



Title I SchoolWide Plan

Colville Junior High School

Colville School District

2021-2022

Component #1: Needs Assessment

Component #2: School Wide Reform Strategies

Component #3: Activities to Ensure Mastery








Component #4: Coordination and Integration of Funding

Component #1: Needs Assessment

Plan

The data collected and examined came from multiple data sources including: Smarter Balanced Assessment (SBA), iReady, Measure of Academic Progress, Parent Perception Survey, Panorama Education Student Survey, Skyward Attendance Data, SWIS behavior data, Survey Monkey Trust Parent Surveys, staff data digs, and teacher perception data. This data is mainly collected through electronic databases, electronic surveys of stakeholders, and teacher submitted classroom and behavior data.

Demographic Data
<ul style="list-style-type: none"> • OSPI Report Card
Reading Data
<ul style="list-style-type: none"> • Smarter Balanced Assessment (SBA) • STAR Reading Assessment • STAR CBM Fluency Assessment • Corrective Reading Assessments
Math Data
<ul style="list-style-type: none"> • Smarter Balanced Assessment (SBA) • STAR Assessment • Corrective Math Assessments
Behavior Data
<ul style="list-style-type: none"> • Behavior Referrals • District Student Survey • District Website Anonymous Reporting Portal
Parent Perception Data
<ul style="list-style-type: none"> • District Parent Survey

Demographic Data	Supporting Documentation
<p>Student Demographic Data (2021-22 School Year) Colville Junior High School served 386 students in 6th through 8th grades.</p> <p>Colville Junior High School demographic population is as follows: White (82.4%), American Indian (2.3%), Asian (.3%), Black/African American (0.8%), Hispanic (6.5%), and Multiracial (7.8%).</p> <p>An Average of 49.2% of Colville Junior High School population is female and 50.8% is male.</p> <p>51.6% of our students are classified as low-income. The district average of low-income is 50%.</p> <p>Our students receiving support services in special education is 15% and there are 0.5% of our students on a 504 plan.</p> <p>Less than 1% of our population is transitional ELD bilingual.</p> <p>During the 2019-20 school year 67% of our students attended school regularly.</p>	<p>Demographic Overview from OSPI School Report Card: Colville Junior High School State Report Card</p> <hr/> <p>Report Card</p> <div>  <p>369 Students Enrolled 2021-22 School Year</p> </div> <div>  <p>43.5% Students Regularly Attend 2020-21 School Year</p> </div> <div> <p>49.7% 27.2% 64.3%</p> <p>Met ELA Standards Met Math Standards Met Science Standard</p> <p>Fall 2021</p> </div> <div>  <p>\$13,457 Per-pupil Expenditure 2019-20 School Year</p> </div> <div>  <p>Graduated in 4 Years 2020-21 School Year</p> </div> <div>  <p>26 Number of Classroom Teachers 2020-21 School Year</p> </div> <div>  <p>49.6% 48.7%</p> <p>High Math Growth High ELA Growth</p> <p>2018-19 School Year</p> </div> <div>  <p>17.9 Average Years of Teaching Experience 2019-20 School Year</p> </div> <p><small>Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.</small></p>

<p>Staff Demographic Data (2021-22 School Year)</p> <p>Colville Junior High School currently has 19 general education certified classroom teachers. There are five sections of 6th grade, five sections of 7th grade, and five sections of 8th grade. Of these teachers we have three math teachers, three language arts teachers, three science teachers, two social studies teachers, and nine specialized teachers that teach art, music, family skills, technology, a high cap course, study skills, and health and fitness. We also have 2.5 special education teachers, one school counselor and 2.5 Intervention Specialists.</p> <p>Colville Junior High School has 15 support staff. This includes two full time secretaries, one part time secretary, two custodians, 5 title/sped paraprofessionals, and 2 DI special education paraprofessionals.</p> <p>Our school currently has a part-time nurse, who also supports Fort Colville Elementary.</p> <p>Colville School District employs four SLPs and contracts with 1 OT and 1 PT that are shared throughout the district.</p> <p>Colville Junior High School currently has one principal and one assistant principal.</p>	

Structures and Systems

Colville Junior High School uses a Tiered Model for Interventions that is based on the Response to Intervention (RTI) model for academics. Core and Tier II instruction is delivered in the general education classrooms. CJHS teaches its core classes in five or six 47 minute periods daily. This schedule supports the students by ensuring that all core classes are taught by highly qualified teachers. With the change to a seven period day we were able to add more intervention classes.

Tier II students are served in the following ways:

- Intervention staff start the year by reviewing an “At Risk” list of students that is generated by teacher input, discipline referrals, and STAR and SBA data, to identify students of concern and place paraprofessionals into classrooms by highest need and/or we place students of highest need into an intervention class.
- The Child Study Team meets for individual students when staff members report areas of concern. These meetings result in an action plan of support for the teacher and student.
- Intervention staff use RTI Tiers of support, current classroom grades, teacher input, and results of Child Study Team meetings to support “At Risk” students.

The majority of our Tier III instruction is currently delivered to general education students that have an Individualized Education Plan. We also support Tier III students not on an IEP through focus reading, writing and math classes, and by a reading skills class. Tier III students have either a push-in paraprofessional or a pull-out model to support them.

Academic Tier 3

All of Tiers 1 and 2 plus:
 Summer School
 Extended School Year
 Focus Reading
 Focus Math
 Focus Writing
 Reading Skills
 Assignment Accommodations
 Assessment Accommodations

Academic Tier 2

All of Tier 1 plus:
 Title I para support in class
 Enroll students in RTI Course
 Friday Tier 2 Intervention
 After School Intervention
 Before School Tutoring
 Counseling Groups
 Academic Tracking

Academic Tier 1

Essential Learning Standards
 Best Practices
 Title 1 para support in core class
 Additional time with teachers
 (before
 And after school)
 Reteaching, Retesting
 Parent communication from school

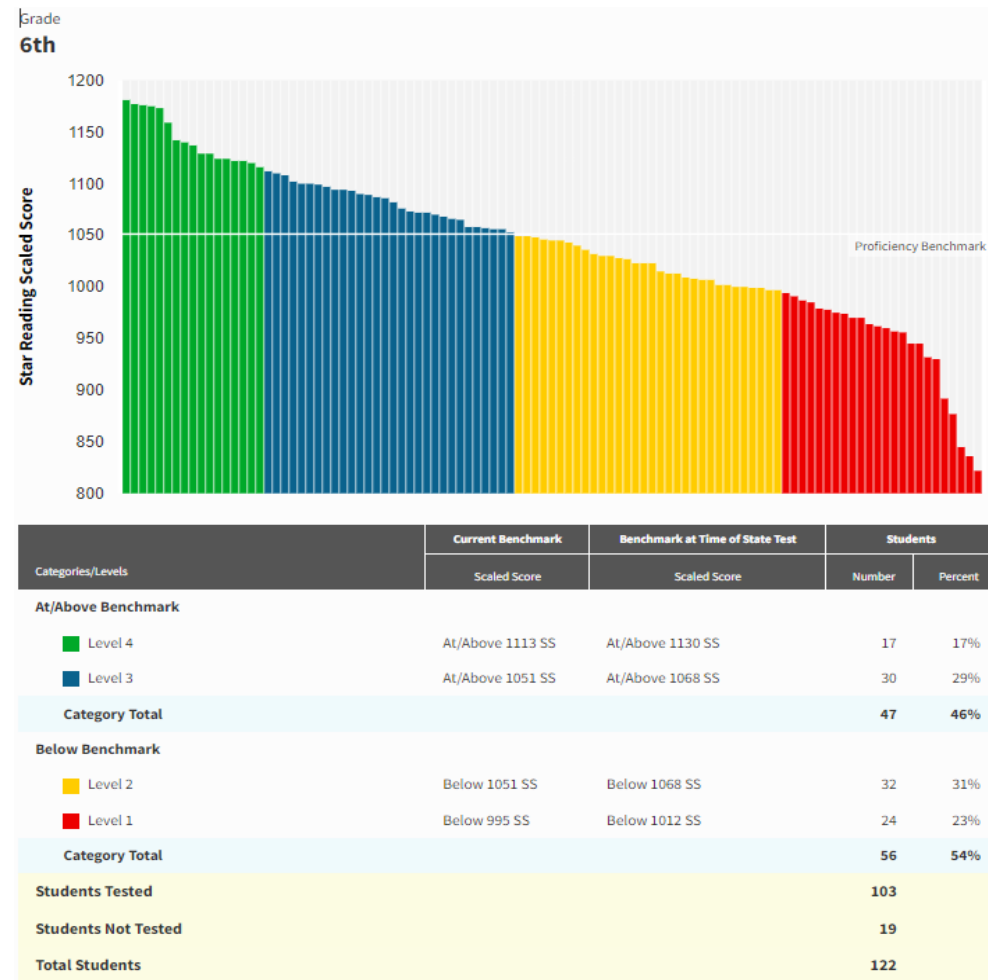
Core and Tier Instruction in Reading

Students at each grade level receive core reading instruction in their language arts classroom using the Springboard Curriculum. Core instruction is differentiated to meet the needs of individual students. Tier II support in the Core classes is currently done as a push-in model at every grade level and also on Friday. Tier II push in is delivered by the classroom teacher and additional support is provided by paraprofessionals.

Teachers use formative assessment data based on the identified essential standards, to plan which skills to focus on, either as a whole group, small group or individually during their Core classes or during Tier II Friday's or after school teacher office hours.

