

Pike Road Jr. High School ACIP Review I – Mid Year Data Meeting Summary

Purpose: To review ACIP implementation, evidence of improvement and to develop a plan of action to address student needs. Data analysis should include the most current data available.

School: **PRJHS**

Date: **1-20-23**

Grade/Department: **Math**

MATH - Data Analysis

Strengths: Measurement & Data Analysis

Needs: Geometry & Algebraic Thinking

Progress to Annual Typical Growth (Median)

44%

The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

13%

19%

39%

12%

18%

Met or Above Grade Level (From 9%)

Early On Grade Level (From 17%)

One Grade Level Below (From 37%)

Two Grade Levels Below (From 15%)

Three or More Grade Levels Below (From 21%)

Subgroups	C7	C7	C8	C8
	BOY	MOY	BOY	MOY
Asian	45%/12	42%/12	44%/10	89%/10
Black	7%/70	13%/70	12%/60	13%/60
White/Hispanic	33%/112	40%/112	31%/127	35%/127
Economically Disadvantaged	10%/48	13%/48	17%/54	17%/54
Special Education	5%/19	5%/19	0/14	0/14
English Learner	11%/9	11%/9	30%/10	30%/10

and Operations

Algebraic Thinking

Measurement/Data Analysis

Geometry

(Geometry standards have not yet been taught.)

Modest gains

~45 for all / 58 for Intervention

Recommendation/Next Steps	Who's Responsible	Evidence of Implementation
AMSTI Training Algebraic Thinking	Janice Stockman	Feb 20 Inservice Agenda / sign-in / lesson plans
ACAP Experience	Janice Stockman Michael Thurman Brittany Solomon	Pictures of events / use of materials in bellringers, etc.
Quarterly data reviews	Michael Thurman Math Dept.	Meeting Notes lesson plans Observations (walk-throughs and obs tool reports)

ACIP Review 2 – Mid Year Data Meeting Summary

Purpose: To review ACIP implementation, evidence of improvement and to develop a plan of action to address student needs. Data analysis should include the most current data available.

School: **PRJHS**

Date: **1-20-23**

Grade/Department: **ELA**

READING / ELA - Data Analysis

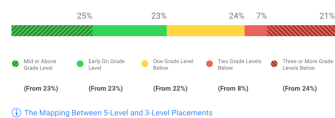
Strengths: Comprehension (Literature)

Subgroups	C7 BOY	C7 MOY	C8 BOY	C8 MOY
Asian	36%/12	67%/12	33%/10	33%/10
Black	28%/70	31%/70	34%/60	35%/60
White & Hisp	56%/112	57%/112	52%/127	57%/127
Economically Disadvantaged	22%/48	27%/48	28%/54	32%/54
Special Education	18%/19	14%/19	21%/14	29%/14
English Learner	0/9	22%/9	0/10	0/10

Progress to Annual Typical Growth (Median)

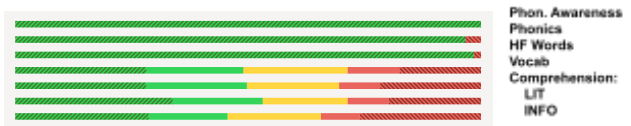


Current Placement Distribution



ELA Growth:
~28 for all / 112 for Intervention

Needs: Comprehension (Textual Information)



Informational text comprehension is a deficit. Limited writing opportunities have contributed as well. Anecdotally, learners have limited writing skills.

Recommendation/Next Steps

Incorporate more writing / common annotations / process writing
Read additional INFO text
ACAP/iReady Student Meetings

Data sheets / Dept Mtgs

Additional writing in SS classes

Who's Responsible

ELA Dept

ELA Dept
Stockman
Thurman

History Teachers
Griswell

Evidence of Implementation



**Agenda - Data Mtgs
Lesson Plans
Observations**

Tracking data
Spiraling bellringers

Agenda
Observations - class activities - writing samples

ACIP Review 2 – Mid Year Data Meeting Summary

Purpose: To review ACIP implementation, evidence of improvement and to develop a plan of action to address student needs. Data analysis should include the most current data available.

School: **PRJHS**

Date: **1-20-23**

Grade/Department: **C7-C8**

BEHAVIOR – BLOOM Data Analysis

Strengths:

There is a 40% decrease in the area of fighting compared to last year. For the previous school year, there were 20 learners coded for fighting over the course of the year, or roughly 10 per semester. Currently there have been 4. Implementing ISS and ASD seem to have had an effect on the overall number of suspensions. Over the course of the year there were 46 suspensions or roughly 23 per semester. To date there have been 5.

		Number of Infractions					
Community	Total	Local Use	Disruptive Conduct	Fighting	Threat/Intimidation	Unauthorized Absence	School Bus
C7	(195) 21	10	7	2	2	3	2
C8	(203) 33	8	0	0	3	8	4

Needs:

While overall trends have improved, this has occurred in the absence of a strong focus on SEL, PBIS or MTSS.

Training and stronger frameworks in these areas may further reduce the numbers of incidents and suspensions.

