



ACIP

Hartselle Junior High School

Hartselle City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The town of Hartselle embodies the tradition of "small town, southern living." Author Norman Crampton agreed citing Hartselle in his book, *The 100 Best Small Towns in America*. Gerald Sweltzer and Kathy Fields also recognize the charm of Hartselle identifying it in their book *The 50 Best Small Southern Towns*. Hartselle is Morgan County's second largest city with a population of 14,489 and a median household income of \$41,103 according to the 2010 US Census. Additionally 8.8% of the citizens are below the poverty level which is 8.8% below the state average. The same data reports that 91.5% of the population is White, 4.3% Black or African American, .8% American Indian and Alaska Native, .4% Asian, 2.5% Hispanic and 1.7% reporting two or more races.

Hartselle Junior High is comprised of grades 7 and 8. The school's primary purpose is to provide optimal learning opportunities for students in order to prepare them for learning, leadership and life. It is the goal of the faculty and staff to ensure students are ready for challenging high school coursework and to become graduates prepared to enter the workforce or postsecondary education. It is the desire of faculty and staff to maintain a safe atmosphere in which students are allowed to demonstrate leadership skills and to build a rich foundation on fundamental skills and concepts to serve them throughout their school and work experience.

Currently the enrollment of Hartselle Junior High is 510 students. This enrollment has exceeded projections that indicated a declining trend. Demographically 87% are White, 3.5% Black or African American, 4% Hispanic, 1.5% American Indian/Alaskan Native, 2% Asian and <1% are multi-race or declined to answer. The faculty and staff consist of 32 certified teachers who are Highly Qualified. Five of our teachers are shared with other schools in our system ranging from being on campus one period up to 1/2 day. Two administrators, one library media specialist, one counselor, one school nurse and 16 support staff complete our team. Additionally we have an SRO available on our campus full time.

Our student population is 30% poverty, and we serve 12% of our students through Gifted and Talented while 11% are served via special services. The addition of a multi-needs classroom to better serve our pre-transition students has provided an opportunity for students to learn life skills in an inclusive setting. Renovations continue on our campus including the installation of new windows and a badge scanner entrance system. Two cameras have been installed in the main hallway as a security measure with the intentions of more in the near future.

Hartselle Junior High enjoys the support of the community through parents, churches, businesses and community organizations.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Hartselle Junior High School is to serve our students by providing a safe learning environment with meaningful learning opportunities that are grounded in best practices and based on the Alabama College and Career Ready Standards. Hartselle Junior High strives to teach students the skills needed to be 21st century learners by creating opportunities for students to engage authentically with technology. HJHS students are provided leadership opportunities in a variety of ways, and RTI is addressed during Tiger Pride and gifted classes.

The mission of Hartselle Junior High is to inspire and prepare ALL students for learning, leadership and life. The vision of Hartselle Junior High is to establish itself as a premier Alabama middle school by leading the way on local, state, and national levels academically, artistically and athletically.

Hartselle Junior High has added courses to address the interests of our students and to provide challenging electives that align with Hartselle High School's Career Academies. Civil Air Patrol is an ROTC type class that gives students opportunities in leadership, aviation and STEM. The addition of a Robotics/Pre-engineering class, open to any student, has filled a need and created a pipeline to the engineering academy at HHS along with a new coding class introducing students to the world of computer coding. Tiger TV is also a new course challenging students in the areas of media production and editing.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

HJHS strives to improve and expand our offerings for our students to address their interests as well as align with the Career Academies at HHS. Some examples include the addition of a Tiger TV class for students to learn and demonstrate multimedia skills and the offering of Robotics to all students (previously only Gifted were eligible for Robotics). Civil Air Patrol has provided our students opportunities in aviation exploration, leadership, military experience, and STEM. This is also our first year to offer Geometry on campus to 8th grade students.