Teachers are able to differentiate Tier II students in a small group during the Friday Tier II days and after school office hours. We also have added 8 sections of intervention electives in the first semester. This elective is taught by our intervention specialist along with two paraprofessionals. These programs utilize Corrective Reading and The Third Quest

STAR Reading Assessment Results for Fall 2021



curriculums to support gaps in students' reading skills.

Tier III instruction for students with Reading and Writing IEPs are delivered in class and as a pull-out model under the supervision of a certificated Special Education teacher. Tier III instruction for students without an IEP is delivered in class and as a pull-out model in Reading and Writing Focus classes with certificated teachers, and in a Reading Skills class delivered by Title 1 staff under the supervision of the intervention specialist. With the current levels of learning loss due to the Covid Pandemic we are utilizing our RTI courses as more of an intensive Tier 3 intervention for students who are identified through STAR assessment screening and SBA data.

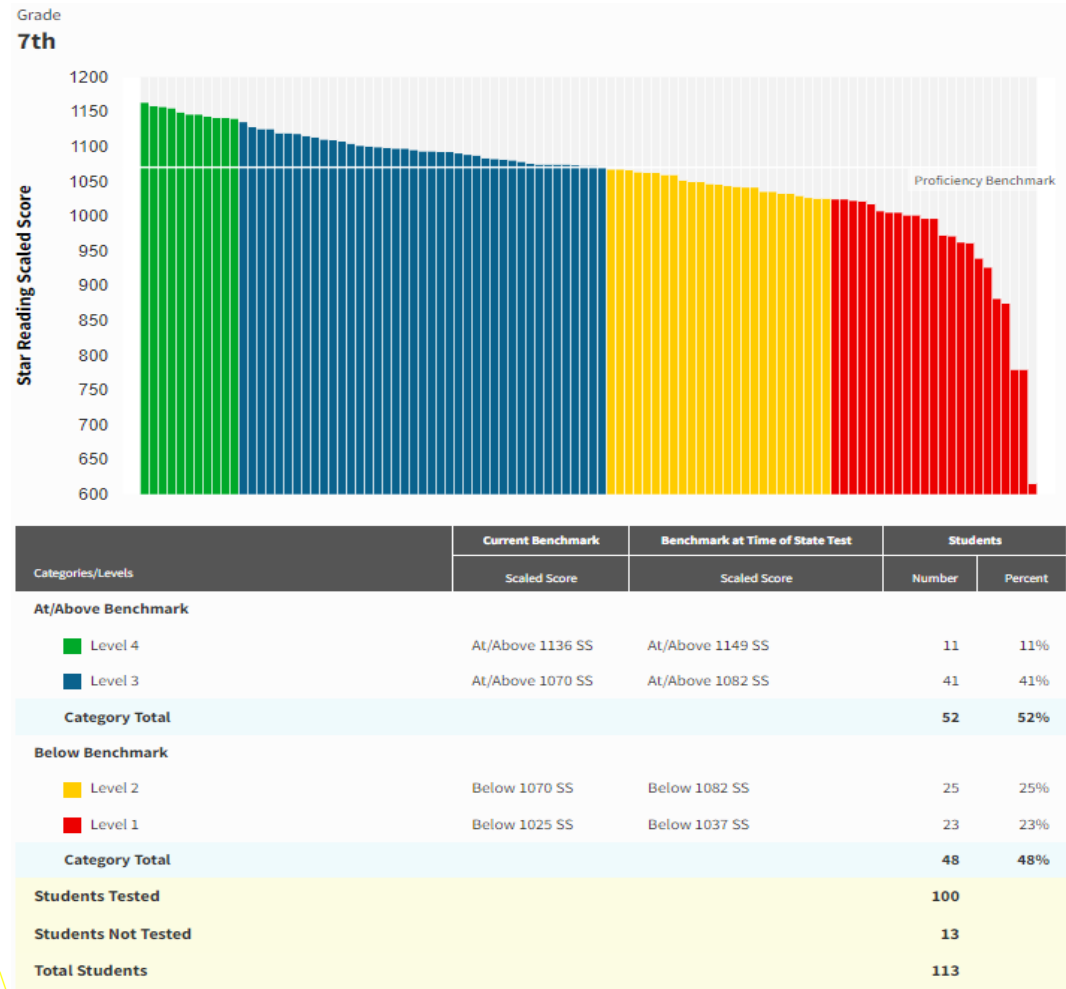
District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

6th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	6	No Activity Data Found	--	--	--	--	--	--	--	--	0
2021 - 2022	5	<div><div></div><div></div><div></div><div></div></div>	13	11%	15	13%	24	21%	65	56%	117
2020 - 2021	4	<div><div></div><div></div><div></div><div></div></div>	14	14%	12	12%	14	14%	62	61%	102





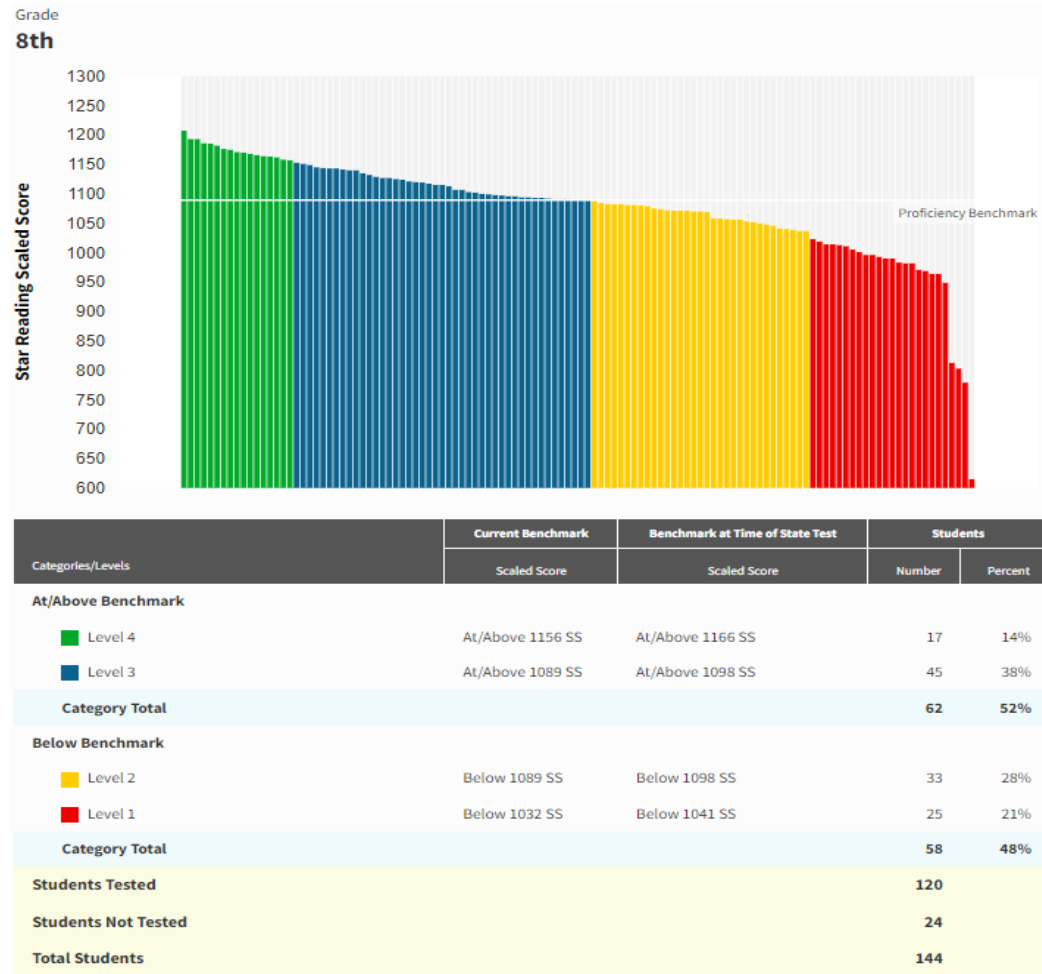
District Benchmark Distribution of Same Set of Students Over Multiple Years

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

Grade

7th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	7	No Activity Data Found	--	--	--	--	--	--	--	--	0
2021 - 2022	6		19	17%	21	19%	14	13%	58	52%	112
2020 - 2021	5		14	15%	17	18%	16	17%	48	51%	95



District Benchmark Distribution of Same Set of Students Over Multiple Years

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

Grade

8th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	8	No Activity Data Found	--	--	--	--	--	--	--	--	0
2021 - 2022	7	<div><div></div><div></div><div></div><div></div></div>	16	15%	14	13%	29	27%	48	45%	107
2020 - 2021	6	<div><div></div><div></div><div></div><div></div></div>	15	15%	13	13%	19	19%	51	52%	98

