



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS

Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Warren Junior High School

Award based on 2019 CAASPP Math and ELA

Based upon 3-year average

ELA: 39.6 points above Distance from Standard

Math: -6.4 points below Distance from Standard

Panama-Buena Vista Union School District

Kern County

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"We have a 2-year period to let the students know that they are valued and have a place at Warren Junior High."

School Profile

Warren Junior High is a neighborhood school in a suburban community on the southeast side of Bakersfield, California. The school serves 890 students in grades 7 and 8. In addition to the regular academic program provided for students in English Language Arts, math, history, science, computer, and physical education, Warren Junior High students are offered a wide variety of elective classes. These classes include instrumental and vocal music, Advancement Via Individual Determination ([AVID](#)), exploring technology, art (drawing, cartooning, pottery, fabrics/textiles), study skills, sports officiating, and creative communications. Extra-curricular activities for Warren students include student government, color guard, intramural sports, oral language festival, science fair, and after-school sports. Counselors and intervention counselors are available for student support, while the teachers receive support from a hands-on principal, vice-principal and academic coach.

School Demographics

The ethnicity of the student population of Warren Junior High is as follows: 43.4% Hispanic or Latino, 28.3% White, and 16.6% Asian. The additional student groups from this population include: 5.8% English Learners, 3% Homeless and Foster Youth, 11% Students with Disabilities, and 42.6% Socioeconomically Disadvantaged.

Self-Identified Contributing Factors:

- Data driven lessons are provided by teachers who have been at the school for a mean of 10 years or more:
 - A CAASPP data dive is conducted during the summer by teachers from all junior highs within the district.
 - Focus standards are set up from the analysis then backward mapped for the year.
 - Assessments:
 - District assessments include benchmarks during the last two weeks of each quarter. These assessments are based on standards used through backwards mapping.
 - Check for understanding is done in between benchmarks to identify strengths and weaknesses. Once conducted, reteaching or intervention to follow as necessary.
 - Intervention- 2 categories:
 - Won't Do It –These students are capable, yet appear to not perform to their potential. These students participate in an elective hour focusing on executive functioning skills, and are provided before school and lunch time support for study skills.
 - Can't Do It – Those students who need an academic intervention (lowest 25-30% according to assessments) receive support for ELA and math to ensure success in high school. Programs such as [Read 180](#) and [Aleks](#) are utilized.
 - School Culture:
 - Administrative leadership includes a philosophy of '[Leading from the Middle](#)'.
 - The principal is seen around the campus and in classrooms as a support so students are free to learn.
 - [Growth Mindset](#) – students and staff are immersed in the grace of 'yet'. Mistakes are expected and seen as learning opportunities for staff and students.
 - Yearly school themes are set for staff by the principal. Last year's theme was "Definition of Insanity- Challenge Yourself".
 - School Pride and Positive Learning Environment:
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- 8th grade students are chosen by staff as the “Pride Team” which grounds the 7th grade students in the culture of Warren Junior High.
- Team building is done throughout the year – especially the first 3-4 days of the school year. The teachers hold off on teaching the core curriculum. It is all about team building to establish trust and build connections, both student to student and staff to students.
- Expectations are set at the beginning of the year. These expectations continue throughout the year utilizing the Pride Team and the [Safe School Ambassador](#) program.
- Positive Behavioral Interventions and Supports ([PBIS](#)) program is used to fidelity with extrinsic rewards leading to intrinsic motivation in students.

- Professional Learning Communities (PLC) 90 minutes once a week.
 - PLC schedule includes a monthly meeting rotation of the following: general sessions, team meetings, and PBIS focus.
 - PLC agenda is set by the district.
 - Student goals are set by the students with help from the teacher mentor.
 - The teacher meets with the students in ELA and/or math class to review current student academic status according to assessments.
 - [Individual Learning Plans](#) (ILP) are set by each student with teacher guidance.
 - The academic goals are set per quarter.
 - Teachers and students meet to go over the goals and review how the student is meeting the goals he/she set.