

SPRING HILL JUNIOR HIGH

Campus Improvement Plan

2017/2018



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SPRING HILL JUNIOR HIGH

Mission

As the center of our community, Spring Hill ISD is committed to the fulfillment of each learner's intellectual, creative and physical potential through the collaborative efforts of exceptional educators, dedicated parents and integrated, rigorous instruction provided in a safe environment.

Vision

Our vision is to be a premier school district focused on engaged learning and student success.

Nondiscrimination Notice

SPRING HILL JUNIOR HIGH does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SPRING HILL JUNIOR HIGH

Goal 1. Spring Hill Junior High will meet or exceed performance standards for the 2017-2018 school year.

Objective 1. Improve all SHJH students' Meets Grade Level standard STAAR scores in Reading and Math by 10%.

Objective 2. 60% of all special education students will pass STAAR Reading at the Approaches Grade Level standard.

Objective 3. 60% of all special education students will pass STAAR Math at the Approaches Grade Level standard.

Objective 4. 60% of all economically disadvantaged students will pass STAAR Social Studies at the Approaches Grade Level standard.

Goal 2. Spring Hill Junior High will have an attendance rate of 97% or higher.

Objective 1. SHJH will have a 97% or above attendance rate for the 2017-2018 school year.

Objective 2. Improve attendance for all students by 2%.

Objective 3. Strive for 98% attendance while maintaining at least 97% attendance.

Goal 3. Spring Hill Junior High will effectively communicate with parents and the community.

Objective 1. Communication and cooperation between the school, community and parents will increase to aid in the improved progress of students.

Objective 2. Communication and cooperation will be enhance in each classroom to aid in the improved progress of students.

Goal 4. Spring Hill Junior High will increase the performance of student identified as At-risk through the use of student engagement strategies.

Objective 1. Students identified as At-risk will receive opportunities for accelerated learning.

Objective 2. Students identified as At-risk will receive intervention as necessary.

Goal 5. Spring Hill Junior High will recruit and retain high quality and effective teachers.

Objective 1. Only Highly Qualified teachers will be recruited and retained at the campus.

Objective 2. SHJH will retain qualified staff members to ensure exemplary status for the campus.

SPRING HILL JUNIOR HIGH

Goal 1. Spring Hill Junior High will meet or exceed performance standards for the 2017-2018 school year.

Objective 1. Improve all SHJH students' Meets Grade Level standard STAAR scores in Reading and Math by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Released test/items analysis for all students will be analyzed to pinpoint student needs. (Target Group: All) (CSFs: 1)	Professional Learning Communities, Teacher(s)	Six weeks	(L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports	Summative - STAAR, Common Summative Assessments
2. Target identified state assessment objectives for improvements and implement strategies. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Principal(s), Professional Learning Communities, Teacher(s)	Six weeks	(L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports	Summative - STAAR, Common Summative Assessments
3. Correlate instruction with the state assessment objectives and TEKS. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Curriculum Director, ELA/Writing Teachers, Paraprofessional(s), Principal(s), Professional Learning Communities, Teacher(s)	Six Weeks	(L)Common Assessments, (L)DMAC Reports, (L)Supplemental Materials, (S)Region VII, (S)State Assessment Reports	Summative - STAAR, Common Summative Assessments

SPRING HILL JUNIOR HIGH

Goal 1. Spring Hill Junior High will meet or exceed performance standards for the 2017-2018 school year.

Objective 2. 60% of all special education students will pass STAAR Reading at the Approaches Grade Level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement educationally sound research based instructional arrangements at all grade levels. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Curriculum Director, Librarian(s), Principal(s), Professional Learning Communities, Teacher(s)	Six Weeks	(L)PLC Staff Development , (L)Supplemental Materials, (L)Technology staff development, (S)Region VII, (S)State Assessment Reports	Summative - STAAR
2. Develop a clearly articulated and appropriate set of achievement expectations for students at each grade level. (Target Group: SPED) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Counselor(s), Diagnostician(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Six Weeks	(L)Common Assessments, (L)DMAC Reports, (L)Supplemental Materials, (L)The Fundamental 5 Formula for Quality Instruction , (S)Released STAAR/EOC Tests, (S)State Assessment Reports	Summative - STAAR

SPRING HILL JUNIOR HIGH

Goal 1. Spring Hill Junior High will meet or exceed performance standards for the 2017-2018 school year.

