



Pine Middle School

2019-20 School Year

- **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



Nevada School Performance Framework Scoring

2017 - 2018 School Year

School: Pine MS

Total Index Score: 79.5

Classification: ★★★★★☆

100 Points Possible



Index Score

	MGP & AGP: Median Growth Percentile & Adequate Growth Percentile	Pooled Proficiency: Smarter Balanced Proficiency
Glossary of Terms NAC 389.445	7th and 8th grade credit attainment	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	School Value: 54	ELA - MGP	School Value: 64
Points Possible: 10	Points Earned: 7	Points Possible: 10	Points Earned: 9
>= 65	10	>= 65	10
< 65 and >= 61	9	< 65 and >= 61	9
< 61 and >= 58	8	< 61 and >= 58	8

2018-19 – STAR Rating

1. **ELA:** Individual students scale scores will increase 5%.
10 percent reduction in our non-proficient students in our targeted areas: FRL, IEP, EL, and Hispanic.

2. **Math:** Individual students scale scores will increase 5%.
10 percent reduction in our non-proficient students in our targeted areas: FRL, IEP, EL, and Hispanic.

3. We will improve student respect by 10% as measured by our climate survey. We will reduce bullying by 10 %.

Goals for 2018-19

Overall Proficient : 58%  54% Goal: 63%

Non-Proficient reduction by 10%

FRL: 36%  35% Goal: 42%

IEP: 5%  9% Goal: 14.5 %

EL: 3%  3% Goal: 13%

Hispanic: 36%  35% Goal 42%

However, all of our students made growth toward proficiency at higher levels than similar schools and our district. (see Growth by Prior Year Achievement Level Handout)

How did we do in ELA ?

Overall Proficient : 42%  38% Goal: 47%

Non-Proficient reduction by 10%

FRL: 18%  16 % Goal: 26%

IEP: 2%  5% Goal: 12 %

EL: 3%  2% Goal: 13%

Hispanic: 19%  17% Goal 25%

However, all of our students made growth toward proficiency at higher levels than similar schools and our district. (see Growth by Prior Year Achievement Level Handout)

How did we do in Math?

According to our Student Climate Surveys,

- Adult respect decreased 2 points to 77%, compared to 75% at all WCSD Middle Schools,
- Student respect increased 1 point to 55%, compared to 52% at all WCSD Middle Schools,
- Parent surveys showed an increase in staff respect from 81 to 88%, compared to 79% at all WCSD Middle Schools.
- Incidents of Bullying reported in Infinite Campus increased from 14 to 16.
- Student Climate Survey indicated favorable responses against statements such as “Students at this school are often bullied” remained the same at 48% compared to 47% at all WCSD Middle Schools.

Respect & Bullying



Nevada School Performance Framework Scoring 2018 - 2019 School Year

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

100 Points Possible



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

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2019-20 – STAR Rating

- Adult Respect – 77% – 75% district MS average
- Adult Support – 76% – 72% DMSAV
- Bullying – 48%– 47% DMSAV
- SEL - Relationship skills – 69% – 67% DMSAV
- SEL – Responsible decision-making – 77% – 72% DMSAV
- SEL – Self awareness of emotions – 76% – 70% DMAV
- SEL – Self awareness of self-concept – 76% – 71% DMSAV
- SEL – Self management of emotions - 58% – 52% DMSAV
- SEL – Self management of goals – 63% – 59% DMSAV
- SEL – Self management of schoolwork – 61% – 57 % DMSAV
- SEL – Social awareness – 79– 75% DMSAV
- Safety – 85 - 81% DMSAV
- Student Engagement – 64%
- Student Respect –55%
- Victimization – 66%

Student Survey – 797 responses

- Communication with school – 92% – 86% DMSAV
- Family Efficacy – 75% - 71% DMSAV
- Learning Behaviors – 64% - 58% DMSAV
- Overall quality – 82% – 71% DMSAV
- Physical Safety – 86% – 85% DMSAV
- Quality Education – 87% – 82% DMSAV
- Relationship/Respect – 88% – 83% DMSAV
- School Fit – 60% - 55% - DMSAV
- School leadership – 93% - 87% DMSAV
- Supportive place – 84% up 2% - 82% DMSAV