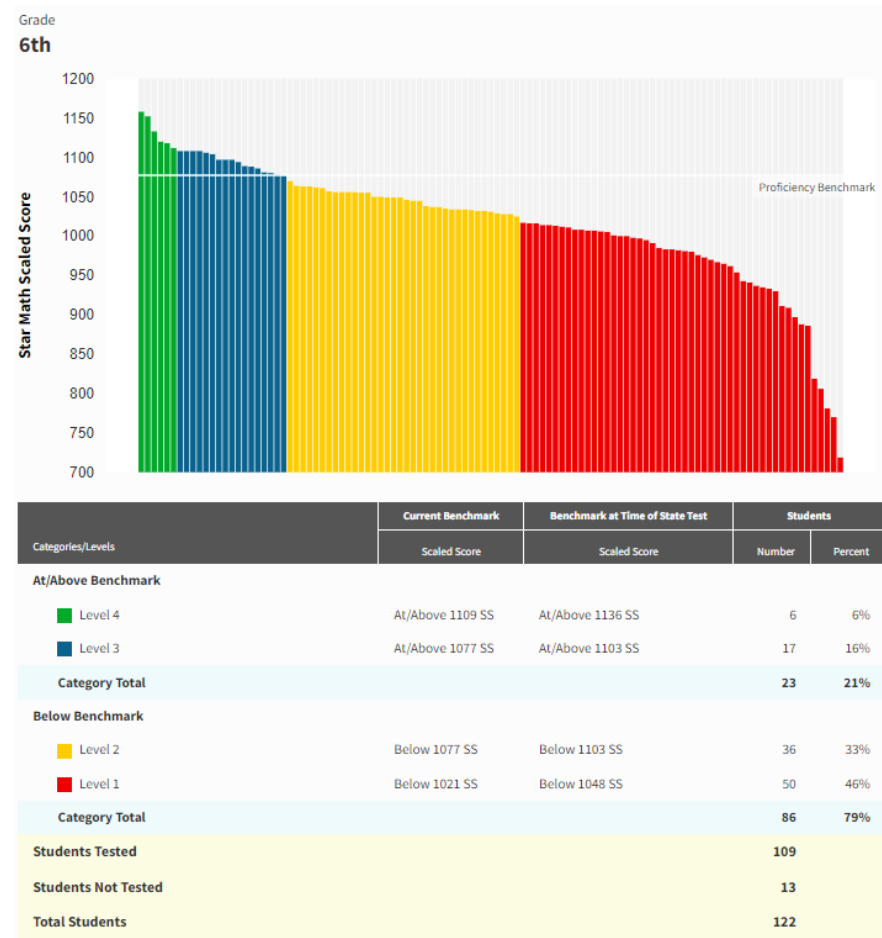
Core and Tier Instruction in Math

Students at each grade level receive core math instruction in their mathematics classroom using the Illustrative Math Curriculum. Core instruction is differentiated to meet the needs of individual students. Tier II support in the Core classes is currently done as a push-in model at every grade level. Tier II push in is delivered by the classroom teacher and additional support is provided by paraprofessionals.

Teachers use formative assessment data based on the identified essential standards, to plan which skills to focus on, either as a whole group, small group or individually during their Core classes or during Tier II Friday's or after school teacher office hours.

Teachers are able to differentiate Tier II students in a small group during the after school office hours. . We also have added 6 sections of intervention electives in the first semester. This elective is taught by our intervention specialist along with one paraprofessionals. This RTI program utilizes the Corrective Math Curriculum to support math gaps.

STAR math assessment results for Fall 2021





Tier III instruction for students with Math IEPs are delivered in class and as a pull-out model by our special education staff under the supervision of a certificated Special Education teacher. Tier III instruction for students without an IEP are delivered in Math RTI courses where students are enrolled in a semester-long section. Students are identified through STAR screening assessment and Corrective Math Curriculum placement assessments.

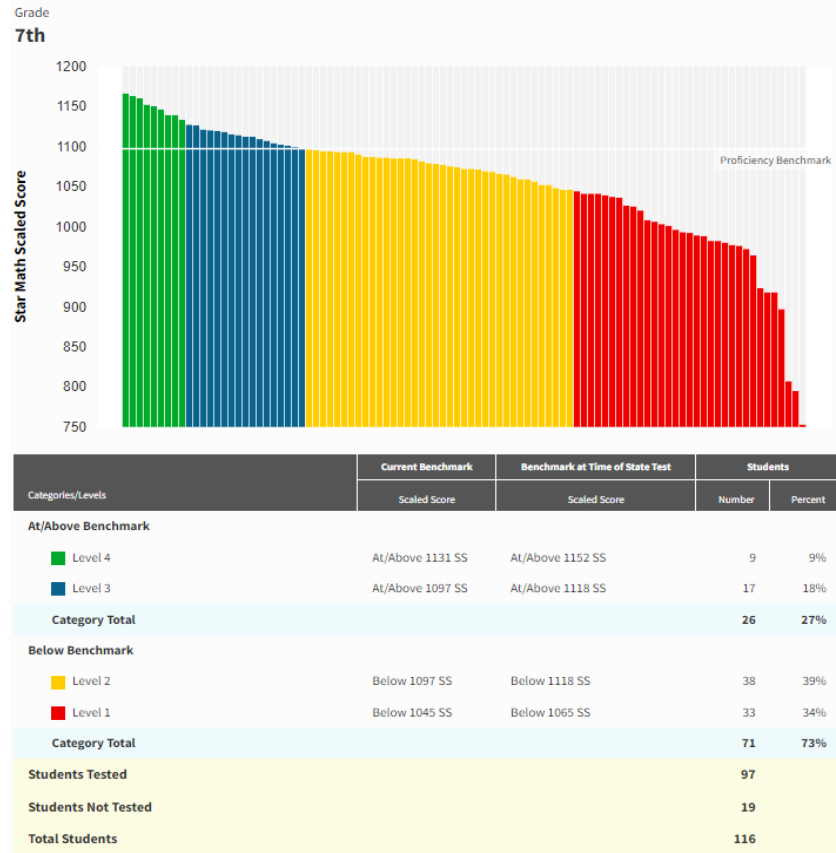
District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

6th

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			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	6	No Activity Data Found	--	--	--	--	--	--	--	--	0
2021 - 2022	5		11	9%	21	18%	15	13%	73	61%	120
2020 - 2021	4		13	13%	13	13%	23	23%	53	52%	102





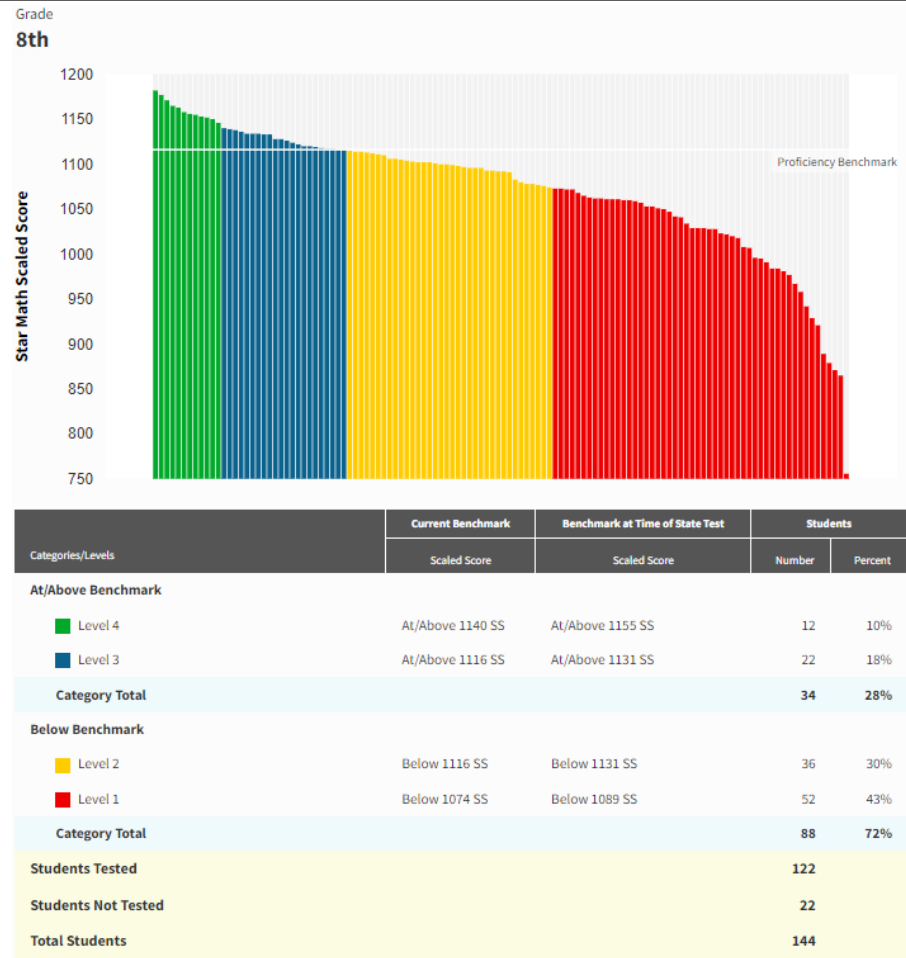
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7th

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			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	7	No Activity Data Found	--	--	--	--	--	--	--	--	0
2021 - 2022	6		17	15%	14	13%	9	8%	72	64%	112
2020 - 2021	5		21	22%	12	13%	13	14%	50	52%	96



District Benchmark Distribution of Same Set of Students Over Multiple Years

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Access to Books and Virtual Reality Programs:

Colville Junior High School has a school library that provides students with the opportunity to check out books during their language arts class time as well as breaks, lunches, and before and after school. Through eLibrary, without checking out books, students can research and learn about countless subjects. Classroom teachers also have the library for student personal enjoyment reading or for classroom research where students have access to books for in class and take-home use. Our library also has a Virtual Reality area where teachers can sign up to bring classes in to experience Virtual Reality programs related to their curriculums. This area is also available for student choice during breaks, lunch, and Opportunity Time.