Objective 3. 60% of all special education students will pass STAAR Math at the Approaches Grade Level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement educationally sound research based instructional arrangements at all grade levels. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Diagnostician(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Six weeks	(L)PLC Staff Development , (L)Supplemental Materials, (L)Technology staff development, (S)Region VII, (S)State Assessment Reports	Summative - STAAR
2. Develop a clearly articulated and appropriate set of achievement expectations for students at each grade level. (Target Group: SPED) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Six Weeks	(L)Common Assessments, (L)DMAC Reports, (L)Supplemental Materials, (L)The Fundamental 5 Formula for Quality Instruction , (S)Released STAAR/EOC Tests, (S)State Assessment Reports	Summative - STAAR

SPRING HILL JUNIOR HIGH

Goal 1. Spring Hill Junior High will meet or exceed performance standards for the 2017-2018 school year.

Objective 4. 60% of all economically disadvantaged students will pass STAAR Social Studies at the Approaches Grade Level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze the state assessment and local assessment data for areas of need. (Target Group: ECD) (CSFs: 1)	Professional Learning Communities, Teacher(s)	Six Weeks	(L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (S)State Assessment Reports	Summative - STAAR
2. Utilize aligned curriculum to the TEKS and the state assessment objectives. (Target Group: ECD) (Strategic Priorities: 2,3) (CSFs: 1)	Professional Learning Communities, Teacher(s)	Six Weeks	(L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (S)State Assessment Reports	Summative - STAAR

SPRING HILL JUNIOR HIGH

Goal 2. Spring Hill Junior High will have an attendance rate of 97% or higher.

Objective 1. SHJH will have a 97% or above attendance rate for the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent or guardian will be contacted after two consecutive absences. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Professional Learning Communities, Secretary, Teacher(s)	weekly	(L)Attendance reports, (L)Skyward Program	Summative - Weekly absence reports.
2. Implement incentive and recognition programs for perfect attendance and improved attendance. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Principal(s), Secretary, Teacher(s)	Six Weeks	(L)Activity Funds, (L)Attendance awards, (L)Attendance reports, (L)Skyward Program	Summative - Six weeks attendance reports

SPRING HILL JUNIOR HIGH

Goal 2. Spring Hill Junior High will have an attendance rate of 97% or higher.

Objective 2. Improve attendance for all students by 2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers emphasize high attendance to students and parents. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Teacher(s)	weekly	(L)Attendance awards, (L)Skyward Program	Summative - Each six weeks, review absence reports.

SPRING HILL JUNIOR HIGH

Goal 2. Spring Hill Junior High will have an attendance rate of 97% or higher.

Objective 3. Strive for 98% attendance while maintaining at least 97% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor at-risk, migrant and homeless student absences. (Target Group: Migrant, AtRisk) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Principal(s), Secretary, Teacher(s)	weekly	(L)Skyward Program	Summative - Each six weeks review absence reports.

SPRING HILL JUNIOR HIGH

Goal 3. Spring Hill Junior High will effectively communicate with parents and the community.

Objective 1. Communication and cooperation between the school, community and parents will increase to aid in the improved progress of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high access for sharing information. (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal(s), Professional Learning Communities, Teacher(s)	Six weeks	(L)District Facebook, (L)District Website, (L)Google classroom, (L)Remind 101	Summative - Community survey
2. Provide the community with access to school information through the use of technology. (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Principal(s), Professional Learning Communities, Teacher(s)	weekly	(L)District Facebook, (L)District Twitter, (L)District Website, (L)District/Campus Call-Outs	Summative - Community survey

SPRING HILL JUNIOR HIGH

Goal 3. Spring Hill Junior High will effectively communicate with parents and the community.

Objective 2. Communication and cooperation will be enhance in each classroom to aid in the improved progress of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a system of effective communication. (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Assistant Principal(s), Principal(s), Professional Learning Communities, Teacher(s)	Six Weeks	(L)District Website, (L)Remind 101	Summative - Community survey

SPRING HILL JUNIOR HIGH

Goal 4. Spring Hill Junior High will increase the performance of student identified as At-risk through the use of student engagement strategies.

Objective 1. Students identified as At-risk will receive opportunities for accelerated learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district/campus will provide staff development for teaching At-risk students in the core academic subject areas. (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Principal(s), Professional Learning Communities, Texas Education Service Centers</p>	<p>End of Year</p>	<p>(F)Title IIA Principal and Teacher Improvement, (L)Student Academic Records, (L)Student Programs/Open House, (L)Supplemental Materials, (L)Technology staff development, (L)The Fundamental 5 Formula for Quality Instruction , (S)Released STAAR/EOC Tests, (S)State Compensatory, (S)TEKS Resource System, (S)Texas Education Service Centers</p>	<p>Summative - STAAR, Common Summative Assessments</p>
<p>2. Assessment will drive instruction. (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)</p>	<p>Six weeks</p>	<p>(L)DMAC Reports, (L)Student Academic Records, (L)Student Programs/Open House, (L)Supplemental Materials, (L)Technology staff development, (L)The Fundamental 5 Formula for Quality Instruction , (S)Released STAAR/EOC Tests, (S)State Compensatory, (S)TEKS Resource System, (S)Texas Education Service Centers</p>	<p>Summative - Common Summative Assessments</p>

SPRING HILL JUNIOR HIGH

Goal 4. Spring Hill Junior High will increase the performance of student identified as At-risk through the use of student engagement strategies.

