

## LITTLE MIAMI JUNIOR HIGH SCHOOL OVERVIEW

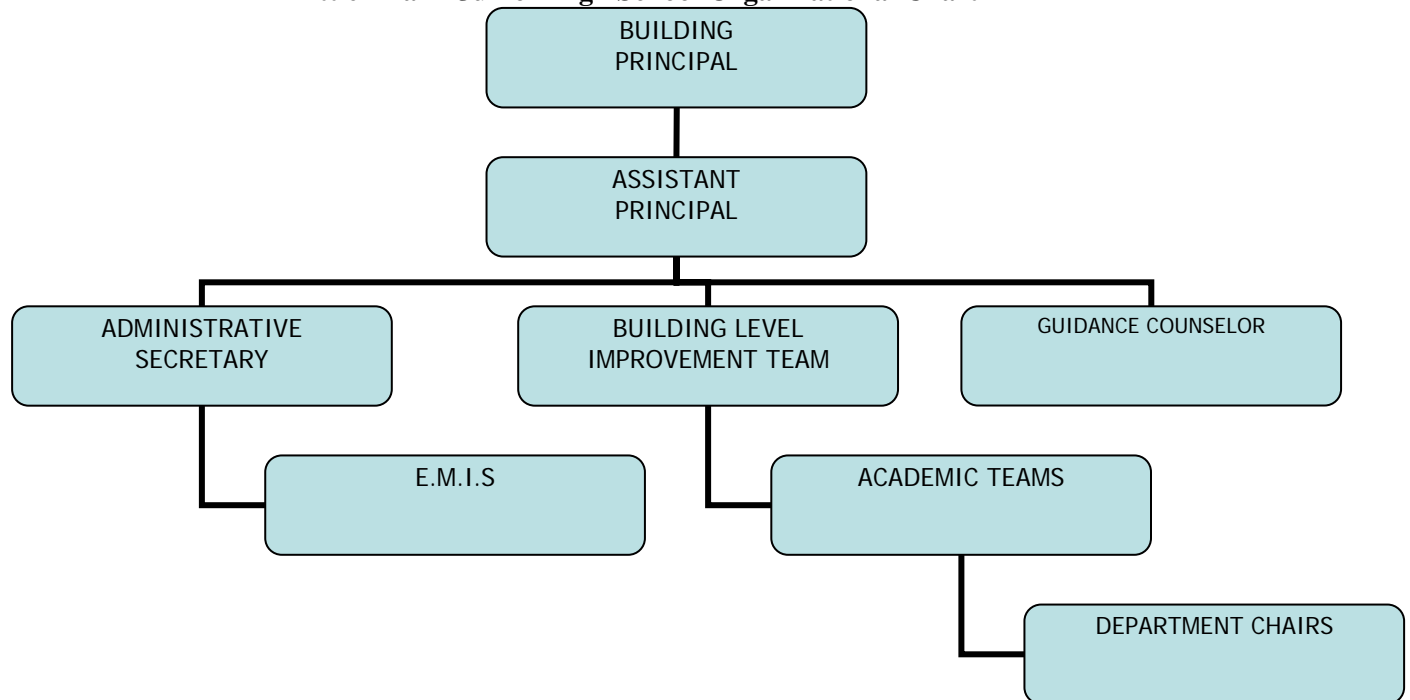
LMJHS is a rural school located in a rapidly growing area of Warren County in southwest Ohio. LMJHS joined the *MMGW* network in the 2002-03 school year, received a state grant annually since 2003 and administered the Middle Grades Assessment in 2003 and 2006. LMJHS is a sending middle grades school to Little Miami High School (LMHS), a *HSTW* site since 1998 and a two-time Gold Award winner.

Current enrollment at LMJHS is approximately 555 students in grades seven and eight. The student population is 95 percent Caucasian, 4 percent African American, and 1 percent other. Fifteen percent of LMJHS students receive free or reduced lunches, and 11 percent are special needs. LMJHS is experiencing changes due to rapid growth and increased transience in the district.

