JH SUBSTANTIAL COMPLIANCE

1. NEEDS ASSESSMENT: Based upon a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative assessments, demographic factors, perceptual data, and school programs and processes across 7th through grades for All Students and TAGG Students in literacy, weak trends and/or patterns continue to be evident in the following areas: 7th- written response/practical passages (drawing evidence from text), vocabulary, comprehension of literature across different types of media, technology-drag/highlight, arriving at the "best" answer; 8th and 9th-direct examples from text, point of view, author's purpose, elaborating on evidence, and style. Most recent data (2014) indicates that content specific vocabulary, functional text, note-taking and writing-multiple choice are areas of concern for both All Students and TAGG students. Contributing factors include: lack of using different kinds of inference strategies (and high yield strategies) across the curriculum, lack of hands-on and kinesthetic activities in the classroom, content vocabulary, and lack of a consistent focus on multiple choice items/test-taking skills. SY 2014-2015: In addition to current strategies for improvement: 7th grade - more integration with other curriculums such as cross-curricular writing, focus on literacy during remediation including multiple choice; teacher selected specific challenge to cover during literacy remediation; and use library for teaching functional text like classifieds; READ 180/r-books; smashbooks; differentiated instruction, small groups; create questions with different kinds of media; video journals; and more questions that have the "better" choice. 8th grade/9th grade- starters; high five; individual feedback; model direct lessons across curriculum using text features, provide more one to one communication for ALL Students and TAGG Students, target individual students; more focused 8th grade remediation; provide ESL students with hands-on technology to assist them with their reading comprehension; and promote test-taking strategies during Benchmark bootcamp.
2. NEEDS ASSESSMENT: Based upon a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative assessments, demographic factors, perceptual data, and school programs and processes across 7th through 9th grades in all populations in math, weak trends and/or patterns are evident in the following areas: 7th- all operations involving fractions, basic math facts, terminology, measurement (open-response items) and measurement (multiple-choice); function tables, equations, scatter plots, analyzing data, distance & midpt; 8th- 9th- negative numbers, logical reasoning, critical thinking, geometry (open-response) and geometry (multiple-choice); multi-step problems, applying formulas, LCM of polynomials, PAF; Algebra-solving equations and inequalities and non-linear functions (open-response) and language of Algebra (multiple-choice), GCF, LCM, polynomial factoring, data interpretation, & real world application; Geometry-triangles, coordinate geometry,transformations (open-response) and coordinate geometry and transformations (multiple-choice), multi-step problems, equations, & higher order thinking;  2013 Data Analysis indicates the following: 7th-similarities and interior angles measures, applying formulas, and scientific notation and percentages for All Students and especially TAGG Students. 8th-finding area, distance between 2 points, polynomials, patterns in #'s, probability, and open-response for All Students and especially TAGG Students. EOC Alg-linear functions, open response and language of algebra and multi-step problems for All Students and especially TAGG students. EOC Geometry-Triangles/Open-Response. Contributing factors include: lack of content vocabulary, lack of test-taking skills, lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum. SY 2015-2016 (pending PARCC results): In addition to current strategies for improvement: 7th grade - review day, peer work, exit slips, more time spent on challenging (better pacing), incorporate geometry and measurement throughout the year, more hands-on real-world situations; 8th grade - peer tutoring and mastery lessons, using higher order thinking assignment, integrate negative numbers into current content, focus on algebra, provide quality practice and not quantity, teach test taking strategies of eliminating and underlining, and focus on real world applications and paying attention to detail; 9th- daily starters, spiral reviews, tutoring during homeroom, exit ticket; Algebra - focus on open-response during "math week", push vocabulary of algebra in all content areas; Geometry - more examples and practice with Triangles and Open-response.
3. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 7-9, reducing the number of discipline referrals is an area for improvement especially in the area of insubordination. A contributing factor for focus is consistent staff use of the assertive discipline model.
4. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of perceptual data from parent surveys across grades 7-9, continued emphasis on effective communication with parents regarding school programs and operations is an area for focus.

* Upcoming 7th grade students are given a tour of the Jr. High in the spring of each year with both Middle Grades and Jr. High principals in attendance.
* In order to promote job acquisition and retention, goal building skills, social interaction skills, self-esteem, and character traits will be taught monthly through CAPS (Career Action Planning).
* ​​Through the CAPS program, students will have an advisor (teacher) to help direct their academic future. Students will meet with their advisor once a month to discuss their academic future and have the opportunity to get to know the student better. This will provide focus for students and parents to achieve their academic goals. CAPs conferences will occur annually.

Pottsville Jr. High receives PD, NSLA, and ELL funds. We coordinate programs in the following ways:

* Providing professional development
* Purchase of resources and materials
* Purchase of technology

Goal: The Pottsville Junior High will develop and implement strategies for promoting School Wellness that comply with Federal and State Standards. The Plan will provide support for students in making Healthy Lifestyle Choices.