Objective 2. Students identified as At-risk will receive intervention as necessary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher will provide individual classroom interventions as needed. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Six weeks	(L)Attendance reports, (L)DMAC Reports, (L)Supplemental Materials, (S)TEKS Resource System	Summative - STAAR, Common Summative Assessments

SPRING HILL JUNIOR HIGH

Goal 5. Spring Hill Junior High will recruit and retain high quality and effective teachers.

Objective 1. Only Highly Qualified teachers will be recruited and retained at the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. High quality staff development will be provided for each teacher to support campus goals and objectives. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Principal(s), Teacher(s), Texas Education Service Centers	End of year	(L)Common Assessments, (S)Region VII, (S)State Assessment Reports	Summative - Teacher surveys

SPRING HILL JUNIOR HIGH

Goal 5. Spring Hill Junior High will recruit and retain high quality and effective teachers.

Objective 2. SHJH will retain qualified staff members to ensure exemplary status for the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Departmental curriculum planning and implementation will be provided in the core academic subject areas. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)	Assistant Principal(s), Principal(s), Professional Learning Communities, Special Ed Teachers	Six weeks	(L)Benchmark Tests, (L)Common Assessments, (L)DMAC Reports, (S)Region VII, (S)State Assessment Reports	Summative - STAAR, teacher surveys

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total enrollment for 2016-2017 was 418 students. That is an increase over the previous school year and enrollment has steadily been increasing for several years. The rate of change in enrollment has not been large enough to cause problems with class sizes, however we did see a 40 student increase in enrollment for the 2017-2018 school year.

Breakdown by Gender: 224 Males, 194 Females
Student Population:

- African American 10.5%
- Hispanic 14.6%
- White 69.4 %
- Asian/Pacific Islander 1%
- American Indian .5%
- Two or more races 4%

- Economically Disadvantaged 35.6%
- Limited English Proficient 4.5%
- Mobility Rate 11.5
- At-Risk 46%
- Special Education 9%
- Gifted and Talented 6%

Special Education:

- 37 Students
- American Indian 3%
- African American 13.5%
- Hispanic 25%
- White 59.5%

At-Risk:

- 191 Students
- American Indian 1%
- Asian 1%
- African American 16.8%
- Hispanic 23%

Comprehensive Needs Assessment

Demographics Summary (Continued)

- White 58.2%

There were no migrant students enrolled in 2016-2017. Two students were identified as homeless.

Staff Population:

- 34 Teachers
- 4 Paraprofessionals
- 1 Counselor
- 2 Administrators
- Turnover rate for 2015-2016, 12%

Student Achievement

Student Achievement Strengths

100% passing rate on the STAAR Algebra test with 33% of students meeting Masters Grade Level Standard.

89% passing rate on the STAAR Science test

87% passing rate on the STAAR Math test

86% passing rate on the STAAR Reading test

Growth in Meets Grade Level Standard:

6th grade math increased to 59% from 38% in 2016. 8th grade math also saw growth to 44% from 34% in 2016. 8th grade ELA increased to 63% from 52%. 8th grade science increased to 65% from 53% in 2016. African American scores in science increased to 42% from 17%. Hispanic scores in ELA, math and Science had significant increases.

Overall performance at SHJH was strong. The campus met standard on all four indexes and achieved distinctions in math, science, ELA and Closing Performance Gaps.

Comprehensive Needs Assessment

Student Achievement Weaknesses

Decrease in Meets Grade Level Standard:

7th grade math saw a decrease to 50% passing at the Meets Grade Level Standard compared to 65% in 2016. 6th Grade reading decreased slightly to 47% and 7th grade reading fell to 52% from 61%. Writing scores dropped to 21% passing at the Meets Grade Level Standard from 45% the previous year.

Hot Spots to address:

Performance of special education students on STAAR in both math and reading fell below the state target.

- 27% of JH SpEd passed the reading STAAR at approaches grade level - state target: 60%.
- 40% of JH SpEd passed the math STAAR at approaches grade level - state target: 60%.

Economically disadvantaged students failed to meet the state target of 60% in Social Studies.

Student Achievement Needs

Increase and maintain student participation in advanced courses and algebra.

Increase in Masters Grade Level Standard percentage on STAAR.