Recommendation/Next Steps

Who's Responsible

Evidence of Implementation

MTSS, SEL and PBIS trainings
District Collaborations/Trainings
Turnaround training for teachers
Presentations for students

Valerie Atkins
Janice Stockman
Michael Thurman

Faculty meeting agenda/sign ins
Positive office referral data.
SEL/PBIS themed presentations

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School: **PRJHS**

Date: **1-20-23**


Grade/Department: **C7-C8**

EL - Data Analysis

Strengths:

Bilingual support model utilized in pull-out sessions results in fewer learners scoring in proficiency band 1 in the areas of math and science than the state averages.


PRJHS Math ACAP

	Students with Limited English Proficiency	36.84% (*)	57.89% (11)	5.26% (*)	0.00% (*)
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ALSDE Math ACAP

	Students with Limited English Proficiency	49.45% (10008)	40.19% (8134)	8.66% (1753)	1.69% (342)
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PRJHS Science ACAP

	Students with Limited English Proficiency	16.67% (*)	50.00% (*)	33.33% (*)	0.00% (*)
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ALSDE Science ACAP

	Students with Limited English Proficiency	37.36% (2805)	51.84% (3892)	9.95% (747)	0.85% (64)
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Needs:


While this model is beneficial for math and science, English ACAP proficiency levels and WIDA ACCESS scores both trail state averages. Since accountability in the area of ESL is tied to English proficiency there must be a focus on improving the number of ELs meeting cumulative growth targets in successive administrations of WIDA ACCESS. This can be done by providing classroom teachers with professional development on Cognitive Academic Language Proficiency (CALP), IELP's, Instructional strategies for ELs, and ESL in general.

PRJH WIDA= 29.4%*

*Fewer than 20 ELs. This number is not reported on the ALSDE Report card, but is ALSDE Cumulative growth report.

ALSDE = 43.56%

PRJHS ELA ACAP

	Students with Limited English Proficiency	31.25% (*)	50.00% (*)	18.75% (*)	0.00% (*)
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ALSDE ELA ACAP

	Students with Limited English Proficiency	29.71% (5491)	53.95% (9969)	15.85% (2928)	0.94% (174)
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Recommendation/Next Steps	Who's Responsible	Evidence of Implementation
<p>Create a data informed plan that establishes goals for improving the % of ELs meeting cumulative growth targets. Create and implement professional development plan that focuses on improving instruction in academic English through research based strategies and best practices.</p>	<p>ESL Specialist Rebecca Hughes Assistant Principal Michael Thurmanl</p>	<p>ESL Planning meeting notes, agenda, and sign in log.</p> <p>PD materials, sign in logs</p>

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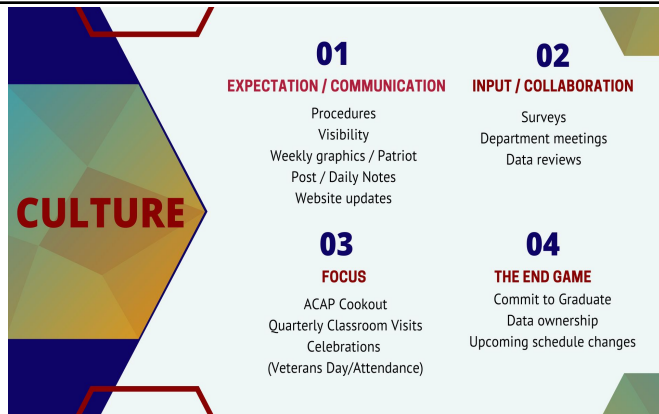
Date: 1-20-23

Grade/Department: Leadership

CULTURE – PBIS Team Data Analysis

Strengths: Policies & procedures

Needs: Advanced opportunities



We have made great strides regarding developing procedures including lesson plans, consistent communication, schedules, etc.

READING ELA	MATH
INCREASE PROFICIENCY & GROWTH BY $\geq 2\%$	INCREASE PROFICIENCY & GROWTH BY $\geq 3\%$
Increase student engagement	Increase student engagement
Prof Dev to increase higher order questioning	Align COS / appropriate pacing
Increase writing instruction	Match instruction with blueprint
Intervention	Intervention

Currently, we have advanced classes for ELA and Math only. We need advanced opportunities in all core areas.

We also need to continue to increase communication for our military families.

Items noted in yellow are in progress and have not been achieved.

