

RIVERCREST JR HIGH



PREP ACADEMY

Mission Statement

The mission of the Rivercrest Jr High Prep Academy is to provide a comprehensive educational experience for students to support their social, emotional, health, career exploratory and academic needs as they transition to high school.

Rationale

As the sole feeder into The Academies of Rivercrest High School, the Junior High School is in a unique position to help with the challenges faced by many high schools. Currently, those challenges include:

- Social and emotional wellness,
- Graduation rates,
- Preparing for readiness in career and college,
- Creating self-sustained and independent citizens,
- Increasing overall academics, and
- Improving the overall standard of living in our community

Background

Rivercrest School District is a unique district covering 371 square miles. Our district shares boundaries with 8 different school districts.

The district included two LEAs, K-6 Elementary and 7-12 High School.

In 2020, the district was awarded their request for a 9-12 charter school, Academies at Rivercrest High School. The academy approach has been a work in progress, but the advancement of our career pathways along with the Freshman Academy have been a tremendous support to our students.

The request for Rivercrest Jr High Prep Academy is in response to the unique opportunity to embrace the positive changes at the high school level and begin a similar process at the jr high level.

Goals

1. Increase the number of jr. high students completing a foundation course for CTE Program of Study,
2. Increase the number of jr high students completing a high school credit course
3. 90% of students will meet growth goals in math, reading and science
4. Increase the percentage of jr high students scoring Ready and Exceeding on the state assessment Math, Science, and Literacy.
5. Decrease the number of students at risk (Behavior, attendance, failing grades)

Key Program Features

- Social and Emotional Learning
- Career Exploration
- Innovations in Academics



Elementary Support — High School Opportunities

Social and Emotional Learning

APNA SURVEY-8th Grade

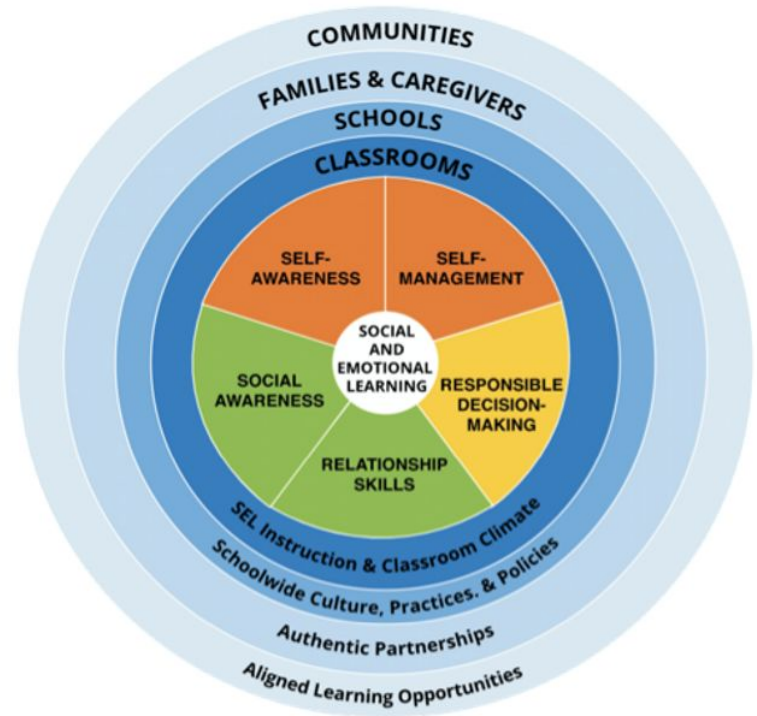
Survey Questions- Page 84

Social Emotional Learning

CASEL 5

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



Social and Emotional Learning

Healthy Lifestyles-



Career Exploration in Middle School



Theory of Action for Designing Middle Grades CTE

IF

states design middle grades CTE to:

- 1 Be equitable and inclusive of each student
- 2 Be anchored in careers
- 3 Be standards based
- 4 Be grounded in experiential and hands-on learning
- 5 Balance breadth and depth across the curriculum
- 6 Be integrated into the broader K-12 — or P-20 — career development system
- 7 Include intentional and meaningful employer engagement
- 8 Involve dedicated instructional time
- 9 Be communicated effectively to students and their families
- 10 Focus on student growth

AND

they apply these principles through the core programmatic elements of middle grades CTE:



THEN

middle grades CTE students will:

- ✓ Gain awareness of and exposure to a wide array of careers
- ✓ Increase self-awareness and begin to form their potential occupational identity
- ✓ Develop employability skills
- ✓ Develop foundational technical skills as appropriate
- ✓ Be positioned to make more informed educational choices
- ✓ Transition to high school with an actionable plan for next steps

Career Exploration in Middle School

✔ Increase self-awareness and begin to form their potential occupational identity.