Increase 8th grade social studies passing percentage on STAAR.

Increase 6th, 7th & 8th Meets Grade Level Standard percentage on STAAR in math and reading.

Student Achievement Summary

2017 STAAR Data

6th Reading: Approaches - 85%, Meets - 67%, Masters - 21%

6th Math: Approaches - 91%, Meets - 57%, Masters - 31%

7th Reading: Approaches - 77%, Meets - 49%, Masters - 28%

7th Writing: Approaches - 77%, Meets - 45%, Masters - 13%

7th Math: Approaches - 72%, Meets - 47%, Masters - 21%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

8th Reading: Approaches - 94%, Meets - 63%, Masters - 32%

8th Math: Approaches - 92%, Meets - 44%, Masters - 4%

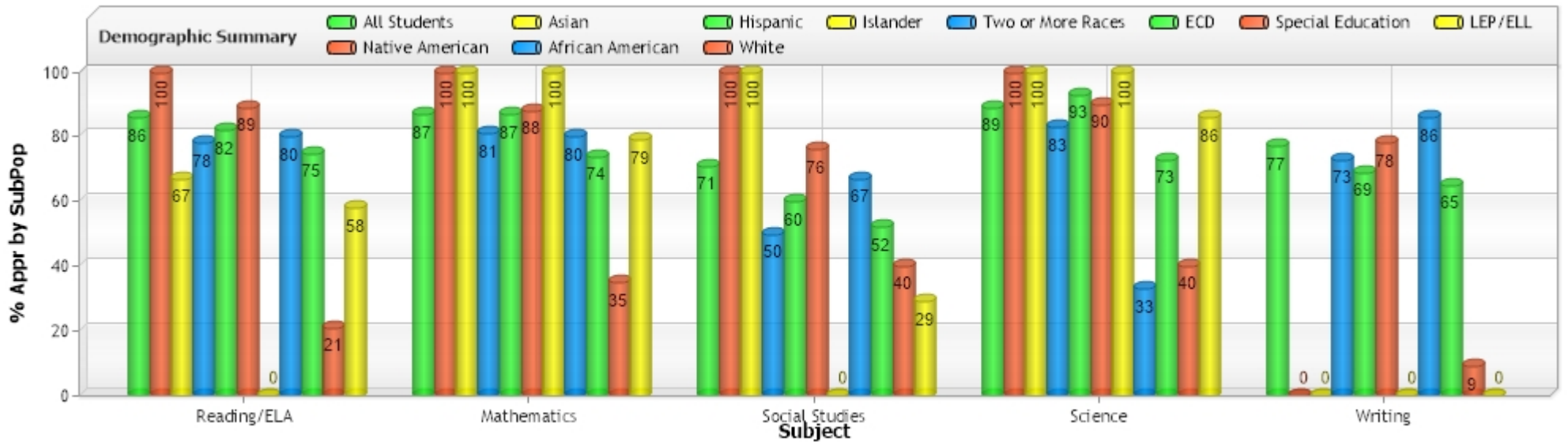
8th Science: Approaches - 89%, Meets - 65%, Masters - 28%

8th Social Studies: Approaches - 71%, Meets - 41%, Masters - 22%

STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2017 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Approaching Gr Lvl Std Retests: Second Administration included if available Source: Snapshot