LMJHS has a faculty of 36 full time teachers with an average of 9.3 year's experience. One hundred percent of the teaching staff meet or exceed the state and federal definition of highly qualified. Fifty percent of the faculty holds advanced degrees. About 28 percent of the teaching staff is middle school certified grades four through nine and 35 percent are high school certified grades seven through twelve in mathematics, social studies, English, life science, business, Spanish, and special education. Students can earn high school credit for Algebra I, Spanish I, and French I.

LMJHS operates on a seven-period flexible schedule of 387 minutes. In addition, a five-minute homeroom and an 18-minute extra help period are scheduled daily. The school performance rating on the 2006 Ohio Report Card for LMJHS is "excellent." LMJHS has a daily attendance rate of 95.6 percent. LMJHS met AYP.

### Little Miami Junior High School Organizational Chart



## MISSION STATEMENT

As the students transition through their Junior High experience, Little Miami provides students the opportunity to become better tomorrow than they are today through excellence in education. Students and staff collaborate to maintain strong relationships within the school and the community through team teaching.

## GOALS

- **Safe & Secure-** We believe in creating the safest and most conducive learning environment possible, where outside elements and problems are sealed off when students enter the building and education is their top priority.
- **Technology-** We believe in providing every student and staff member the ability and opportunity to use current technology in their coursework and other life experiences.
- **Grade Level Transitions-** We believe the transition phase of school plays an integral part in student development and that our job is to make sure the transition process is communicated effectively to the student and parents.
- **Communication-** We believe in developing different methods of communication for students, staff, and parents to maximize awareness of student achievement.
- **High Expectations-** We believe in stressing our high expectations on a daily basis and encourage our students to have a positive attitude and a desire to always put forth their maximum effort. We believe these practices will develop our young learners into productive, responsible members of our community.
- **Family Atmosphere-** We believe team teaching creates a close knit atmosphere with family values and high expectations.
- **Extra Time/Extra Help-** We believe in providing our students the extra time and help they need through our “Bringing up Grades” and “Project Pass” programs to ensure academic success for all students.
- **Guidance and Career Exploration-** We believe in a comprehensive guidance program that provides proactive programs to meet and enhance developmental needs, as well as, reactive programs when interventions are needed, regarding academic, social-emotional, and career counseling.

## OBJECTIVES

1. Examine building emergency plan and look for ways to improve our school environment to create the safest and most secure learning environment possible.
2. Strive for “Excellence” through support and implementation of high quality standards based instruction.
3. Create a building curriculum for guidance and advisement that ties into the MMGW (Making Middle Grades Work) philosophy and is centered on career education.
4. Continue to develop and promote our transitional programs involving parents and community members as key stakeholders in this important process.

*Little Miami Junior High Needs Assessment, 2007-2010*

As we begin the transition to the new Junior High and prepare for growth in 7<sup>th</sup> and 8<sup>th</sup> grade class sizes, it is important that we create several new positions over the next couple of years. As we look at what positions to fill it becomes apparent that we need to hire staff in all areas equally to maintain the teaming initiative at the Junior High level.

My recommendations are to hire several special area teachers over the next couple of years and as grade level class sizes increase, hire academic teachers with 4-9 certificates strategically. Should grade levels become unbalanced we are prepared to make internal moves to accommodate some growth, however with these moves it does jeopardize our progress in many areas.

Below are our anticipated needs and suggested timelines for hiring these individuals to allow the junior high staff and administration the smoothest transition into the new facility in 2009 and the ability to continue providing excellence in education over the next couple of years in our current building.

The most important goal we as a junior high staff have is to maintain consistency with the excellent educational opportunities that we are able to offer, but understand the limitation we may be faced with. It is very important to the staff and the administration that we make moves to maintain the team teaching model that is in place and assist the district in the being proactive by being as flexible as we can to prepare for the expected growth

Anticipated Class Sizes-

2007-2008-595

2008-2009- 625

2009-2010- 670

7<sup>th</sup> Grade- 290

7<sup>th</sup> Grade- 320

7<sup>th</sup> Grade- 335

8<sup>th</sup> Grade- 305

8<sup>th</sup> Grade- 305

8<sup>th</sup> Grade- 335

*(This uses a 5% growth trend)*