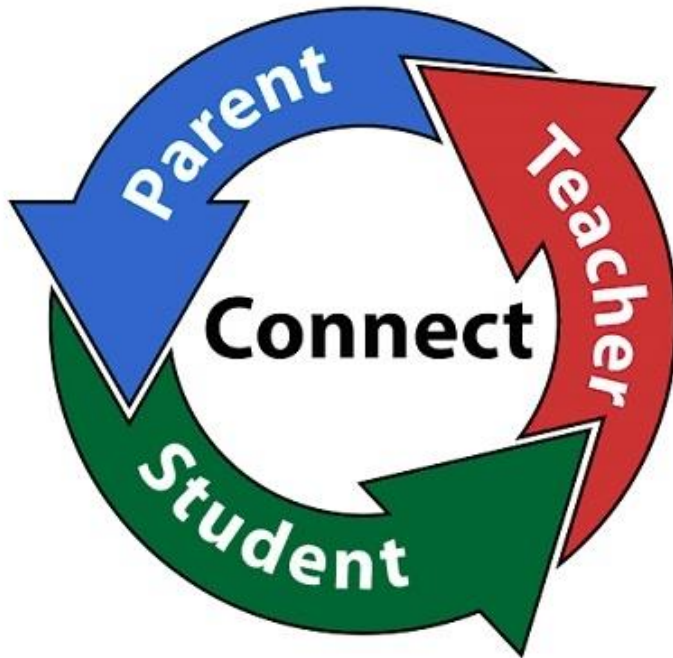
Subgroup	Current level 2019	Goal for 2020
FRL	50	55
IEP	56	61
EL	47	52
Hispanic	50	55
GT	44	49

School Performance Plan Goals for 2019-20

- 3. Overall Major Discipline Events per 100 students will be reduced by 10% from 26 to 23 as measured by Infinite Campus Targeted Subgroup Major Discipline Events will also be reduced by 10% as measured by Infinite Campus.

Subgroup	Current level 2019	Goal for 2020
FRL	38	34
IEP	65	58
EL	45	40
Hispanic	34	31

School Performance Plan Goals for 2019-20



Student Led
Conferences November
20 and April 22

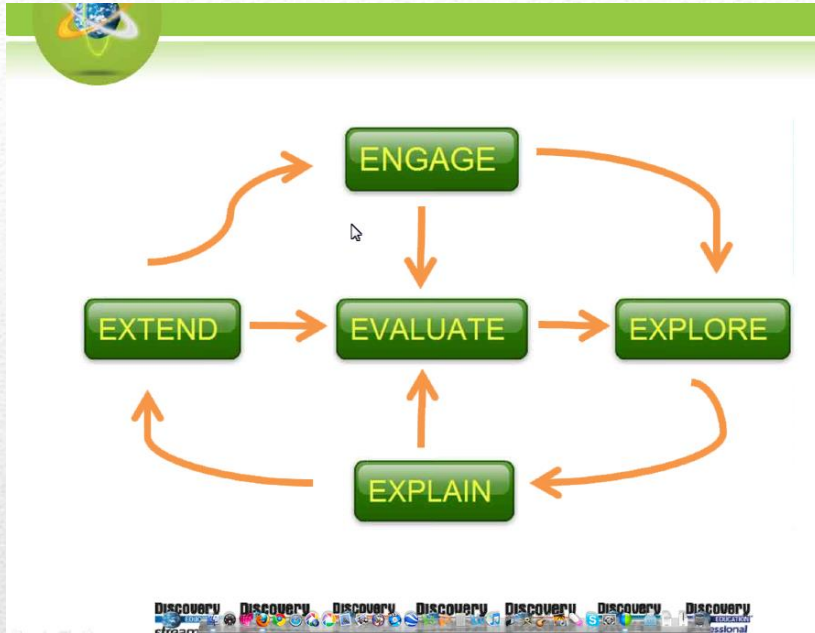
Daily Announcements
by email

Communication in
English and Spanish

Love & Logic and
WatchDOGS

Our PTO wants YOU!