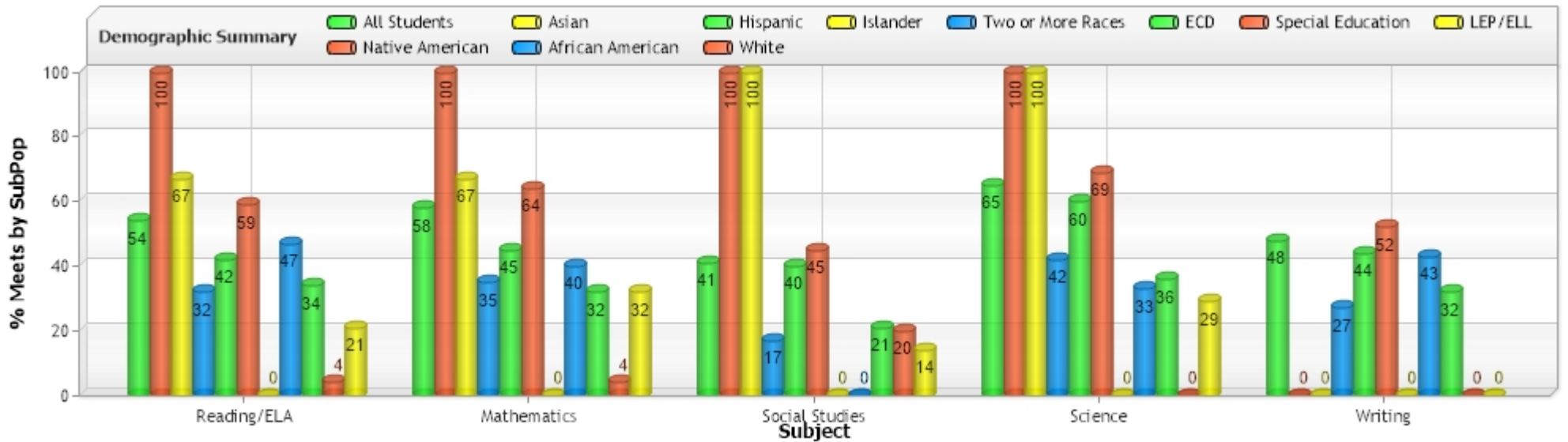
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	395	340	86	394	342	87	124	88	71	124	110	89	132	101	77
Native American	2	2	100	2	2	100	1	1	100	1	1	100	0	0	0
Asian	3	2	67	3	3	100	1	1	100	1	1	100	1	0	0
African American	37	29	78	37	30	81	12	6	50	12	10	83	11	8	73
Hispanic	55	45	82	55	48	87	15	9	60	15	14	93	16	11	69
White	282	250	89	281	246	88	91	69	76	91	82	90	97	76	78
Islander	1	0	0	1	1	100	1	0	0	1	1	100	0	0	0
Two or More Races	15	12	80	15	12	80	3	2	67	3	1	33	7	6	86
ECD	150	113	75	149	110	74	33	17	52	33	24	73	60	39	65
Special Education	24	5	21	23	8	35	5	2	40	5	2	40	11	1	9
LEP/ELL	19	11	58	19	15	79	7	2	29	7	6	86	4	0	0



STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2017 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Meets Gr Lvl Std Retests: Second Administration included if available Source: Snapshot

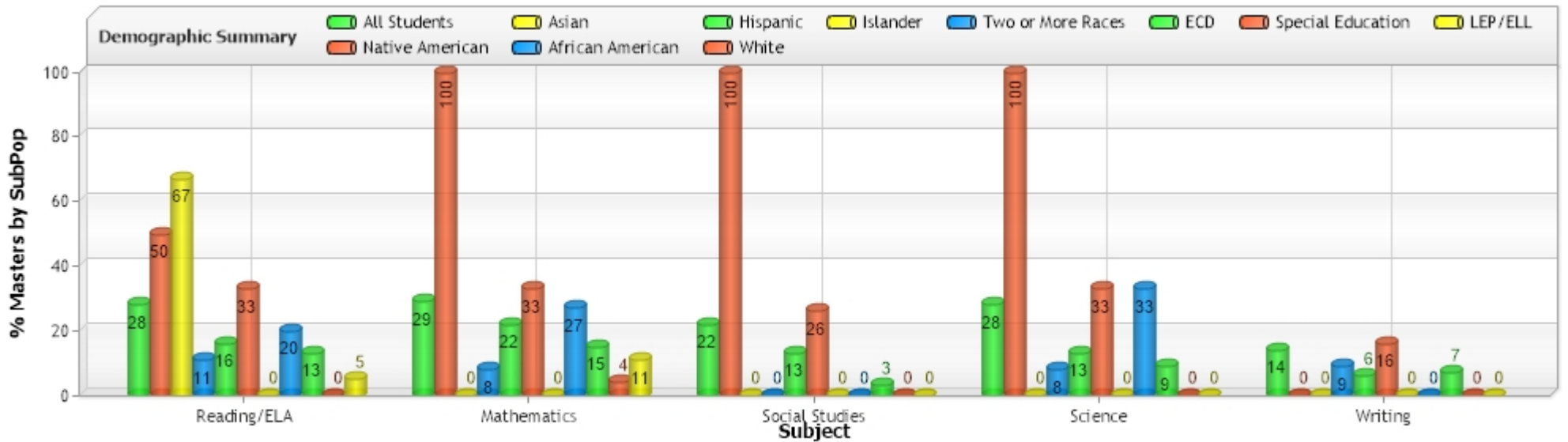
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	395	213	54	394	227	58	124	51	41	124	80	65	132	63	48
Native American	2	2	100	2	2	100	1	1	100	1	1	100	0	0	0
Asian	3	2	67	3	2	67	1	1	100	1	1	100	1	0	0
African American	37	12	32	37	13	35	12	2	17	12	5	42	11	3	27
Hispanic	55	23	42	55	25	45	15	6	40	15	9	60	16	7	44
White	282	167	59	281	179	64	91	41	45	91	63	69	97	50	52
Islander	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0
Two or More Races	15	7	47	15	6	40	3	0	0	3	1	33	7	3	43
ECD	150	51	34	149	48	32	33	7	21	33	12	36	60	19	32
Special Education	24	1	4	23	1	4	5	1	20	5	0	0	11	0	0
LEP/ELL	19	4	21	19	6	32	7	1	14	7	2	29	4	0	0



STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2017 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Masters Gr Lvl Std Retests: Second Administration included if available Source: Snapshot

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	395	111	28	394	113	29	124	27	22	124	35	28	132	18	14
Native American	2	1	50	2	2	100	1	1	100	1	1	100	0	0	0
Asian	3	2	67	3	0	0	1	0	0	1	0	0	1	0	0
African American	37	4	11	37	3	8	12	0	0	12	1	8	11	1	9
Hispanic	55	9	16	55	12	22	15	2	13	15	2	13	16	1	6
White	282	92	33	281	92	33	91	24	26	91	30	33	97	16	16
Islander	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0
Two or More Races	15	3	20	15	4	27	3	0	0	3	1	33	7	0	0
ECD	150	20	13	149	22	15	33	1	3	33	3	9	60	4	7
Special Education	24	0	0	23	1	4	5	0	0	5	0	0	11	0	0
LEP/ELL	19	1	5	19	2	11	7	0	0	7	0	0	4	0	0





STAAR Demographics Growth by Subject for All Grades for SPRING HILL J H

Year: 2017 Language(s): English Test Version(s): STAAR Score Code(s): S
 Calculation Option: Growth Retests: Second Administration included if available Source: Snapshot

SubPopulation	Reading/ELA					Mathematics					Social Studies					Science					Writing						
	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %	Tstd	Lim %	Exp %	Acc %	NoI %		
All Students	402	37	42	19	2	399	23	57	18	3	124	0	0	0	100	124	0	0	0	0	100	132	0	0	0	0	100
Native American	2	0	100	0	0	2	0	50	50	0	1	0	0	0	100	1	0	0	0	0	100	0	0	0	0	0	0
Asian	3	0	33	33	33	3	33	33	0	33	1	0	0	0	100	1	0	0	0	0	100	1	0	0	0	0	100
African American	39	46	28	21	5	37	32	51	11	5	12	0	0	0	100	12	0	0	0	0	100	11	0	0	0	0	100
Hispanic	56	38	38	20	5	55	29	49	16	5	15	0	0	0	100	15	0	0	0	0	100	16	0	0	0	0	100
White	286	36	45	18	1	285	21	58	19	1	91	0	0	0	100	91	0	0	0	0	100	97	0	0	0	0	100
Islander	1	0	100	0	0	1	0	100	0	0	1	0	0	0	100	1	0	0	0	0	100	0	0	0	0	0	100
Two or More Races	15	47	27	20	7	16	13	75	6	6	3	0	0	0	100	3	0	0	0	0	100	7	0	0	0	0	100
ECD	156	43	32	21	4	153	31	57	8	4	33	0	0	0	100	33	0	0	0	0	100	60	0	0	0	0	100
Special Education	28	46	43	11	0	24	46	54	0	0	5	0	0	0	100	5	0	0	0	0	100	11	0	0	0	0	100
LEP/ELL	20	25	30	20	25	19	26	42	5	26	7	0	0	0	100	7	0	0	0	0	100	4	0	0	0	0	100

* Lim% = Limited growth(0), Exp% = Expected growth(1), Acc% = Accelerated growth(2), NoI% = No growth information(blank)
 ** For 2013: The columns only reflect results for the STAAR version, growth was not calculated by TEA for all versions/subjects.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

- Teachers have time to plan with their partners. PLC is built into the schedule everyday for 45 minutes while not compromising teacher's conference time.
- Grade Level PLCs meet two times per week to discuss student behaviors and to address student needs.
- Discipline plan in place for teachers to use to address student behaviors. The discipline plan is designed to make parents a partner in addressing their student's behavior. Parents are contacted after the third minor discipline infraction in a classroom.
- Overall, student discipline is good. Office referrals are kept to a minimum, since teachers are encouraged to follow and implement the campus discipline plan.
- Panther of the Month
- Nerve 2 Serve Students of the Week - Recognizing students for doing the right thing and serving others.
- Leadership classes -

School Culture and Climate Weaknesses

- As a campus we do not spend enough time celebrating or rewarding students for doing the right things academically and behaviorally.
- Teachers need more time to tutor.
- Communication with parents needs to improve to eliminate their frustrations.
- Too many teachers have a double prep.