Other notable areas include our community involvement and outreach. We have continued the tradition of our Veterans' Day Program - a community favorite. Two years ago, HJHS began a Back to School Bash and cookout to welcome new 7th grade students and allow them to meet teachers and staff in an informal setting while getting to know their 8th grade peers. Advisory has been a consistent addition to our schedule allowing teachers time to address social and emotional issues, counsel students, team build and look at academic achievement. HJHS students participate in a Volunteer Day and complete a service project of their choice as well as a Job Shadow Day allowing students the opportunity to select a career of interest and spend a day with real world experience in that area. Team Impact has hosted 3 5k runs and will host another this fall to award scholarships to HHS Seniors. Lastly we have started a Day of Excellence to recognize outstanding achievement by our students in their core and elective classes.

Areas we would like to improve include expanding our elective offerings to a foreign language for our 8th grade students and a possible health exploratory to compliment the HHS Health Academy. We would also like to continue to find unique learning opportunities for our students away from campus and collaboration with other schools in academic areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Teachers, Instructional Parnter, Principal and Assistant Principals comprise the leadership team. This team actively participates in the ACIP development. Additionally parents actively involved in PTO are included. Meetings include both face-to-face and online as needed.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All stakeholders review data and look at areas to improve. Due to the change in assessmsent and lack of accurate data to review, this has been a challenge for the team. A review of the raw data from the spring indicated improvements in the area of mathematics. An area of improvement continues to be reading.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan is posted to the website.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		HJHS Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

According to raw data analysis from spring 2018, 53% of combined 7th and 8th grade students met their annual target for growth. Of the 219 that did not meet target for reading the breakdown is as follows:

40 7th grade students not meeting target scored in the high average

21 7th grade students not meeting target scored in the above average

30 8th grade students not meeting target were in the high average

21 8th grade students not meeting target were in the above average.

This brings our total to 77% who met their goal.

Math analysis from spring 2018 is as follows:

71% of combined 7th and 8th grade students met their target for math.

20 7th grade students not meeting target were in the High Average or Above Average Category

39 8th grade students not meeting target were in the High Average or Above Average Category.

This brings our total to 87% who met their goal.

Describe the area(s) that show a positive trend in performance.

Due to lack of consistency in testing, trend data is not available. Historically HJHS shows a positive trend in mathematics for both grades and gains are noted in 8th grade reading.

Which area(s) indicate the overall highest performance?

Overall highest performance based on our raw data analysis is mathematics.

Which subgroup(s) show a trend toward increasing performance?

This data is not disaggregated, therefore this information is not available.

Between which subgroups is the achievement gap closing?

This data is not disaggregated, therefore this information is not available.

Which of the above reported findings are consistent with findings from other data sources?

Classroom data sources would support the findings from Scantron.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

As noted in question 1, all data analysis shows growth for HJHS students. An area of focus would continue to be reading.

Describe the area(s) that show a negative trend in performance.

Due to inconsistencies in state testing requirements, this data is not available.

Which area(s) indicate the overall lowest performance?

This data is not clearly indicated based on difficulties interpreting how the SDE is calculating proficiency and growth. HJHS will continue to focus on areas such as fractions in math and non-fiction text in reading.

Which subgroup(s) show a trend toward decreasing performance?

This data is not disaggregated, therefore this information is not available.

Between which subgroups is the achievement gap becoming greater?