Access to Supplies:

Staff and students have ready access to school supplies. The supply room is stocked with basic school supplies and the intervention office is stocked with supplies, such as binders, paper, pencils, backpacks, etc for any student who needs them. Teachers may request supply orders above and beyond what is available through the school.

Extended Learning Opportunities

Pre-COVID: Colville Junior High School had activities, clubs, and competitive teams to extend learning. We also had Registration night, Open House, Veterans Day Assembly, Grandparents Day, etc. to extend relationships with families and community.

During Covid: CJHS uses Google Classroom for every class. Along with this, each grade level has their own Warrior News Classroom where surveys are conducted and information disseminated. Several videos were created by staff, including administration, to inform students on everything from a virtual tour for new students to class competitions for SEL.

Activities: Homework help is offered in the library before school with paraprofessionals from 7:30 - 7:50. Two CJHS staff members are available for tutoring during the After School Study Table Mondays through Thursdays (2:45-3:45).

Clubs: We are just starting to pilot an Esports Team at Colville Junior High School.

Extended Learning Opportunities – Staff:

Staff at Colville Junior High School can participate in extended learning opportunities in the form of whole staff professional development (PD), individual professional development, and mentoring.

Professional development opportunities include: weekly PLC meetings focusing on student achievement, monthly Principal Directed Time focusing on school-wide goals centered around student achievement, district level PLC Summits, district level assessment diagnostic training, and Highly Capable Workshops.

Individual professional development opportunities include: focus feedback cycles with the principal focusing on an agreed upon “look for ” area, district level EdTech Online trainings, and individual coaching opportunities provided by the principal. Individual teachers and discipline teams can apply to attend training that support their individual needs.

Current 2021-22 Class Size:**6th Grade - 119****7th Grade - 114****8th Grade - 139**

























Our district class size limit is 30 students for all classes (except music).

Technology Available:

Colville Junior High School classrooms are all equipped with a document camera and a projector. Teachers have either a desktop or laptop issued to them. All students are issued a personal Laptop. Teachers use Google Classroom, ProQuest Databases, Destiny Discover research tool, online focused notes, and online components of the Social Studies, Amplify Science, illustrative Math, and Springboard curriculums. Students also have access to Skyward to track academic success, as well as a set of district approved websites to access (listed on district website).

School services for homeless or migrant families and students in foster care:

School services include transportation, free breakfast and lunch, personal hygiene products, clothing from our Warrior Clothing Closet (filled by community donations), school supplies and backpacks. We have shower facilities and laundry access if a family needs access. CJHS was the recipient of a monetary donation that was deposited into a savings account to be used for any “needs” of students. These monies have been used to purchase food, winter clothing, physical education clothing, shoes, boots, personal hygiene products, ASB cards for sports participation, Silverwood Tickets for the 8th grade trip, etc.

Reading Data	Supporting Documentation																																																																																																																																
<p>STAR Reading Data (Based on Fall 2021 Assessment)</p> <p>Overall trends in STAR Reading Data show that on average 50% of Colville Junior High School students in 6-8 grades are considered at Grade Level on the Fall 2021 reading assessment.</p>	<p>STAR Reading Assessment Fall 2021 - Schoolwide</p> <p>6th</p> <table><tr><th rowspan="2">Categories/Levels</th><th>Current Benchmark</th><th>Benchmark at Time of State Test</th><th colspan="2">Students</th></tr><tr><th>Scaled Score</th><th>Scaled Score</th><th>Number</th><th>Percent</th></tr><tr><td colspan="5">At/Above Benchmark</td></tr><tr><td> Level 4</td><td>At/Above 1113 SS</td><td>At/Above 1130 SS</td><td>17</td><td>17%</td></tr><tr><td> Level 3</td><td>At/Above 1051 SS</td><td>At/Above 1068 SS</td><td>30</td><td>29%</td></tr><tr><td colspan="3">Category Total</td><td>47</td><td>46%</td></tr><tr><td colspan="5">Below Benchmark</td></tr><tr><td> Level 2</td><td>Below 1051 SS</td><td>Below 1068 SS</td><td>32</td><td>31%</td></tr><tr><td> Level 1</td><td>Below 995 SS</td><td>Below 1012 SS</td><td>24</td><td>23%</td></tr><tr><td colspan="3">Category Total</td><td>56</td><td>54%</td></tr><tr><td colspan="3">Students Tested</td><td>103</td><td></td></tr><tr><td colspan="3">Students Not Tested</td><td>19</td><td></td></tr><tr><td colspan="3">Total Students</td><td>122</td><td></td></tr></table> <p>7th</p> <table><tr><th rowspan="2">Categories/Levels</th><th>Current Benchmark</th><th>Benchmark at Time of State Test</th><th colspan="2">Students</th></tr><tr><th>Scaled Score</th><th>Scaled Score</th><th>Number</th><th>Percent</th></tr><tr><td colspan="5">At/Above Benchmark</td></tr><tr><td> Level 4</td><td>At/Above 1136 SS</td><td>At/Above 1149 SS</td><td>11</td><td>11%</td></tr><tr><td> Level 3</td><td>At/Above 1070 SS</td><td>At/Above 1082 SS</td><td>41</td><td>41%</td></tr><tr><td colspan="3">Category Total</td><td>52</td><td>52%</td></tr><tr><td colspan="5">Below Benchmark</td></tr><tr><td> Level 2</td><td>Below 1070 SS</td><td>Below 1082 SS</td><td>25</td><td>25%</td></tr><tr><td> Level 1</td><td>Below 1025 SS</td><td>Below 1037 SS</td><td>23</td><td>23%</td></tr><tr><td colspan="3">Category Total</td><td>48</td><td>48%</td></tr><tr><td colspan="3">Students Tested</td><td>100</td><td></td></tr><tr><td colspan="3">Students Not Tested</td><td>13</td><td></td></tr><tr><td colspan="3">Total Students</td><td>113</td><td></td></tr></table>	Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students		Scaled Score	Scaled Score	Number	Percent	At/Above Benchmark					 Level 4	At/Above 1113 SS	At/Above 1130 SS	17	17%	 Level 3	At/Above 1051 SS	At/Above 1068 SS	30	29%	Category Total			47	46%	Below Benchmark					 Level 2	Below 1051 SS	Below 1068 SS	32	31%	 Level 1	Below 995 SS	Below 1012 SS	24	23%	Category Total			56	54%	Students Tested			103		Students Not Tested			19		Total Students			122		Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students		Scaled Score	Scaled Score	Number	Percent	At/Above Benchmark					 Level 4	At/Above 1136 SS	At/Above 1149 SS	11	11%	 Level 3	At/Above 1070 SS	At/Above 1082 SS	41	41%	Category Total			52	52%	Below Benchmark					 Level 2	Below 1070 SS	Below 1082 SS	25	25%	 Level 1	Below 1025 SS	Below 1037 SS	23	23%	Category Total			48	48%	Students Tested			100		Students Not Tested			13		Total Students			113	
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SBA Data – ELA

Overall scores on Smarter Balance Assessment (SBA) show that 54% of 6th grade, 48% of 7th grade, and 48% of 8th grade scored below proficient.

Students who qualify for free and reduced lunch have a lower passing rate than the entire student group. The average passing rate for our building was 60.9% for low-income and 77.8% for non-low income.

Over the past four years our average passage rate has fluctuated between 51.2% to 68.4%.

Colville Junior High School continues to be rated as “high growth” in our learning growth over time. In the past four years our growth has ranged from 41 to 60%.

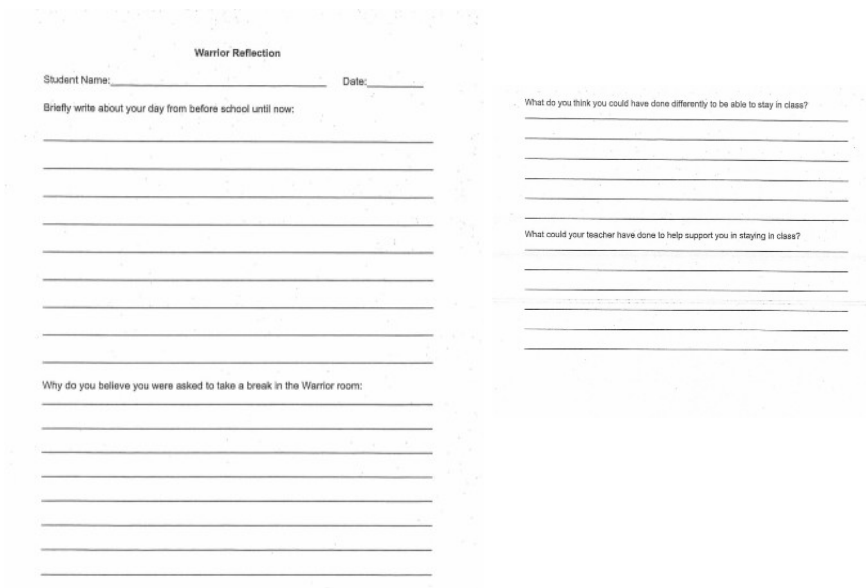
8th

Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students	
	Scaled Score	Scaled Score	Number	Percent
At/Above Benchmark				
Level 4	At/Above 1156 SS	At/Above 1166 SS	17	14%
Level 3	At/Above 1089 SS	At/Above 1098 SS	45	38%
Category Total			62	52%
Below Benchmark				
Level 2	Below 1089 SS	Below 1098 SS	33	28%
Level 1	Below 1032 SS	Below 1041 SS	25	21%
Category Total			58	48%
Students Tested			120	
Students Not Tested			24	
Total Students			144	