School Culture and Climate Needs

Implemented for 2017-2018

- Fun Fridays - students with no office referrals or late work have free time during their activity class.
- Every six weeks the JH will have a drawing for prizes for students with no absences.
- Eliminate morning duty for teacher so that they can use that time for tutoring.
- Improve communications between campus administrators and faculty.
- Revisit need to have double blocked classes. Ask for teacher input.
- Work to even out class sizes.

School Culture and Climate Summary

Comprehensive Needs Assessment

Spring Hill Junior High School's focus is to create a culture where students take pride in their school. Our goal is to make sure that every student is plugged into an extra curricular activity or student group. Participation in athletics and band is high and we have various groups for students to join including NJHS, STUCO, Leadership and WAVE.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

50% of teachers on staff have more than 11 years of teaching experience.

All department heads are experienced teachers in their fields.

Staff Quality, Recruitment and Retention Weaknesses

20% of staff have less than 5 years of experience.

Low percentage of minority staff members.

Staff Quality, Recruitment and Retention Needs

Targeted professional development goals that are aligned with the district and campus goal of student engagement.

Staff Quality, Recruitment and Retention Summary

SHJH welcomed eight new staff members in 2016-2017. This was a significant turnover rate. Three teachers hired had no experience. The turnover rate slowed significantly, and only two teachers left the district and were replaced with new experienced teachers.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

PLC structures including subject level meetings and grade level meetings. STAAR tested subjects give common summative assessments every nine weeks and track student data through DMAC. Data meetings are held in the PLCs to diagnose and adjust to student needs and to arrange tutorials.

Curriculum, Instruction and Assessment Weaknesses

Teachers and administrators will need more staff development on utilizing the TEKS resource system and DMAC. Develop more opportunities for vertical and horizontal alignment and walk-throughs for teachers. Non tested core subjects are not using the DMAC system to collect data on students.

8th grade students do not have an activity period, and 7th graders do not have a common activity period time.

Curriculum, Instruction and Assessment Needs

Campus needs a testing calendar and plan for assessments at the beginning of the year so that teachers can plan for their assessments better.

Common activity time for all grades to facilitate better tutorial schedules.

Curriculum, Instruction and Assessment Summary

Teachers and administrators use DMAC to view and analyze student data from STAAR and from common summative assessments, to develop plans for individual students and adjust instructional methods and focus according to weaknesses in SE's and objectives. Teachers will need to adapt, create and/or explore the development or use of creative, differentiated, high rigor level lessons for all subject areas to meet the challenges and needs of all students. TEKS Resource System should continue to be utilized by staff to allow teachers to stay on track with the scope and sequence of their subject.

Family and Community Involvement

Family and Community Involvement Strengths

Parents and community continue to be strongly involved with our school through PTA and volunteering. Attendance at school sporting events, pep rallies, UIL events and social events is very good. The campus Facebook page has 317 followers and has been an excellent tool for communicating with parents and other stakeholders.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Better ways for parents to provide input to the administration is needed, including forming of a Parent Advisory Committee.

School Context and Organization

School Context and Organization Strengths

SHJH Math/Science Team placed 5th out of 21 teams at the state meet in San Antonio. The team also had multiple top finishes and individual medals at area meets.

The Junior High UIL Team placed 1st overall at the district meet.

The Student Council was awarded outstanding achievement in the following areas:

Drugs, Alcohol, Safety and Health

Energy and Environment

Pride and Patriotism

Community Service

Outstanding Student Council

Student Council fundraising projects:

Pink Out - \$65 raised

Autism Speaks Bake Sale - \$90 raised

Can Food Drive - 1200 cans delivered to the HWY 80 Rescue Mission

Adopted two families for Christmas with money raised at the Fall Dance

Jump Rope for Heart - \$1400 raised

SHJH was proud to form a chapter of the National Junior Honor Society this year. Members were inducted on October 4, 2016. The NJHS members logged over 900 hours of community service this school year alone.

The Wave group found many different ways to serve in the community and learn about helping others.

No place for hate/Anti-bullying campaign--posters hung throughout the school

Christmas cards for Pine Tree Lodge, Heritage, and Summer Meadows. In addition to making cards, the students sang Christmas carols at each nursing home.

Senior citizen luncheon placemats--students created the placemats for the luncheon.

Valentine cards were made and delivered to Pine Tree Lodge, Summer Meadows, and Heritage nursing homes.

Students served several meals at Newgate Mission Center.

Students held a book drive and collected almost 500 books for the Boys and Girls Club.

The Leadership classes really set an example of service for our community. Leadership students learn about many different aspects of leadership. Led by Mrs. Haney, here is a list of their accomplishments.