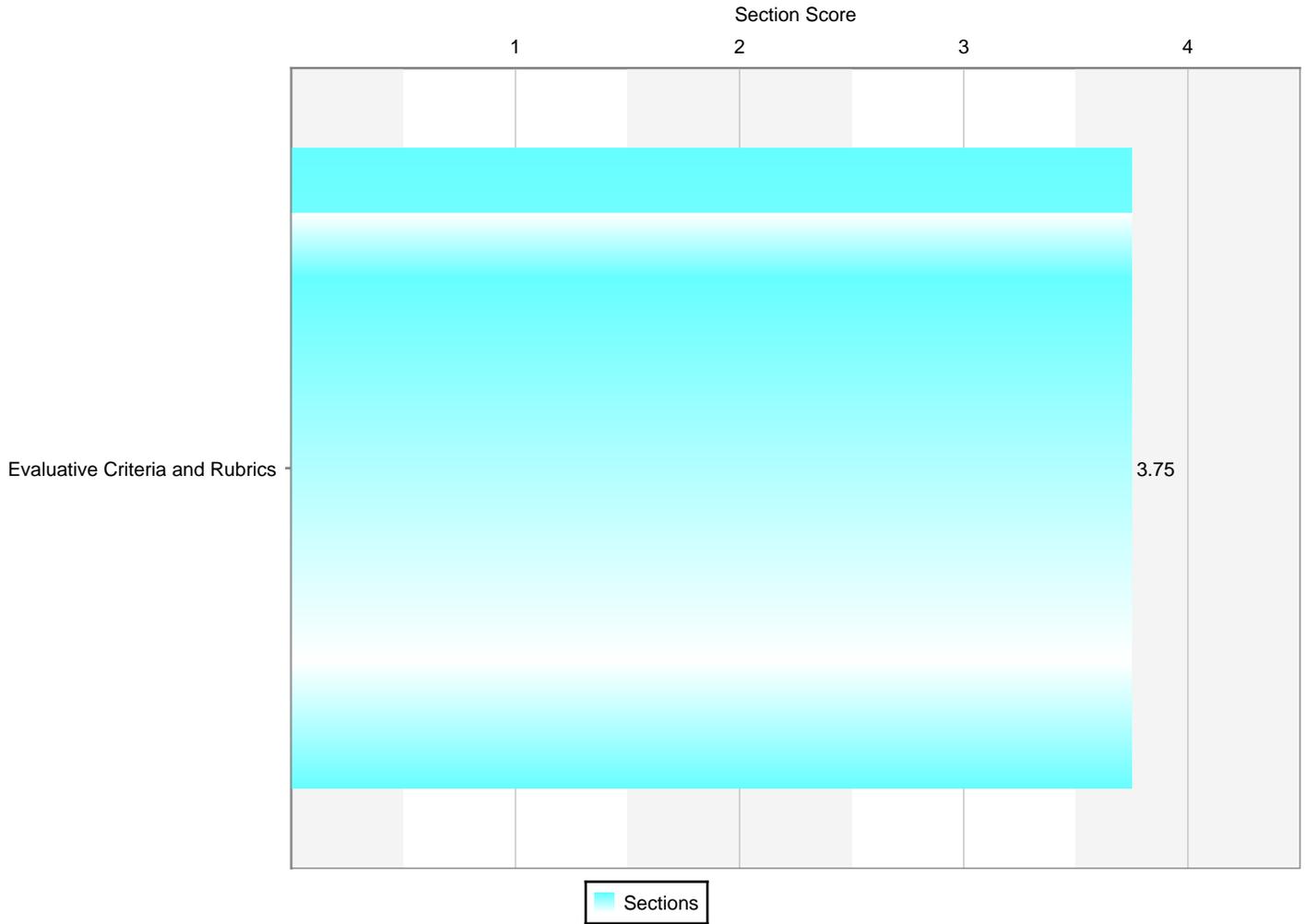
Data is not disaggregated, therefore this information is not available.

Which of the above reported findings are consistent with findings from other data sources?

Classroom data sources would support the data analysis in question 1.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	All plans are submitted to HCS Board for approval.	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No	This would be a Central Office designee.	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	No	District Plan.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not a Title I school.	

Plan for ACIP 18-19

Overview

Plan Name

Plan for ACIP 18-19

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Social Studies - Students will be able to identify and analyze primary sources	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	7th and 8th grade students will increase reading proficiency for the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Science Goal - Students will demonstrate the ability to interpret data in graphs, tables, and visuals.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	7th and 8th grade students will increase math proficiency for the 2018-1029 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Social Studies - Students will be able to identify and analyze primary sources

Measurable Objective 1:

demonstrate a proficiency of 80% accuracy in identifying and analyzing primary sources by 03/01/2019 as measured by Classroom formative and summative assessments.