Parent Survey – 116 responses

- Early Release Wednesday – 69% – 80% DMSAV
- Expectations of Success – 93% – 90% DMSAV
- Fairness and Respect – 84% – 79% DMSAV
- Home-School Communication – 95% – 90% DMSAV
- Instructional Focus – 81% – 82% DMSAV
- Parent Involvement – 29% – 34% DMSAV
- Physical Environment – 61% – 73% DMSAV
- Quality of WCSD – 64% – 56% DMSAV
- Safety – 85% – 87% DMSAV
- Social Emotional Learning – 92% – 86% DMSAV
- Staff collaboration – 81% – 81% DMSAV
- Staff-student relationships – 91% – 89% DMSAV
- Student behaviors – 87% – 76% DMSAV
- Work Stress – 70% - up 1 – 68% - DMSAV

Staff Survey – 38 responses

Year	2018	2019
Total Suspensions	150	162
Total Major Discipline Events	251	283
Percentage ever suspended	8	9

Suspension/Discipline Data

- We reduced minor behaviors by 20 percent
- Major behaviors increased - Fighting
- Student disrespect toward one another
- Teacher Dispositions still not as high as they should be
- Work Stress has improved, but not significantly
- Reduction in points on NSPF

Areas of Growth

Category and Points awarded	2017	2018	2019
Math MGP	3 out of 10	7 out of 10	5 out of 10
Math AGP	2.5 out of 5	5 out of 5	4.5 out of 5
Math OG	2 out of 10	6 out of 10	2 out of 10
ELA MGP	7 out of 10	9 out of 10	7 out of 10
ELA AGP	4 out of 5	5 out of 5	4.5 out of 5
ELA OG	4 out of 10	7 out of 10	5 out of 10
Pooled Proficiency	21 out of 25	22 out of 25	20 out of 25
Access-AGP	4 out of 10	8 out of 10	4 out of 10
Chronic Absences	5 out of 10	3.5 out of 10	8.5 out of 10
NAC 389 (credits)	3 out of 3	3 out of 3	3 out of 3
Academic Learning Plan	2 out of 2	2 out of 2	2 out of 2
17&18Climate Survey 19 Absentee Reduction Bonus	2 out of 2	2 out of 2	1 out of 1
Total Points	55.9	79.5	66.5
STAR Rating ★	3	(4) 3	3

TARGETED SCHOOL IMPROVEMENT (TSI)

Identification Criteria:

- One or more subgroups not meeting Measure of Interim Progress (MIP) targets(s) two years in a row on one or more measures within Academic Achievement Indicator (Math proficiency, ELA proficiency)
- AND
- One or more subgroups not meeting target(s) two years in a row within two or more remaining Indicators: Growth (Math/ELA MGP/AGP), ELPA (WIDA AGP), or Student Engagement (Math/ELA Opportunity Gap, Chronic Absenteeism)

What does it mean to be identified as a TSI school?

- TSI Schools Exit Criteria: Subgroups meeting ELA, Math Measures of Interim Progress / Sustained Improvement / 10% reduction in non-proficient students / Improved subgroup performance on Targeted measures
- After completing a 3-year improvement plan, TSI may exit this designation if they do not meet any of the designation criteria for which they have been identified for two consecutive years.
- TSI schools that do not improve after implementing a 3- year improvement plan and continue to have subgroup performance less than the lowest “all students” group performance from the current designation year Comprehensive School Improvement (CSI) schools will be identified as a CSI school.

How does Pine exit TSI ?