Collected over 300 shoeboxes filled with toys for children in third world countries through Operation Christmas Child

Mentored primary students every Wednesday

Picked up trash for Longview Green and Clean at the Spring Hill baseball fields

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Partnered with primary and intermediate campus to collect a combined total of over 700 basic items for Hope Haven Women's Shelter and helped with a photo shoot for residents and their children

Helped Coach Peurifoy's classes kick off his skating unit by helping kids find their spots and put skates and pads on as well as walk those who struggled around.

Used Microsoft Publisher to create fun books for CASA to give foster children on the night they are placed in a new home. Students had to create their own crossword puzzles, word finds, mad libs, trivia pages...etc.

Mentored at the primary by partnering students with teachers to help with individual students who need help.

Partnered with LeTourneau University's Dr. Steve Ayers Engineered Water Solutions to bring a campaign to our campus to help create awareness and support for the African water crisis. My students delivered a presentation to the junior high during all activity periods kicking off the campaign which spurred teachers both here and at the primary to raise over \$2,000 to help Dr. Ayers and his team build water wells in Africa.

Decorated the bulletin board in front of the library with students and teachers who have had the Nerve to Serve on this campus.

Took students to Letourneau University to tour campus and have questions answered about college and go to meet Dr. Steve Ayers and see the nursing lab and have hands on experience with life like mannequins programmed to simulate different sicknesses.

Helped the primary librarian, Mrs. Pleasant pack up all her books for the library to be carpeted over the summer.

Manned inflatables for the intermediate during their "after STAAR" celebration.

Guided intermediate students through the Teacherage giving information about the history of both the Teacherage and the district.

Tech Tuesdays focused on students learning to code. Wednesday readers group invited high school students to peer read with JH students.

School Context and Organization Summary

Spring Hill Junior High School continues to have several student organizations that promote character development, academics and service in the community.

- Student Council
- NJHS
- Leadership Class
- WAVE
- Math/Science Team
- Academic UIL
- Tech Tuesday Group
- Wednesday Readers
- JH Band

Technology

Comprehensive Needs Assessment

Technology Strengths

120 Chromebooks for student use. The Chromebooks are on carts of 30 each that can be checked out by teachers and moved to their classrooms.

3 computer labs.

Excellent network capability with improvements planned for 2017-2018.

Technology Summary

Teachers are implementing technology more in the classrooms using web based sites like Plickers, Kahoot and Quizlet as well as Google Classroom. The campus goal for technology is to increase student engagement and cooperative learning. The SHJH teachers have embraced using technology tools and have been seeking out professional development to improve their classroom practices.

Comprehensive Needs Assessment Data Sources

Community Demographics
Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Highly Qualified Staff
Report Card Grades
Semester Exam Grades
Special Programs Evaluations
Staff Development
State Assessment Reports
Survey and Interviews of Students/Staff/Parents

SPRING HILL JUNIOR HIGH Site Base

Name	Position
Jameson, Mandy	Counselor
Kylberg, Lauren	Asst. Band Director
Lynch, David	Principal
Miller, Monica	Teacher
Ruddell, Becky	Teacher
Von Allmen, Darlene	Teacher

Resources

Resource	Source
Title IIA Principal and Teacher Improvement	Federal
Activity Funds	Local
Attendance awards	Local
Attendance reports	Local
Attendance trophies	Local
Benchmark Tests	Local
Common Assessments	Local
District Facebook	Local
District Twitter	Local
District Website	Local
District/Campus Call-Outs	Local
DMAC Reports	Local
Junior Achievement	Local
Personal Graduation Plans	Local
PLC "Learning By Doing"	Local
PLC Building a Professional Learning Community	Local
PLC Staff Development	Local
Principals' Messages/Updates	Local
Remind 101	Local
Skyward Program	Local
Solution Tree Training/Materials	Local
Superintendent's Mid-Week Message	Local
Supplemental Materials	Local
Teacher Newsletters	Local
Technology staff development	Local
TEKScore	Local
The Fundamental 5 Formula for Quality Instruction	Local
Interactive whiteboards	State

Resources

Resource	Source
Local Funds	State
Region VII	State
Released STAAR/EOC Tests	State
Special Education Funds	State
State Assessment Reports	State
State Compensatory	State
Student Code of Conduct	State

Spring Hill Junior High School



Campus Site Based Committee

9/20/2017

Mandy Jameson	Counselor	<i>Mandy Jameson</i>
Lauren Kylberg	Fine Arts	<i>Lauren Kylberg</i>
David Lynch	Principal	<i>David Lynch</i>
Monica Miller	Teacher	<i>Monica Miller</i>
Becky Ruddell	Teacher	<i>Becky Ruddell</i>
Darlene von Allmen	Teacher	<i>Darlene von Allmen</i>

Topics:

Comprehensive Needs Assessment

Campus Goals