Objective: By the SY 2015-2016 school year,  there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

* Decrease the average BMI on routine annual student screening by implementing practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.
* Implement Health Smart Curriculum in the 7th and 9th grade through the physical education program. The Presidential Fitness Challenge will be implemented in the physical education classes to evaluate student fitness. 2014-2015 results/avg: shuttle run-8.89 seconds; mile run-9.35 minutes; pull-ups-2.86; curl-ups-26.61; sit and reach-26.25.(Federal Requirement: Goals for Nutrition Education)
* The Child Nutrition Program in the Pottsville Schools will follow the nutrition and reimbursable school meal guidelines.
* A school nurse will provide health services and education to students and parents on making healthy choices and decisions.
* Train all staff in the habits and practices related to health and safety that promote the eight components of the School Health Index.
* Develop and implement a parent awareness program
* By the SY 2015-2016, there will be a decrease of the average Body Mass Index for students by 1/2 % as evaluated by the annual Body Mass Index Screening. 2015-2016 BMI results based upon 2014-2015 SY: 49.3% of males tested measured in the overweight/obese category; 45.5% of females tested measured in the overweight/obese category.
* Promote good nutrition and physical activities through parental involvement.
* Each year at Open House a Wellness awareness table will provide nutrition ideas, activities, and information for parents and support parent/community participation in Act 1220. A sign-in sheet will be kept to evaluate parental involvement. 2015-2016: approx. 200 parents attended open house Aug 10, 2015. Also, teachers may participate in yearly training provided by District Coordinator.
* Do a yearly evaluation using the School Health Index as a tool of the (a) health and safety policies & environment; (b) Health Education; (c) Physical Ed. & Other Physical Activity Programs; (d) Nutrition Services;(e) Health Services;(f) Counseling, Psychological & Social Services;(g) Health Promotion for Staff; (f) Family & Community Involvement. (Federal Requirement: Measuring implementation of local wellness policy and community involvement.)

CATEGORICAL FUNDS

ELL

PURPOSE:

All ELL students will be assessed using the MAC II assessment. For qualifying students, a trained ELL Instructor in conjunction with content teachers, will provide language instruction. Language materials will be purchased to support the instruction. Laptops/chromebooks/projectors will be purchased and incorporated in instruction for ESL students to boost their language acquisition with interactive activities. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications.

PROGRAM EVALUATION:

* ​In accordance with state standards, a post MAC II will be administered to evaluate progress. EVALUATION RESULTS: The English Language Development Assessment for 2015-2016: In Grades 7-9, 3 students scored a 5, 2 students scored a 4, 3 students scored a 3, 0 scored a 2, and 1 student scored a 1. Listening and Speaking are strengths throughout the grades while Writing and Reading are the weakest areas.

NSLA

PURPOSE:

* Content teachers will continue to participate as needed in Literacy Lab Professional Development or other trainings to learn ways to implement reading strategies including the following, but not limited to, phonemic awareness, comprehension, inference, vocabulary and fluency across the curriculum. During the school year, subs will be provided for teachers. Teachers will be paid their daily rate of pay for summer attendance, including meals/mileage/motels. Additional class sets of books will be purchased for those teachers already trained in the Literacy Model.
* To improve reading comprehension, decoding skills, and fluency, electronic reading devices and audio books will be available to teachers for classroom use as well as student check out in the library. This will allow struggling readers access to grade level books. Books and/or e-books and audiovisual books will also be purchased to enhance student performance. The effectiveness of this program will be monitored through the increase of individual STAR reading scores as well as AR test results. A paraprofessional (fte .5) work under the direction of a highly qualified librarian to track student progress, assist in student book selection, and monitor library activities.
* ​​Two paraprofessionals will work under the supervision of a classroom teacher to provide supplemental instruction in math or literacy. (fte. 2) Materials and supplies will be purchased as needed.
* Continue the READ 180 program to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary. Materials, supplies, and license renewal will be provided.
* The Parent Center will provide resources on relevant parenting topics such as: parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families while supporting parents in skills through literature and research in the center and library. The Parent Facilitator (certified teacher) will help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement; and undertake efforts to ensure parental participation is recognized as an asset to the school. A Volunteer Resource Book will be maintained and school staff will be encouraged to use it to match school needs with volunteer interests. Materials and supplies will be purchased to support different parent activities.​​

PROGRAM EVALUATION:

* Number of words read, AR goals met and STAR level will be used to measure student growth through grade level reports from Renaissance Learning. Student reading growth will be rewarded based on these measures. EVALUATION RESULTS 2014-2015: 7th grade pre-test = 7.0 and post-test = 7.9 ( .9); 8th grade pre-test = 8.0 and post-test = 8.7 ( .7); 9th grade pre-test = 7.7 and post-test = 8.2 ( .5).
* ​Junior High Teachers will integrate vocabulary building and spelling strategies to help students achieve higher academic scores in literacy. Content area "Word Walls" will be displayed in each classroom. Teachers will instruct in whole group as well as small group instruction. Principal will observe and evaluate the use of these strategies during CWT/TESS. A Walk Through/TESS Cumulative Report will be available to access the observations for evaluation. EVALUATION RESULTS: 2014-2015: 93% of teachers were using the knowledge level of Bloom's Taxonomy; 100% of teachers were using the comprehension level of Bloom's Taxonomy; 29% of teachers were using the analysis level of Bloom's Taxonomy; 43% of teachers were using the application level; 36% of teachers were using the synthesis level of Bloom's Taxonomy; and 36% of teachers were using the evaluation level of Bloom's Taxonomy.
* ​Math Formative/Interim Assessments will be utilized by teachers and paraprofessionals to assess students, drive instruction and remediation in preparation for state mandated tests. 2015-2016 Focus: Basic Math Facts, Negative Numbers, Logical Reasoning, and Critical Thinking.
* READ 180 Evaluation: 14/21 students had a Lexile growth of 75 and/or above.

PD

PURPOSE:

* Teachers will meet in grade level/vertical teams to evaluate test data, common assessments, and interim assessments to adjust curriculum accordingly based upon needs assessments. Student intervention will be developed for students not achieving at grade level in literacy or math. Professional development will be provided to teachers in best instructional practices to improve instruction in areas of deficiencies found in student data. Materials and supplies will be purchased to enhance student learning and/or to conduct training activities.(Subs will be purchased through SUBTEACH for teacher release time.) ​
* 7-9th grade teachers and staff will be trained or refreshed as needed in either the Step-Up To Writing strategies or other similar writing programs including: modeling in the classroom for teachers. ​
* Content teachers will continue to participate as needed in Literacy Lab Professional Development or other trainings to learn ways to implement reading strategies including the following, but not limited to, phonemic awareness, comprehension, inference, vocabulary and fluency across the curriculum. ​
* Technology training I Instructional strategies) will be provided to help improve student achievement in all content areas.
* Training will be administered on anti-bullying policies and procedures (and other character needs) and crisis management, etc..., to reduce absenteeism, discpline concerns, and to promote a positive atmosphere for student learning.
* PD training will be held to foster active parent participation and reduce barriers.
* Train teachers in CWTs and TESS. Individual teacher training will be determined on an individual basis.
* Teachers will meet in vertical/horizontal teams to develop curriculum and compare curriculum maps in order to find gaps and/or repetitions in compliance with the Arkansas frameworks/Common Core standards set for each grade level. Professional development will be provided in weak areas.

PROGRAM EVALUATION:

* Number of words read, AR goals met and STAR level will be used to measure student growth through grade level reports from Renaissance Learning. Student reading growth will be rewarded based on these measures. EVALUATION RESULTS 2014-2015: 7th grade pre-test = 7.0 and post-test = 7.9 ( .9); 8th grade pre-test = 8.0 and post-test = 8.7 ( .7); 9th grade pre-test = 7.7 and post-test = 8.2 ( .5).
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* ​Math Formative/Interim Assessments will be utilized by teachers and paraprofessionals to assess students, drive instruction and remediation in preparation for state mandated tests. 2015-2016 Focus: Basic Math Facts, Negative Numbers, Logical Reasoning, and Critical Thinking.
* READ 180 Evaluation: 14/21 students had a Lexile growth of 75 and/or above.
* ​Evaluate the prior year's discipline referrals to determine the effectiveness of the character education program. EVALUATION RESULTS: 2014-2015: 334 discipline reports (a decrease of 270 referrals). Incidents per grade and incident occurring the most: 7th-156/47% (insubordination), 8th-98/29% (insubordination), 9th- 80/24% (insubordination). 2013-2014: 604 total discipline incidents (an increase of 84 incidents compared to previous year). Incidents per grade- 7th grade = 192/32%; 8th grade = 240/40%; and 9th grade = 172/28%. The incidents occurring most per grade level: 7th grade = disorderly conduct; 8th grade and 9th grade = insubordination. 2012-2013: 520 total discipline incidents for grades 7-9 (a decrease of 424 incidents compared to 2011-2012. Incidents per grade in 2012-2013: 7th grade 169=33%; 8th grade 191=37%; 9th grade 160=31%. 2011-2012: 944 total discipline incidents for grades 7-9 (an increase of 187 incidents compared to 2010-2011. Incidents per grade: 7th grade 299=32%; 8th grade 295=31%; 9th grade 350=37%. Incident type occurring most often was insubordination for all grades.
* Average daily attendance for SY 2014-2015: 98.49%; SY 2013-2014: 98.49; 2012-2013 = 98.27; SY 2011-12 97.6%; SY 2010-11 98%; SY 2009-10 98%; SY 2008-09 98%; SY 2007-08 97.9; SY 2006-07 94.9%; ​
* 2014-2015 Teacher Survey: Instructional Strategies and time to meet were the highest priorities.
* A parent survey to determine the effectiveness of school and parent collaboration indicated the following: EVALUATION RESULTS: 2014-2015: 90.9% of parents felt the Jr. High provides a safe and orderly environment for students and teachers; 100% felt they receive adequate information about the school's programs and preparing a program of study for their child (CAPS); ​