Family Engagement School Performance Plan Goals for 2019-20



- Longer and more flexible Advisory to support student assignment completion
- Focus: Students "know their numbers"
- Teacher use Marzano's *Critical Concepts*
- Re-teaching built in to Instructional Plans
- Students see teachers daily
- SEL lessons on Tuesdays
- Extra teachers to support reteaching one day per week in ELA and MATH
- After school targeted support to fill learning gaps for students from 2-3 pm

Curriculum and
Instruction

School Performance Plan Goals for 2019-20

- NO RESULTS DUE to COVID 19

**NO DATA FROM 19-20
School Year**

- Creating a Culture of Success
- Engaging in the Right Work
- Shifting from All to Each
- Developing Leadership for Learning
- Engaging Students in Owning Their Learning
- Distance Learning
- Access to Technology and Training

Our Challenges

- **Teachers must commit to two fundamental assumptions**
 1. All students can learn at high levels
 2. Educators accepts responsibility to ensure high level of learning for every student
 - Do not Blame the Students
 - Learning is required
 - Hope is not a strategy

Creating a Culture of Success

1. A school and classroom culture of caring and encouragement
2. A guaranteed and viable curriculum
3. Effective research-based teaching strategies
4. Common formative assessments of student learning
5. Systems of providing additional time, support and enrichment
6. Ways to frequently recognize and celebrate improvement

Must Haves

- **Defined tasks for Collaborative Teams/Departments**
 - Norms, Protocols,
 - Goals,
 - Common assessments,
 - Celebrations
- **What is it we expect students to know and be able to do?**
 - Review state standards and align curriculum
 - Identify essential standards for each grade level or subject area
 - Vertically align essential standards/pace the curriculum
 - Critical Concepts – ELA, Math, Science, Social Studies

Engaging in the Right Work

- **How will we know when they have learned?**
 - Unwrap each of the standards into learning targets
 - Map each standard indicating the summative and formative assessments
 - Develop common assessments for each learning target.
 - Determine proficiency levels
 - Develop grading rubric or scoring guide
 - Write learning targets in student-friendly language by engaging student in the learning process
 - Create and share anchor papers with students demonstrating strong and weak work
 - Analyze assessment results

Engaging in the Right Work

- **How will be respond when they do not learn?**
 - Identify systemic responses for students who are failing
 - Create interventions for students whoa fail to meet learning targets on common formative assessments
 - Identify students for interventions by essential standard or learning target and specific need
 - Group students for instruction by specific essential standard, learning target, ore need.
 - Evaluate the progress of students after interventions

Engaging in the Right Work

- **How will we respond with they already know it?**
 - Identify systematic responses for students who have already mastered the essential standards
 - Create extension activities for students who demonstrate proficiency and better
 - Identify students who demonstrate proficiency and better on common formative assessments
 - Evaluate the progress after the extension activity

Engaging in the Right Work

Common Formative Assessments

All departments will complete a minimum of 4 common formative assessment cycles per quarter

1. Identify the high priority standards of learning targets to develop the common formative assessments considering depth of knowledge levels, critical concepts and content limits
2. Administer the common formative assessments in the same way to all students
3. Analyze the results as a collaborative team. What was positive, surprising. What teaching strategies worked? What are misconceptions? Who did not master the content? What are we going to do about it?
4. How will we respond when they do not learn, and how will we respond when they already know it? Intervention plan? Extension plan?
5. Reflect on the intervention cycle. Write down notes to remember for the next unit or year and modify test, materials and resources.

Shifting From All to Each

- All our teachers work on teams
- All teachers contribute to the products of collaboration of their team
- All teams must establish and monitor measurable goals
- All teachers teach the agreed – on essential or priority standards
- All teams create and administer common formative assessments.
- All teachers analyze and use data to intervene and extend student learning.

Developing Leadership for Learning

- Clear Understanding of the Learning Target and What is required of them to be proficient or above level.
- Plan next steps in their learning
- Fix their work
- Self assess and set goals
- Keep track of their learning targets or standard by standard
- Know your Number – where they are in relationship to proficiency.
- My Success Plan
- Advisory
- Study Guides
- Student Led Conferences

Engaging Students in Owning Their Learning

link to assessment

Needs Assessment

August 2020

Goal 1 – Pine Middle School will create and maintain authentic PLC's with the intent of building a collaborative culture focusing on improving instruction to support student learning. Through this process we expect to see student growth and achievement increase in all academic areas

Goal 2 – Pine will create and maintain authentic PLC's with the intention of building a collaborative culture focused on improving instruction to support student learning, through this process we expect to see improved student engagement

Goal 3 – Pine Middle School will create and maintain authentic PLC's with the intention of building a collaborative culture focuses on improving instruction to support student learning, through this process, we expect to see improved student engagement

Goals for 2020-21