Students in the middle grades are in the midst of rapid psychological development, characterized by “identity formation and the quest for independence.”⁴ Middle grades CTE should play a critical role in this development, particularly in the context of careers. Students should be engaged in experiences and activities that help them to understand their aptitudes, interests and preferences and how those might relate to their future in the workforce.

✔ Develop employability skills.

Middle grades CTE should play a significant role in beginning to develop students’ employability or professional skills, including skills such as decisionmaking, teamwork, critical thinking, problem solving, creativity, time management, persistence, self-advocacy, interpersonal communications, professionalism, safety, project management and more. These skills are applicable across all career areas and are essential building blocks to success in further education and work.

Career Exploration in Middle School

✔ Develop foundational technical skills as appropriate.

Middle grades CTE may also help students develop foundational technical skills in specific career areas, depending on the structure and delivery models used. In many cases, the development of introductory technical skills in a particular career field, such as understanding terminology, demonstrating the safe and appropriate use of industry-specific tools and equipment, or learning to use industry-specific software, can and should occur as part of career exploration or planning activities in the middle grades.

✔ Be positioned to make more informed educational choices.

In addition to being exposed to many different careers, students should gain concrete knowledge about the educational and workforce opportunities that are available to them, both immediately and into the future, and how these educational opportunities can lead to specific careers. For example, middle grades CTE programs should provide information on the various postsecondary options that might be available in their community, region or state, or even across the country, as well as the high school career pathways that could lead to those options. States and districts should also incorporate into instruction, in an age-appropriate way, exposure to labor market information and introductory information on the admissions requirements, costs, financial aid options and projected benefits of these opportunities.

Career Exploration in Middle School

✔ Transition to high school with an actionable plan for next steps.

The final outcome of a middle grades CTE program should be some type of plan for next steps, ideally an initial plan for high school course-taking that could lead to a desired objective but is flexible enough to be modified as students continue to learn, grow and develop their future goals. Many states already have a requirement for this type of plan, sometimes called an “individual graduation plan” or an “individual career and academic plan.” This plan should be completed by students starting in the middle grades, with input from educators and their families, and be designed to help students see the relevance of their education and how it connects to their future goals.

Sample Student Schedule

- 7th Grade:
 - Math or Honors Math
 - English or Honors English
 - Science
 - Social Studies
 - CREST TIME- Flexible Intervention-Including SEL
 - Career Development/Social and Emotional Learning
 - Elective I and II- Art, Band, Athletics, Keyboarding, Library, Dyslexia, Support Services, Career Exploration Class, PE/Health
 - Elective-Art, Band, Athletics, Keyboarding, Library, Dyslexia, Support Services, Career Exploration Class, PE/Health

Sample Student Schedule

- 8th Grade:
 - Math or Honors Math
 - English or Honors English
 - Science
 - Social Studies
 - CREST TIME- Flexible Intervention
 - Computer Science Required HS Credit
 - Elective I and II- Art, Band, Athletics, Library, Dyslexia, Support Services, Algebra I, PE/Health, Tier I CTE Course-
 - Survey of Ag Systems, Survey of Business, Family and Consumer Science, JROTC, and/or EAST

Academic Innovations

IN NEED OF SUPPORT

Math

	2020-2021	2021-2022	Grade Level Decreases ^	Cohort Decrease *
3rd	15	11	^	
4th	19	13	^	*
5th	12	22		
6th	18	17	^	
7th	50	46	^	
8th	53	33	^	*
9th	66	71		
10th	80	78	^	

IN NEED OF SUPPORT

Science

	2020-2021	2021-2022	Grade Level Decreases ^	Cohort Decrease *
3rd	42	44		
4th	43	27	^	*
5th	43	41	^	*
6th	49	39	^	*
7th	44	57		
8th	41	45		
9th	51	52		
10th	51	56		

Academic Innovations

IN NEED OF SUPPORT

English				
	2020-2021	2021-2022	Grade Level Decreases ^	Cohort Decrease *
3rd	5	3		
4th	20	4	^	*
5th	9	8	^	*
6th	8	6	^	*
7th	1	9		
8th	12	8		
9th	29	27		
10th	30	27		

IN NEED OF SUPPORT

Reading				
	2020-2021	2021-2022	Grade Level Decreases ^	Cohort Decrease *
3rd	32	45		
4th	45	25	^	*
5th	43	41	^	*
6th	38	35	^	*
7th	42	41		
8th	21	23		
9th	46	48		
10th	49	52		

