

School:	Chester County Junior High School (CCJH)	
District:	Chester County School System	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Achievement:</p> <p>1) Achieved 6 AMO's for 2014-2015 school year.</p> <p>2) 7th Grade RLA continues to show growth as reported on the TVASS document. (2014=1.1 and 2015=0.6) During previous years, this department showed no growth and was an area of concern.</p> <p>3) 8th Grade Math continues to show growth, as reported on the TVASS document. (2014=4.1 and 2015 = 3.5)</p> <p>4) 8th Grade Science went from a negative 10.7 to a 0.5.</p>	<p>Achievement</p> <p>1) 6th Grade RLA continues to be in the negative as reported on the TVASS document. However, the 2015 test results were significantly higher than the previous year. (2014 = -9.9 and 2015 = -3.4)</p> <p>2) 6th Grade Science remains in the negative, with a -8.3 for the 2014 school year and a-7.6 for year, 2015. This, however, is an increase from the previous year as reported on the TVASS measurement. (2014 = -4.7 and 2015 = -5.1)</p> <p>3) 6th Grade Math is in the negative. (2014 = -4.7 and 2015 = -5.1)</p>
	Source of Progress:	Source of Challenge:
	<p>1) Intense data-focus centered around TVASS and TCAP data.</p> <p>2) 2 certified teachers conducted a Math intervention lab for students referred by the teachers.</p> <p>3) Math Boot Camp was held after school for 7th graders to work on math skills.</p> <p>4) Retained a School-Wide Literacy Program with a faculty Literacy Council to make decisions.</p> <p>5. CCR team developed with faculty Council.</p>	<p>2) Being a rural school district, we lack the resources to provide sustained after-school remediation due heavily to a lack of transportation.</p>
Goals for this	Overall Achievement Goals: (Aligned to State AMO Goals)	

school year:	
	<p>(The percentages used are due to the new and unfamiliar tests that students will be using. According to research, students perform at a lower rate than normal when exposed to a new test. The numbers are comparable to previously taken TCAP tests.)</p> <p>For 2015-2016, the number of CCJH students scoring proficient/advanced on the 7th grade Math TN Ready will be at or above the 45% Proficiency level.</p> <p>For 2015-2016, the number of CCJH students scoring proficient/advanced on the 7th grade Reading/Language Arts TN Ready will be at least 50%.</p> <p><u>Other Achievement Goals:</u></p> <p>Mathematics</p> <p>For 2015-2016, the number of CCJH students scoring proficient/advanced on the 6-8th grade Math TN Ready will be at least 50%.</p> <p>Reading/Language Arts</p> <p>For 2015-2016, the number of CCJH students scoring proficient/advanced on the 6-8th grade Reading/Language Arts TCAP will be at least 50%.</p> <p>Science</p> <p>For 2015-2016, the number of CCJH students scoring proficient/advanced on the 6-8th grade Science TN Ready will increase by at least 70%.</p>
	Subgroup Goals: (List each subgroup individually)
	<p>Gap Target for each subgroup on the TCAP Math and Reading/LA:</p> <p>3-8th grade TCAP Math test:</p> <ul style="list-style-type: none"> ➤ • 17.2 % for Economically Disadvantaged (ED) students ➤ • 36.4 % for Special Education (SWD) students ➤ • 18.7% for Black/Hispanic/Native American <p>6-8th grade TCAP Reading/LA test:</p> <ul style="list-style-type: none"> ➤ • 16.4 % for Economically Disadvantaged (ED) students ➤ • 30.1 % for Special Education (SWD) students ➤ • 13.5% for Black/Hispanic/Native American
Plan for this	Key strategies to achieve goals:

school year:

Mathematics (Gr. 6-8)

1. We will use 9-Week Teacher made Benchmark Assessments to determine current strengths and weaknesses. Results will be used to plan for review and future instruction. Test results will be examined to identify growth, or lack of, from one test to the next. Areas showing the least growth will be examined for root causes.
2. We will have regular Department Meetings to discuss assessment results and teaching strategies.
3. Two licensed teachers will operate an intervention lab 5 days a week for students that have identified needs.
4. The administration has developed a tracking sheet that enables students to track their own progress on 9-week benchmark assessments and compare it against TVAAS predications and last year's TCAP performance.
5. Math has been blocked to allow for approximately 85 minutes of instruction.
6. ICU program will be implemented.

Reading/Language Arts (Gr. 6-8)

1. We will use 9-Week Teacher made Benchmark Assessments to determine current strengths and weaknesses. Results will be used to plan for review and future instruction. Test results will be examined to identify growth, or lack of, from one test to the next. Areas showing the least growth will be examined for root causes.
2. We will have regular Department Meetings to discuss assessment results and teaching strategies.
3. Study Island Reading has been purchased for some teachers to use for literacy and also Discovery Education.
4. Reading and English classes have been blocked to allow for approximately 85 minutes of instruction.
5. Parent/Teacher workshop will be implemented to assist parents in helping to prepare their children for the TN Ready test.
6. After School Tutoring is available for students.
7. An ICU program will be implemented.

	<p>5. The administration has developed a tracking sheet that enables students to track their own progress on 9-week benchmark assessments and compare it against TVAAS predications and last year's TCAP performance.</p>	
	<p align="center">Key strategies to achieve progress for students with the greatest need:</p>	
	<p>School Wide (Mathematics and Reading/Language Arts)</p> <ol style="list-style-type: none"> 1. Teachers have analyzed TCAP data to <u>identify non-proficient students in all subgroups</u> so that they may provide additional support and/or differentiated instruction for these students as needed. 2. <u>Special education students are included in regular education classes</u> to the extent possible and as required by IEPs. 3. The school has an ELL teacher who <u>provides intervention and support for identified ELL students</u>. 4. <u>Response to Intervention and Instruction (RTI2)</u> has been <u>implemented</u> for Math and Reading. 5. Enrichment classes have been implemented. 	
	<p>Projected costs and funding sources for key strategies:</p>	
	<ol style="list-style-type: none"> 1. Blocking Reading and English – no extra cost 2. ELL teacher – district-wide position, no cost to school 3. Data Review – no extra cost 4. RTI2 implementation – 5. Math interventionists – 20 hours per week at \$20 an hour – Projected cost of \$39,615 from RTTT funds 6. Study Island Reading-approx. \$2500 from School funds. 7. Provide a RTI coach in grades 6-8 to aid teachers in instruction-from District funds. 8. Cambridge 9. Instructional Facilitator 	
<p>School TN Ready Goals and Benchmark Timeline</p>	<p>School TN Ready Goals:</p>	<p>9-Weeks Benchmark Timeline:</p>

	<p>Math TN Ready (% Prof/Adv)</p> <p>6th - 50%</p> <p>7th - 50%</p> <p>8th - 51%</p>	1 st October, 2014
	<p>RLA TN Ready (% Prof/Adv)</p> <p>6th -50%</p> <p>7th - 51%</p> <p>8th - 52%</p>	2 nd December, 2014
	<p>Science TN Ready (% Prof/Adv)</p> <p>6th - 70%</p> <p>7th - 72%</p> <p>8th - 71%</p>	3 rd March, 2015
		<p>Practice TN Ready</p> <p>April, 2015</p>
	<p>Data analysis and student identification</p> <p>Teachers will identify students by prior proficiency levels and use TVAAS percentile projections to set individual student goals .</p> <p>Benchmark assessments <u>will be correlated</u> to students' projected percentile rankings.</p>	<p>Student proficiency levels and goals will be completed by August, 2015. Correlations will be completed after each benchmark assessment. (See dates above,)</p>