Fall SBA ELA Trends (Last Spring Grade Level) - Schoolwide

Fall '21 SBA ELA All Student		
Grade	Not Met	Met
6	51.3%	48.7%
7	52.3	47.7%
8	47.9	52.1%

2021 Average Fall ELA SBA - 49.7% Met ELA Standards

Behavior Data	Supporting Documentation (current School Year)
<p>Previously, our behavior data has been comprised of behavior referrals that resulted in discipline being recorded in Skyward. (Until we began our hybrid and then full time schedule, there were no behavior issues, besides attendance.) We are in the process of reviewing our behavior policy and developing a tiered approach to behavior intervention. Currently at Colville Junior High School, we are using a classroom management process called STEPS to redirect behavior and keep students in the classroom. This is aligned with the new state discipline laws. Students who are unsuccessful with the STEPS process, utilize the Warrior Room to reflect and de-escalate behavior. While there, the student completes a Warrior Reflection (see documentation) where he/she describes the classroom event, reflects on what led up to it, and brainstorm alternate options for future incidents for both him/herself and the teacher. The principal or assistant principal then initiates a repair meeting (restorative practices) between the student and the teacher before the student returns to class. The next point in the STEPS process is where a parent conference is convened to help solve problems. This data is entered into a spreadsheet to look for trends in behavior, location, triggers, etc.</p> <p>We will continue with the recently formed discipline committee meeting monthly to analyze and reflect on the data that is currently being recorded.</p>	 <p>The image shows a 'Warrior Reflection' form. It includes fields for 'Student Name' and 'Date'. The main section is titled 'Briefly write about your day from before school until now:' and has several lines for writing. To the right, there are two sections: 'What do you think you could have done differently to be able to stay in class?' and 'What could your teacher have done to help support you in staying in class?', each with lines for writing. At the bottom, there is a section titled 'Why do you believe you were asked to take a break in the Warrior room:' with lines for writing.</p>

We are continuing to improve on a tiered approach to behavior intervention that will track behaviors and provide both students and teachers with classroom strategies to de-escalate behaviors and optimize learning.

Parent Perception Data

Colville School district gave the CEE: 9 Characteristics of Highly Performing Schools Survey to parents in May 2020. Parents were notified that the survey was available through the automated call system. The survey was placed on the district's website, as well as on the CJHS website. The survey results were then tabulated and interpreted by The Center of Educational Effectiveness and shared with administrative and school leadership teams throughout the district in the fall of 2020.

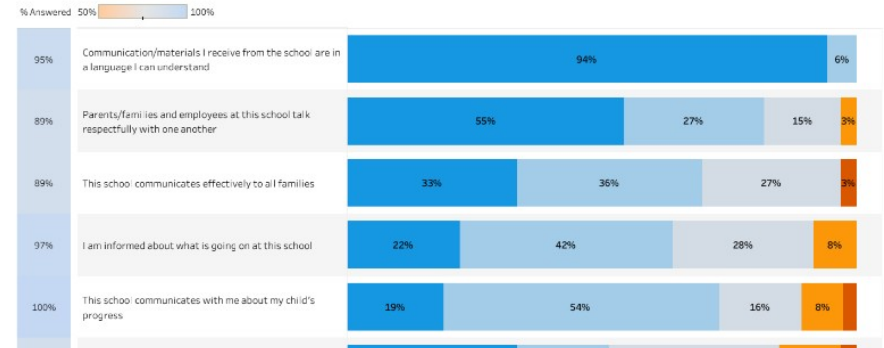
Because of the difficulties associated with schools and Covid, the response to our annual survey was minimal. With so little data to work from, we will continue working from the May 2019 data:

Two of the 9 characteristics - Curriculum, Instruction, and assessments, and Focused Professional Development, were not presented to the parents as they are characteristics that are rarely viewed by parents.

Supporting Documentation

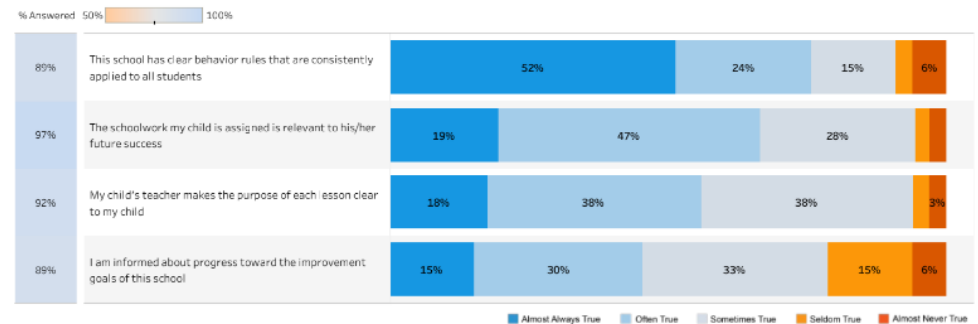
High Levels of Collaboration and Communication

Colville Junior High School



Clear and Shared Focus

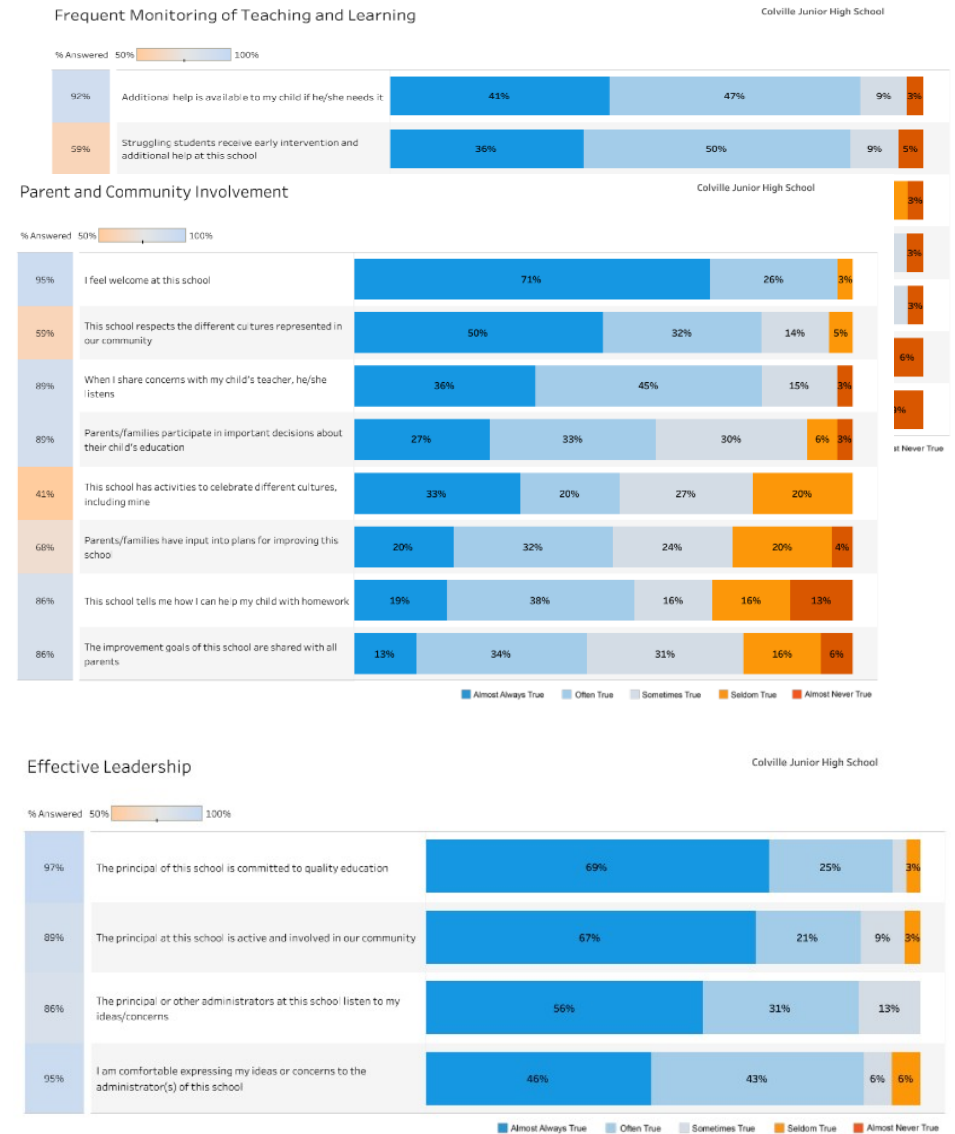
Colville Junior High School



Of the remaining 7 characteristics, the area Colville Junior High School needs to improve the most in is Parent and Community Involvement. In that particular characteristic, half of the indicators had more than 10% of respondents answering seldom true or almost never true. These included the statements:

- 1) This school has activities to celebrate different cultures, including mine (20% responded negatively,
- 2) Parents/families have input into plans for improving the school (24% responded negatively),
- 3) This school tells me how I can help my child with homework (26% responded negatively), and 4) The improvement goals of this school are shared with all parents (22% responded negatively).