Strategy 1:

Jigsaw reading strategies - Teachers will use the jigsaw method when having students analyze text to determine if it is a primary or secondary source.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama ARI reading strategy

Activity - Collaborative planning to select texts and develop assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to select texts and develop formative and summative assessments to determine proficiency in the identification and analysis of primary sources.	Academic Support Program	09/10/2018	03/01/2019	\$0	No Funding Required	Teachers, Principal, Instructional Partner.

Goal 2: 7th and 8th grade students will increase reading proficiency for the 2018-2019 school year.

Measurable Objective 1:

demonstrate a proficiency 60% of 7th and 8th grade combined students will meet their growth goal on the ScanTron assessment. by 05/17/2019 as measured by 60% of 7th and 8th grade combined students showing proficiency in meeting their growth goal on the ScanTron Assessment..

Strategy 1:

CLOSE Reading Strategies - ELA teachers will use CLOSE reading strategies in both fiction and non-fiction selections.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: CLOSE reading is a research based strategy.

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use collaborative plan time to review the CLOSE reading strategies and select grade level appropriate text.	Professional Learning	08/31/2018	05/17/2019	\$0	No Funding Required	Principal, Teachers, Instructional Partner

Goal 3: Science Goal - Students will demonstrate the ability to interpret data in graphs, tables, and visuals.

Measurable Objective 1:

demonstrate a proficiency students will be able to interpret data in graphs, tables, and visuals with 85% accuracy. by 05/17/2019 as measured by 85% proficiency in pre- and post- test assessments given during the school year..

Strategy 1:

Data Interpretation practice - Students will have a variety of opportunities to create charts, graphs and visuals with data and to interpret data from charts graphs and visuals. Old ACT tests and ACT ASPIRE item specs will be used as a resource.

Category: Other - Instructional strategy - practice with data interpretation

Research Cited: Data interpretation is part of the science ACT focus.

Activity - Collaborative planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively plan to determine activities and resources to be used to assist students in mastering data interpretations from charts, graphs and visuals.	Professional Learning	08/31/2018	05/17/2019	\$0	No Funding Required	Teachers, principal, Instructional Partner

Goal 4: 7th and 8th grade students will increase math proficiency for the 2018-1029 school year.

Measurable Objective 1:

demonstrate a proficiency 60% of 7th and 8th grade combined students will meet their growth goal on the ScanTron assessment. by 05/09/2019 as measured by ScanTron assessment.

Strategy 1:

Math Design Collaborative - Instructional strategies from Math Design Collaborative will be used to enhance instruction and as a formative assessment guide.

Category: Develop/Implement Learning Supports

Research Cited: Effective formative assessment

Activity - Formative Assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FALs will be used to guide instruction and determine where re-teaching needs to occur.	Direct Instruction	08/13/2018	05/09/2019	\$0	No Funding Required	Teachers, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative planning to select texts and develop assessments	Teachers will collaborate to select texts and develop formative and summative assessments to determine proficiency in the identification and analyzation of primary sources.	Academic Support Program	09/10/2018	03/01/2019	\$0	Teachers, Principal, Instructional Partner.
Collaborative Planning	Teachers will use collaborative plan time to review the CLOSE reading strategies and select grade level appropriate text.	Professional Learning	08/31/2018	05/17/2019	\$0	Principal, Teachers, Instructional Partner
Collaborative planning	Teachers will collaboratively plan to determine activities and resources to be used to assist students in mastering data interpretations from charts, graphs and visuals.	Professional Learning	08/31/2018	05/17/2019	\$0	Teachers, principal, Instructional Partner
Formative Assessment lessons	FALs will be used to guide instruction and determine where re-teaching needs to occur.	Direct Instruction	08/13/2018	05/09/2019	\$0	Teachers, Administrator s
Total					\$0	