ELA

- Hispanic – 35% target is 47.9%
- FRL – 34% target is 47.1%
- IEP – 9% target is 25.8%
- EL – 3% target is 28.1%

Math

- Hispanic – 17% target is 32.8%
- FRL – 16% target is 32.7%
- IEP – 5% target is 22.7%
- EL – 2% target is 24.2%

Targeted School Improvement (TSI) Goals for 2020

1. Overall ELA MGP will increase by 5 points from 54 percentile to 59 percentile. 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 percentile to 54 percentile. 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

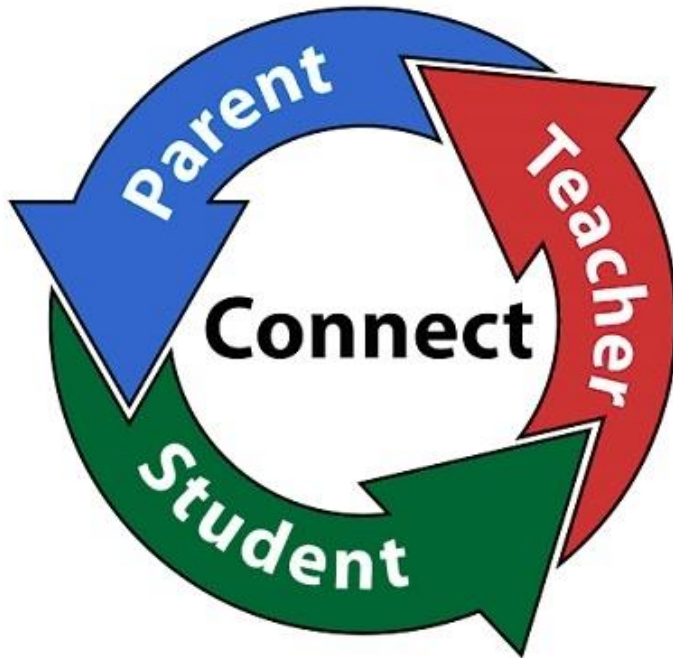
School Performance Plan Goals for 2019-20



Professional Development

- Increase common assessments to support PLC discussions
- Provide 2 dedicated PLC dates after school each month
- Eliminate outside PD
- Provide Data Days to review every student on every team
- Increase discussion, planning, observation, feedback and accountability for reteaching

School Performance Plan Goals for 2019-20



Student Led
Conferences November
20 and April 22

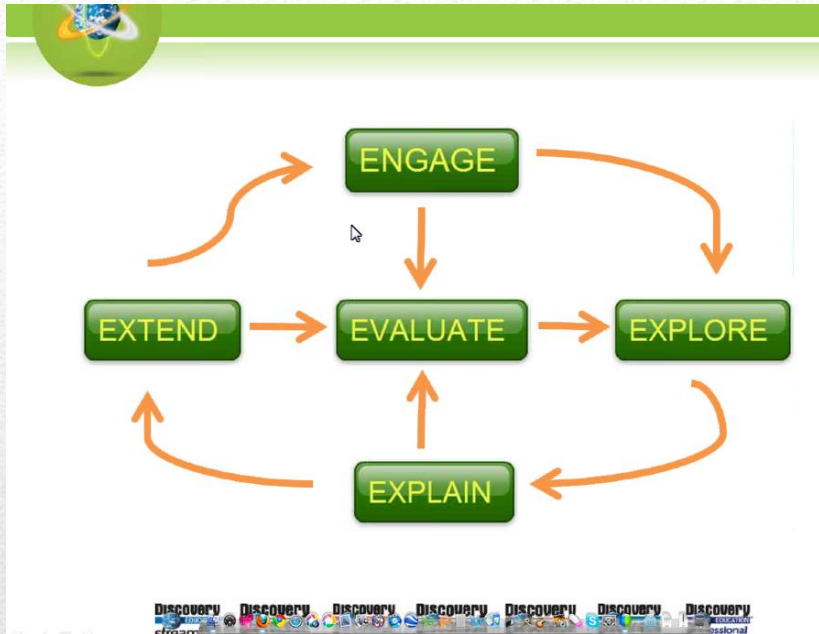
Daily Announcements
by email

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
- “Friday Night Lights” to complete work every three weeks
- After school targeted support to fill learning gaps for students from 2-3 pm

**Curriculum and
Instruction**

School Performance Plan Goals for 2019-20