Other areas of growth would be under the characteristic of Collaboration and Communication – I am encouraged to collaborate with my child’s teachers about my child’s learning (15% negative responses), in the characteristic of Clear and Shared Focus – I am informed about progress toward the improvement goals of this school (21% negative responses), in the characteristic of Supportive Learning Environment – This district places emphasis on social emotional learning in addition to core academic learning (13% negative responses), and in the Frequent Monitoring of Teaching and Learning characteristic – Teachers accommodate my child’s special needs by adjusting instruction (18% negative responses).



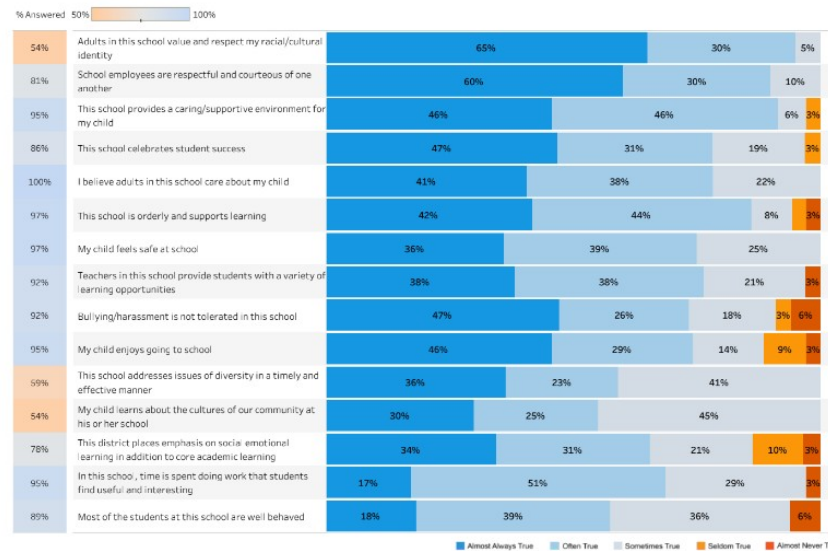
Due to Covid, we cannot schedule in person meetings with parents or community members. However, we are using Zoom and Google Classroom to interact with families.

Because Parent and Community Involvement is our weakest area, our Leadership team brainstormed meaningful ways to incorporate addressing several weak areas. For this, we purchased family engagement activities that incorporate math and reading into them. When it is possible to gather again, our plan is to have a true Open House several times a year where families are playing these activities, talking with staff, and learning about our school. At the same time, we will be listening to concerns and answering questions, bridging that communication gap that our survey clearly shows.

With Covid isolating many students, now more than ever we need to find ways to better address social emotional issues for students so they enjoy coming to school and attending regularly.

Supportive Learning Environment

Colville Junior High School



Study

Evaluation of ELA Practices and Assessment

How are we implementing best practices and strategies?

ELA best practices include a comprehensive CCSS aligned curriculum that allows highly qualified reading teachers to differentiate instruction based on the needs of the students in a multi-tiered system of support.

Classroom instruction is designed to meet the needs of all Tier I students. Grades 6 through 8 adopted the Springboard curriculum this year and teachers are working to differentiate teaching for all students in vocabulary, comprehension, and writing.

Tier II students are supported through our Learning Lab (intervention). Teachers help students who need additional support enabling them to show competency on the essential standards. During this time, students are working on skills identified through formative assessments.

Tier III students are supported through Reading Intervention classes. During this time, students are working on skills identified through the STAR reading assessment (administered 3 to 6 times a year).

Best practices state that teachers providing support for struggling students should be highly qualified and highly trained. This is the first year of having Focused classes using the Corrective Reading and Third Quest reading programs with a special education teacher, and Title 1 and Special Education paraprofessionals to support our struggling readers. This is a double dosing situation for students.

Best practices state that for double dosing to be effective, the students should be simultaneously working on skill deficits in both the general education classroom and intervention or double dosing time. Intervention groups need to be fluid and skill based.

What are our professional development needs?

Our data indicates that ELA needs to be a continuous focus area. The team participates in weekly PLCs to unpack curriculum and align essential standards 6-8. Data indicates Colville Junior High School would continue to benefit from professional development on increasing growth for our free and reduced lunch and sped sub groups. We would also benefit from additional training in making accommodations and modifications for special education students who are in regular education classrooms.

What are ways we collaborate with partnerships we have?

Teachers meet weekly in Professional Learning Communities (PLCs) to collaborate about essential learnings, develop formative assessments, analyze student data, plan interventions, etc. This PLC process is driven by the four questions of PLCs: What will we expect our students to

learn? How will we know they are learning? How will we respond when they don't learn? What will we do when they already know? Collaboration through PLCs has been shown to increase collective teacher efficacy which has the greatest impact on student learning.

Our mission, vision, values and goals guide our PLCs, leadership team, academics, parent communication, and the social/emotional/behavioral culture of our school.

CJHS Mission: "Believe, Achieve, Succeed – Together

CJHS Vision: **Together** we provide a positive, safe learning environment so that ALL students **believe** they can **achieve** to their highest potential for **success** now and in the future.

CJHS Values:

- We will work collaboratively and take collective responsibility for the success of each student.
- We will model the 6 pillars of character.
- Provide a safe environment
- We will monitor each student's learning to inform and improve instruction.
- We will provide families with resources, strategies, and information, to keep them engaged in their child's education.

CJHS Goals:

- **School Culture and Climate Goal**: To provide a safe and welcoming environment where students feel like they belong.
- **Academic Achievement Goal**: To show a minimum of 10% growth in each grade level, from fall to spring, on the STAR Reading and Math assessments.
- **Professional Learning Community Goal** – All departments and grade levels will be working to design Common Formative Assessments for the identified Essential Standards to have in place by the 2020-2021 school year.

The Colville Junior High Leadership Team meets twice a month to plan for PLCs and Principal Directed Time, as well as identify problems of practice and solutions to improve student learning and overall school culture. This team includes a leader from each discipline (ELA, math, science, social studies, tech, sped, fitness/health, electives, paraprofessionals and the assistant and building principals).

What is our commitment to continuous improvement?

Colville Junior High School is committed to continuous improvement to ensure that every student is successful. Classroom teachers use formative assessments, in continuous cycles of analysis to review student data, implement interventions, and provide support where necessary. We also use the STAR Reading and SBA data to provide the most beneficial interventions.

What are you going to evaluate?

In an effort for continuous improvement and dedication to best practices, Colville Junior High School will continually assess our data at all grade levels through formative and summative assessments, as well as the universal screening tool of the STAR assessment and the end of the year SBA. We will also look at student growth for individual students based on these assessments. This reflective practice will ensure students are making adequate progress and learning needs are being met. Through professional development and collaboration, teachers will be able to provide data driven interventions.

What are the best practices and how are we going to evaluate our practice?

Best practices for ELA instruction are a tiered approach to instruction and interventions using researched and evidence based practices. Strong core instruction including differentiation to meet student needs should be the essential foundation of our ELA instruction. The Springboard curriculum is still being aligned with the state standards and is a comprehensive literacy program that uses an engaging, rigorous, curriculum. The essential standards have been identified, as well as the prerequisite skills, common assessments, timeline, and approaches for intervention (Learning Lab). Student data is being evaluated throughout the unit (formatively) and at the end of each unit (summatively). Students are assigned to interventions based on those assessments. The team is working in PLCs to identify the specific teaching strategies that are most effective and on choosing the most effective interventions.

11/21/19

Essential Standards Chart: What is it we expect students to learn?									
Grade:	6-8	Subject:	ELA	Semester:		Team Members:	Abby Panabaker Heather Alexander Kristie Shoemaker	Erin Roy Nadine Smith	
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Targeted Learning Lab Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	When will this standard be targeted and reinforced by Learning Lab support?
RI.1 & RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (6-8)		<ul style="list-style-type: none">Student writes an accurate claimStudent provides a minimum of two pieces of evidence (6th: At least one; 7th: Identify two; 8th: Two strongest pieces)Student provides reasoning to support the claim				Springboard Assessments		<ul style="list-style-type: none">6th- SB Unit 1-47th- SB Unit 1-48th- SB Unit 1-4	7th and 8th - Q1 6th - Q2
RI.2 & RI.2: Determine a theme or central idea of a text and how it is conveyed through particular details (6-8)		<ul style="list-style-type: none">Student correctly identifies theme/central idea as part of claimStudent provides a minimum of two pieces of evidence to support theme/central ideaStudent provides reasoning to support theme/central idea				Springboard Assessments		<ul style="list-style-type: none">6th- SB Unit 1-47th- SB Unit 1(Literature)8th- SB Unit 1-4	All grades - Q1
RI.3 & RI.3: Provide a summary of the text distinct from personal opinions or judgments (6-8)		<ul style="list-style-type: none">Student provides objective summary with a topic sentence and supporting details from the beginning, middle, and end				Springboard Assessments		<ul style="list-style-type: none">6th- SB Unit 1-47th- SB Unit 1(Literature)8th- Unit 1-4	All grades - Q2
RI.3: Analyze how particular elements of a story or drama interact (how setting shapes the characters or plot)		<ul style="list-style-type: none">Student describes how plot unfolds and how a character changes (6th)Student analyzes how story elements interact using evidence from the text (7th)Student analyzes how dialogue or incidents propel the action, reveal aspects of a character, or provoke a decision within a				Springboard Assessments		<ul style="list-style-type: none">6th- SB Unit 1-47th- SB Unit 38th- SB 1-4	6th grade - Q1 7th and 8th - Q2