Recommendation/Next Steps	Who's Responsible	Evidence of Implementation
Review schedule for next school year	Janice Stockman	A Survey will be given to teachers
Offer advanced classes next school term	Janice Stockman Valerie Atkins	A matrix will be developed for placement. Teacher Input will be included. A placement test will be given for all students, including new enrollees.
Website updates Military-connected families	Alyson Calhoon	Updated website www.prjhs.school

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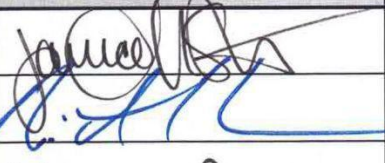
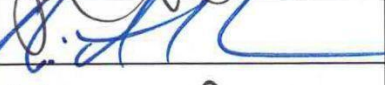
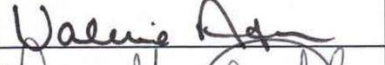
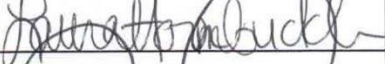

Grade/Department:

PST - Data Analysis																																				
Strengths:		Needs:																																		
<table><tr><td></td><td>C7</td><td>C8</td></tr><tr><td>August</td><td>97.06%</td><td>97.26%</td></tr><tr><td>September</td><td>97.04%</td><td>95.77%</td></tr><tr><td>October (flu)</td><td>94.03%</td><td>93.73%</td></tr><tr><td>November</td><td>95.13%</td><td>95.30%</td></tr><tr><td>December</td><td>97.18%</td><td>95.98%</td></tr><tr><td>Attendance Average</td><td>96.05%</td><td>95.55%</td></tr></table> <p>Our target attendance rate is 95%. Both C7 and C8 are achieving this rate. During October, we had an outbreak of the flu and our numbers dipped.</p>			C7	C8	August	97.06%	97.26%	September	97.04%	95.77%	October (flu)	94.03%	93.73%	November	95.13%	95.30%	December	97.18%	95.98%	Attendance Average	96.05%	95.55%	<table><tr><td></td><td>Total*</td><td>Chronic Absent 18</td><td>Of Concern 10+</td></tr><tr><td>C7</td><td>195</td><td>1</td><td>9</td></tr><tr><td>C8</td><td>203</td><td>2</td><td>9</td></tr></table> <p>We have multiple learners with high numbers of absences. There are 3 who have reached the threshold of chronic absenteeism. We are monitoring those with 10+ as they are on a trajectory of becoming chronically truant.</p>			Total*	Chronic Absent 18	Of Concern 10+	C7	195	1	9	C8	203	2	9
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Recommendation/Next Steps		Who’s Responsible																																		
Evidence of Implementation																																				
Tighten our procedures regarding truancy notifications		Michael Thurman																																		
PD for truancy		T. McGaskill																																		
Incentives		Janice Stockman																																		

**ACIP Review 2 – Mid Year
SIGN-IN SHEET**

School: **Pike Road Junior High School**

Date: **01-05-23 & 01-12-23**

Signature	Printed Name	Job Position
	Janice Stockman	Principal
	Michael Thurman	Asst. Principal
	Valerie Atkins	Counselor
	Laura Hornbuckle	Intervention
	Vendredi Mumpfield	Intervention

This signature page denotes the ACIP review team. This team completed the strengths, weaknesses, and next steps in a collaborative effort over a couple sessions.

The ACIP Review and MOY Data slides were shared with the PRJHS staff on January 24, 2023, during our regularly scheduled Faculty Meeting. The documents were also shared in the Google Classroom for the GW Campus.

A screencast of the MOY presentation (which includes the ACIP review) will be published on the PRS website for all stakeholders. It was also presented at the January 23rd Board meeting.

GW Faculty Meeting

1-24-2023

1. GW Campus Notes

- a. Congratulations to Mr. Noles, PRS Secondary Teacher of the Year
- b. MAFB Col Ledford Visit
 - i. Thursday
- c. Mrs. Dean
 - i. Yearbook
 - ii. Courtesy committee
 - iii. Donated books
- d. Coach Atkins
 - i. Please help by signing up for a Driver's Ed student aide
 - 1. [Teacher Aide For Driver Education 2nd Semester](#)
- e. Bells
 - i. Dismiss from classes on the bell, not the clock
 - ii. Wednesday will try bells in the hallways
 - 1. Different tones for PRHS and PRJHS
 - 2. Pay attention to the time
- f. Progress reports tomorrow
 - 1. Reminder: Grades are required to be entered weekly
 - 2. Minimum of 1 grade per week, minimum of 4 grades in each category per 9Ws
- g. Attendance
 - i. For teachers w/ 9th, take attendance for HRO or HRE
- h. Severe Weather Make-up Day
 - i. Monday, February 20 will be a Virtual Learning Day
 - 1. Assignments should be posted by 8:00 a.m.
 - 2. Perhaps a preview of the week's learning
 - 3. PRHS will make-up the ODD day on that Friday
 - a. No Patriot Day schedule this week
- i. ACT Experience
 - i. Thursday, February 23 (half day a.m.)

2. PRJHS Specific Information

- a. [Pike Road Junior High MOY Data 22-23](#) / [ACIP Review](#)
- b. **Sweetheart Dance** - Feb 24th 6-8 pm
 - i. Flyer linked [here](#)
 - ii. Will need volunteers to work

3. PRHS Specific Info

- a. **Round 1 of eleot observations wrapping up this week**
- b. **Graduation Information**
 - i. Date: May 25, 2023
 - ii. Time: 7:00 p.m.
 - iii. Location: Patriot Stadium