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	story using evidence from the text (8th)				
RI.4 & RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (6-8)	<ul style="list-style-type: none"> Student correctly identifies different types of figurative language and incorporates into writing Student understands the difference between denotative and connotative meanings of words 		Springboard Assessments	<ul style="list-style-type: none"> 6th- SB Unit 1-4 7th- SB Unit 1, 4 (Literature) 8th- SB Unit 1,2,4 	All grades - Q3
RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (6-8)	<ul style="list-style-type: none"> Student identifies author's perspective and is able to use evidence to support claim about the author's purpose 		Springboard Assessments	<ul style="list-style-type: none"> 6th- SB Unit 3 8th- SB Unit 2,4 7th- SB Unit 1, 2 	All grades - Q3
L.1: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	<ul style="list-style-type: none"> Student shows appropriate application of spelling, capitalization, and punctuation 		Springboard Assessments	<ul style="list-style-type: none"> All Year 	
W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (6-8)	<ul style="list-style-type: none"> Student identifies a thesis Student writes claims to support thesis Student reinforces claims with supporting details and text-based evidence in body paragraphs Student incorporates hook, bridge, thesis in intro paragraph Student writes a concluding paragraph 		Springboard Assessments	<ul style="list-style-type: none"> 6th- SB Unit 2 (Embedded assessment 1,2 -explanatory essay) 6th-SB Unit 3 (Embedded assessment 1-research) 7th- SB Unit 2 (Embedded Assessment 1-Explanatory Essay) 7th- SB Unit 3 8th- SB Unit 1-4, 	
W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (6-8)	<ul style="list-style-type: none"> Student introduces character(s), setting, conflict Student uses a variety of techniques: dialogue, description, pacing... Student develops plot Student provides a conclusion (resolution) 		Springboard Assessments	<ul style="list-style-type: none"> 6th- SB Unit1(Embedded assessment 1,2 - narrative) 7th- Unit 1 7th- Unit 4 (EA #1) 8th- SB Unit 1,3,4 	
W.1: Write arguments to support claims with clear reasons and relevant evidence	<ul style="list-style-type: none"> State a claim (6th) Introduce and acknowledge opposing or alternate (7th) 		Springboard Assessments	<ul style="list-style-type: none"> 6th- SB Unit 3 (Embedded assessment 3) 7th - SB Unit 2 (Embedded Assessment 2- Argumentative Essay) 	

Buffum/Mattos/Weber, 2011

	<ul style="list-style-type: none">Introduce claim, acknowledge and distinguish opposing claims (8th)			<ul style="list-style-type: none">8th - Unit 2, 3	
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Evaluations of Math Practices and Strategies

How are we implementing best practices and strategies?

Math Menu of Best Practices should provide greater focus on fewer topics or foundational skills, have coherence – a logical progression between grade levels with intentional connections between content within a grade, and increasing rigor. Prior to Covid, all grade levels were piloting the Illustrative Mathematics curriculum which is designed to meet the needs of all Tier I students. However, the complexities of piloting a new curriculum remotely were too challenging and we continued with Utah Math for the year.

Tier II students are supported during Learning Lab (intervention) where teachers identify students who need additional support to show competency on the essential standards. During this time, students are working on skills identified through formative assessments.

Tier III students are supported through Focused Math classes. During this time, students are working on skills identified through the STAR math assessment (administered 3-6 times a year) and through the SBA testing.

Math best practices include a multi-tiered model for instruction and intervention. This includes a strong differentiated core program that is data driven. Best practices states that teachers providing support for struggling students should be highly qualified and well trained. Currently, all 5 of our math teachers are highly qualified. This is the first year of having Focused classes using the Corrective Math program with a special education teacher, and Title 1 and Special Education paraprofessionals to support our struggling readers.

Best practices state that for double dosing to be effective, the students should be simultaneously working on skill deficits in both the general education classroom and intervention or double dosing time. Intervention groups need to be fluid and skill based.

What are the professional development needs?

Our data indicates that math needs to be a continuous focus area. The math team cancelled the professional development throughout the year to support the implementation and piloting of the Illustrative Mathematics curriculum and continued to use Utah math. The math team participates in weekly PLCs to align essential standards for grades 6-8. Data indicates Colville Junior High School would benefit from professional development on increasing growth for our free and reduced lunch and sped sub groups. We would also benefit from additional training in making accommodations and modifications for special education students who are in regular education classrooms.

Staff would benefit from high quality, continuous professional development on the implementation of best practices focused on instructional strategies to differentiate to all learning needs. Also, cross grade level data analysis to determine learning gaps and ensure coherence and progression across grade levels would benefit teachers' instruction.

What are ways we collaborate or partnerships we have?

Teachers meet weekly in Professional Learning Communities (PLCs) to collaborate about essential learnings, develop formative assessments, analyze student data, plan interventions, etc. This PLC process is driven by the four questions of PLCs: What will we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? What will we do when they already know? Collaboration through PLCs has been shown to increase collective teacher efficacy, which has the greatest impact on student learning.

The Colville Junior High Leadership Team meets twice a month to plan for PLCs and Principal Directed Time, as well as identify problems of practice and solutions to improve student learning and overall school culture. This team includes a leader from each discipline (ELA, math, science, social studies, tech, sped, fitness/health, electives, paraprofessionals and the building principal).

The CJHS Child Study Team meets 3 times a month to identify and support students who are struggling and provide support for the general education implementing tiered interventions in their classrooms.

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- **Professional Learning Community Goal** – All departments and grade levels will be working to design Common Formative Assessments for the identified Essential Standards to have in place by the 2020-2021 school year.

What is our commitment to continuous improvement?

Colville Junior High School is committed to continuous improvement to ensure that every student is successful. Classroom teachers use formative assessments in continuous cycles of analysis to review student data, implement interventions, and provide support where necessary.

What are you going to evaluate?

In an effort for continuous improvement and dedication to best practices, Colville Junior High School will continually assess our data at all grade levels through formative and summative assessments, as well as the universal screening tool of the STAR assessment and the end of the year SBA. We will also look at student growth for individual students based upon both of these assessments. This reflective practice will ensure students are making adequate progress and learning needs are being met. Through professional development and collaboration, teachers will be able to provide data driven interventions.

What are the best practices and how are we going to evaluate our practice?

Best practices for mathematics instruction are a tiered approach to instruction and interventions using researched and evidence based practices. Strong core instruction including differentiation to meet student needs should be the essential foundation of our mathematics instruction. The Illustrative Mathematics curriculum that was going to be piloted and was in the process of being aligned with the state standards and is a comprehensive math program that uses an engaging, rigorous, curriculum is on hold due to Covid. In its place, Utah Math will be our curriculum. The essential standards have been identified, as well as the prerequisite skills, common assessments, curriculum timeline, and approaches for intervention (Learning Lab). The use of this common curriculum is allowing teachers to collaborate during PLCs on strategies, differentiation, and interventions throughout the grade levels. Student data is being evaluated throughout the unit (formatively) and at the end of each unit (summatively). Students are assigned to interventions based on those assessments. The team is working in PLCs to identify the specific teaching strategies that are most effective and on choosing the most effective interventions. Continued professional development on best practices and, in the future, on the Illustrative Mathematics curriculum is essential for continued math growth in our student population.

6th grade Essential Standards6th Grade Math Essential Standards

RATIOS AND PROPORTIONAL RELATIONSHIPS

6.RP.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

THE NUMBER SYSTEM

6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?

6.NS.7: Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 < -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^\circ \text{C} > -7^\circ \text{C}$ to express the fact that -3°C is warmer than -7°C .

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.

d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

EXPRESSIONS AND EQUATIONS

6.EB.2: Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with side of length $s = \frac{1}{2}$.

6.EB.7: Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.

6.EB.9: Represent and analyze quantitative relationships between dependent and independent variables. For example, in a problem involving motion at a constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time in tables and graphs.

GEOMETRY

6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.

d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

EXPRESSIONS AND EQUATIONS

6.EB.2: Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with side of length $s = \frac{1}{2}$.

6.EB.7: Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.

6.EB.9: Represent and analyze quantitative relationships between dependent and independent variables. For example, in a problem involving motion at a constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time in tables and graphs.

GEOMETRY

6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

7th grade Essential Standards7th Grade Math Essential Standards

RATIOS AND PROPORTIONAL RELATIONSHIPS

7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

7.RP.2: Recognize and represent proportional relationships between quantities.
a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

7.RP.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

THE NUMBER SYSTEM

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers. (This standard has all the integer information)

EXPRESSIONS AND EQUATIONS

7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form $px + q = r$ and $px + q = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where Draft Page 3 of 4 p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

GEOMETRY

7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure.

7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

8th grade Essential Standards8th Grade Math Essential Standards

EXPRESSIONS AND EQUATIONS

8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,

8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has a great speed.

8.EE.7: Solve linear equations in one variable.

- Give example of linear equations in one variable with one solution, infinite many solutions, and no solutions. Show which of these possibilities is the case by successively transforming the given equations into simpler forms, until an equivalent equations of the form $x = a$, $a = a$, or $a = b$ results (where "a" and "b" are different numbers).
- Solve linear equations with rational number coefficients, including equations whose solution require expanding expression using the distributive property and collecting like terms.

8.EE.8: Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Evaluation of Non-Academic Areas

Parent Perception Data

How are we implementing best practices and strategies?

Best practices include frequent communication with families in a variety of ways and the promotion of two-way communication for families. Colville Junior High School uses the School Messenger system that sends a message to every parent. Family feedback is solicited during registration night, Open House, and student staffings, as well as the CEE Survey administered at the end of the year. Our data indicates that we need to improve in parent and community involvement and communicating with parents about how to contact and collaborate with teachers around services that students can and do receive, and what the school is doing to support students.

We currently have the following communication with parents:

- Instructing students and parents on Skyward access to be able to see grades online at any time.
- Sending home (hard copy and email) mid-quarter and end of quarter progress reports that include grades and missing work.
- Parent contact by classroom teachers for students who are failing.
- Staffings (student/parent/staff meetings) to develop a plan of success for struggling students.
- Bi-monthly school newsletters detailing important information, timelines, events, etc

Ideas we are hoping to implement for better communication with parents in the future:

- Family involvement nights regarding 6th grade transition, homework help, Warrior Clothing Closet, Open House, etc.
- Sending automated weekly phone calls home to all students who are academically at risk with a failing grade.

Behavior Data

Our past data is fairly incomplete on actual behavior and has been more focused on discipline. We know this is an area of improvement. Our current data indicates that we need to support and provide behavior interventions during class times which includes a need to respond to students with high behavioral needs in the classrooms. We need to provide professional development to staff around supporting Tier II and Tier III student behaviors and teaching replacement behaviors. Part of this professional development will be centered around classroom management and the building structures needed for all students to be successful. There is also a need for a “Right Response” training and assessing adult reactions and perceptions of students who come from a trauma impacted life.

Act

Needs Assessment Action Plan

School-level

- Continue to revise and improve our Tiered approach of intervention in academics.
- We will continue to collaborate, align curriculums, analyze student data, plan interventions, etc. in weekly PLCs
- Develop a tiered approach for behavior with focus on Tier II and Tier III interventions.
- Provide professional development for staff regarding challenging behaviors in the classroom.
- School-wide academic achievement, culture and climate, and Professional Learning Community goals based on data will be implemented and monitored.
- Specific areas of concern, determined through data analysis, will be targeted for professional development and intervention.
- Individual teachers will analyze classroom specific data (by student-by standards) and design and implement an action plan to increase student achievement of the essential standards.
- We will work to improve communication with parents so they understand they are an integral part of their child's education.

Component #2: School Wide Reform Strategies

Improvement Goals

The Colville Junior High School has identified the following goals in School Culture and Climate, Academic Achievement, and Professional Learning Community to work on in the 2021-22 school year:

School Culture and Climate Goal – To provide a safe and welcoming environment where students feel they belong.

Steps to meeting goal:

- A survey will be administered before winter break. The leadership team will survey all students (in small groups) to gather data on how safe students feel in our building, if they feel cared about, and if they feel a sense of belonging.
- The Leadership team will use this data along with the CEE Survey data to develop goals around providing a safe and welcoming environment at CJHS.
- We will run the same survey at the end of 3rd and 4th quarter to measure growth and to intervene as needed.
- (With the continuation of Covid protocols and problems with engaging students, we did not administer these surveys).

Academic Achievement Goal - To show a minimum of 10% growth in each grade level, from fall to spring, on the STAR Reading and Math assessments.

Steps to meeting goal:

- Reading and Math will be assessed in the fall, winter, and spring for all 6th, 7th, and 8th graders using the District STAR assessments.
- During weekly PLCs, math and ELA teachers will analyze student data from the common formative assessments, as well as STAR data to identify students who need additional Tier II intervention.
- During weekly PLCs, math and ELA teachers will work to design interventions to increase student growth for those students identified as needing additional Tier II interventions.
- The entire staff will continue to identify students who need additional Tier I, II or III intervention and will work with the intervention staff to choose the best approach for individual students. These interventions include before school tutoring, Warrior Work

- (Due to Covid and its protocols, our education delivery changed which precluded many of these interventions for part or all of the year).

Professional Learning Community Goal – All departments and grade levels will continue working to design Common Formative Assessments for the identified Essential Standards to have in place by the 2021-2022 school year.

Steps to meeting goal:

- During weekly PLCs, departments will continue to unpack their curriculums to identify where (in the curriculum) and when (throughout the year) their essential standards will be met.
- During weekly PLCs, departments will work to design common formative assessments for their essential standards.
- Teams will give any common formative assessments they currently have during the 2020-2021 school year to not only use for By Student-By Standard data (intervention) but to evaluate as a PLC in order to revise if needed. This will provide important feedback to teams for those assessments they have already designed, and also help in the formation of additional assessments.

Component #3: Activities to Ensure Mastery

Activities to Ensure Mastery	Essential Area	Resources
<p>Identifying and support of our most at-risk students:</p> <ol style="list-style-type: none"> 1. Professional Learning Communities (PLCs) to analyze student data 2. Child Study Team Meetings 3. Identify students as at-risk (academically, behaviorally, truancy) <ol style="list-style-type: none"> a. Academically – as needed <ol style="list-style-type: none"> i. Classroom grades ii. STAR Scores iii. SBA Scores iv. Formative assessments in PLCs v. Will-not students (identified by classroom teachers) b. Behaviorally – as needed <ol style="list-style-type: none"> i. Number of Warrior Room Referrals (students reaching STEP 4) ii. Discipline Referrals c. Truancy – weekly <ol style="list-style-type: none"> i. Number of absences ii. Attendance Secretary Meetings with administrator 4. Staffings are held when staff and/or parents feel we need to increase support for a student. 5. Parents are notified by mid-quarter and end of quarter progress reports and an online Skyward account. 6. Classroom teachers call parents to notify them when a student has a failing grade and explains the additional services that are offered (see below). 7. Opportunity Time (the last 30 mins of the day) is designed for teachers to provide Tier I and Tier II interventions for students. 	At-Risk Students	<p>Teacher Time</p> <p>Title Teacher</p> <p>Data Sources</p> <p>Truancy Secretary</p> <p>Principal</p>

<ol style="list-style-type: none"> 8. Math and ELA intervention are offered during Opportunity Time bi-weekly to support students on the essential standards. This is in the process of being changed to a 4 day week. 9. After School Study Table is offered four days a week after school. 10. Before school tutoring is offered from 7:30 – 8:50 a.m. each day 11. Use data from assessments in Child Study Team meetings to determine students who are in the most need of academic/behavioral support. 12. Utilize grade level PLC teams, Intervention, and Special Education team to monitor success of reading and math intervention structures at various grade levels, including type of intervention, collaboration intervals and content, student progress, success. 		
<p>Ensure student's non-academic needs are met:</p> <ol style="list-style-type: none"> 1. School climate interventions based upon data received from School-wide student survey 2. Lessons from Character Counts taught throughout the year. 3. Provide students with needed resources from the intervention program, Warrior Clothing Closet, and the InvestEd fund. 	<p>Counseling and Mental Health Support</p>	<p>Teacher Time</p> <p>Character Counts Curriculum</p> <p>Donations – InvestEd, Warrior Clothing Closet</p> <p>Data</p>

<p>Providing opportunities for students to become college and career ready and to graduate high school</p> <ol style="list-style-type: none"> 1. High School and Beyond Plan 2. College Bound Application 3. Algebra in 8th Grade 4. Washington State History (high school check off) 5. Technology 7 (high school check off) 	<p>College and Career Readiness</p>	<p>School Data High School and Beyond</p> <p>Teacher Time</p>
<p>Ensure student's behavioral needs are met:</p> <ol style="list-style-type: none"> 1. RTI strategies intended to allow for early identification of students with behavioral needs and to provide a tiered response based on those needs: Tier II & Tier III Support 2. Consistent school wide behavioral expectations and learning – to be developed during whole group PLCs 3. School climate interventions – Identified by the student survey and based on the goals that will be designed from that data 4. Consistent school wide behavior consequences 5. Scheduled staffings when a student's behavior is impacting their learning or the learning of others. 6. Coordinate and communicate with parents regarding interventions and support for their child. Ensure open lines of communication. 	<p>Tiered Behavioral Support</p>	<p>Warrior Room referrals</p> <p>Teacher Time</p> <p>Principal Time</p>

<ol style="list-style-type: none">1. Provide professional development for staff regarding challenging behaviors in the classroom.2. Provide professional development for staff on best practices that will increase student growth3. Provide professional development opportunities for staff based on the new curriculums they are piloting (i.e. – Springboard and Illustrative Mathematics)	Professional Development	Book Studies Right Response Teacher Time PLC time Principal Directed Time
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Component #4: Coordination and Integration of Funding

Funding for Colville Junior High School

Program	Amount Available (building or district)	How the intents and purposes of the program will be met
Basic Education	\$1,975,000	All students receive instruction aligned to CCSS and NGSS. Basic Education funds include Classroom teachers, curriculum materials, supplies, equipment, technology, professional development, substitutes, etc.
Local Levy		All students receive instruction aligned to CCSS and NGSS.
Title I	\$115,000	Provides staff for Intervention, four paraprofessionals, professional development, curriculum, etc. It also covers substitute teacher costs for professional development.
Learning Assistance Program	\$55,000	Provides 1 paraprofessional and 1 Student Support Aide, professional development, technology, after school study support for 6-8 th grade, etc.
Lap Hi-Poverty	\$95,000	