

# SPRING HILL J H

## Campus Improvement Plan

### 2018/2019



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# SPRING HILL J H

## **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 J H 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 J H Site Base

Name	Position
Bodenheimer, Nicole	Parent
Diggins, Julie	Parent
Haney, Melissa	Teacher
Jameson, Mandy	Counselor
Kylberg, Lauren	Fine Arts
Lightfoot , Mary	Teacher
Lynch, David	Principal
Miller, Monica	Teacher
Ruddell, Becky	Teacher
Von Allmen, Darlene	Teacher

# Resources

Resource	Source
Child Nutrition Program	Federal
IDEA Special Education	Federal
Activity Funds	Local
Attendance awards	Local
Attendance reports	Local
Benchmark Tests	Local
Common Assessments	Local
Curriculum Management Plan	Local
District Facebook	Local
Education software	Local
ELA/Writing Teachers	Local
Extra-curricular activities	Local
Fine arts programs	Local
G/T Funds	Local
Google Accounts Gr. 8-12	Local
Google Calendar	Local
Google classroom	Local
Google Drive	Local
Gregg County Shared Services Arrangement	Local
Junior Achievement	Local
Lead Your School Training/Materials	Local
Master schedules	Local
Online student registration	Local
Panther Night Out	Local
Personal Graduation Plans	Local
Response to Intervention (RTI) Teams	Local
SafeSchools Training Program	Local
School Resource Officer	Local
Edgenuity Courseware	State

# Resources

Resource	Source
ETS STAAR Reports	State
Language survey	State
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
TEA STAAR Questions	State
Technology equipment/software	State
TEKS Clarifications	State
TEKS Resource System	State
Texas Association of School Boards	State
Texas Education Service Centers	State

# SPRING HILL J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 1.** Improve all grades combined Meets Grade Level Standard percentage in Math from 62% to 70%.

**Objective 2.** Improve all grades combined Meets Grade Level Standard percentage in Reading from 54% to 70%

**Objective 3.** Improve Meets Grade Level Standard percentage in Social Studies from 32% to 50%.

**Objective 4.** Improve Meets Grade Level Standard percentage in Science from 54% to 65%.

**Objective 5.** Improve Meets Grade Level Standard percentage in Writing from 55% to 60%.

**Goal 2.** Spring Hill Junior High will improve the performance of Special Education students in the areas of Reading and Math.

**Objective 1.** Improve Special Education Approaches Grade Level Standard percentage in Reading from 14% to 50%.

**Objective 2.** Improve Special Education Approaches Grade Level Standard percentage in Math from 60% to 70%.

**Goal 3.** 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 2018-2019 school year.

**Objective 2.** Strive for 98% attendance while maintaining at least 97% daily attendance rate.

**Goal 4.** Spring Hill Junior High will effectively communicate with parents and the community.

**Objective 1.** Communication and cooperation will be enhanced in each classroom to aid in the improved progress of students.

**Objective 2.** Communication and cooperation between the school, community and parents will increase to aid in the improved progress of students.

**Goal 5.** Spring Hill Junior High will increase the performance of students 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 6.** Spring Hill Junior High will recruit and retain high quality and effective teachers.

**Objective 1.** Only highly effective 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 J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 1.** Improve all grades combined Meets Grade Level Standard percentage in Math from 62% to 70%.

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) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	1st Semester	(L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - 2019 STAAR Assessments
2. Correlate instruction with the state assessment objectives and TEKS. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Professional Learning Communities	Ongoing	(L)Common Assessments, (L)DMAC Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - Common Summative Assessments
3. Utilize the vertical alignment planning process. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Principal(s), Professional Learning Communities, Teacher(s)	Ongoing	(L)DMAC Reports, (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (S)TEKS Resource System	Summative - Common Summative Assessments PLC Notes

# SPRING HILL J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 2.** Improve all grades combined Meets Grade Level Standard percentage in Reading from 54% to 70%

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) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	1st Semester	(L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - 2019 STAAR Assessments
2. Correlate instruction with the state assessment objectives and TEKS. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Professional Learning Communities	Ongoing	(L)Common Assessments, (L)DMAC Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - Common Summative Assessments
3. Utilize the vertical alignment planning process. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	Ongoing	(L)DMAC Reports, (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (S)TEKS Resource System	Summative - Common Summative Assessments PLC Notes
4. Campus will implement reading intervention programs. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Ongoing	(L)DMAC Reports, (L)Student Academic Records	Summative - Common Summative Assessments



# SPRING HILL J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 3.** Improve Meets Grade Level Standard percentage in Social Studies from 32% to 50%.

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) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	1st Semester	(L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - 2019 STAAR Assessments
2. Correlate instruction with the state assessment objectives and TEKS. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Professional Learning Communities	Ongoing	(L)Common Assessments, (L)DMAC Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - Common Summative Assessments
3. Utilize state assessment practice curriculum materials. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Professional Learning Communities	Ongoing	(S)State Assessment Reports	Summative - Common Assessments 2019 STAAR Assessment

# SPRING HILL J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 4.** Improve Meets Grade Level Standard percentage in Science from 54% to 65%.

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) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	1st Semester	(L)DMAC Reports, (S)Released STAAR/EOC Tests, (S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - 2019 STAAR Assessment
2. Correlate instruction with the state assessment objectives and TEKS. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Professional Learning Communities	Ongoing	(L)Common Assessments, (L)DMAC Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - Common Summative Assessments
3. Utilize the vertical alignment planning process. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	Ongoing	(L)DMAC Reports, (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (S)TEKS Resource System	Summative - Common Summative Assessments PLC Notes

# SPRING HILL J H

**Goal 1.** Spring Hill Junior High will meet or exceed performance standards for the 2018-2019 school year.

**Objective 5.** Improve Meets Grade Level Standard percentage in Writing from 55% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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)	Ongoing	(S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Summative - 2019 STAAR Assessment
2. Utilize the vertical alignment planning process. (Target Group: All, 7th ) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal(s), Professional Learning Communities	Ongoing	(L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (S)TEKS Resource System	Summative - Common Summative Assessments PLC Notes

# SPRING HILL J H

**Goal 2.** Spring Hill Junior High will improve the performance of Special Education students in the areas of Reading and Math.

**Objective 1.** Improve Special Education Approaches Grade Level Standard percentage in Reading from 14% to 50%.

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: 1,4)	Core Subject Teachers, Paraprofessional(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Special Education Director Gregg County SSA	Ongoing	(L)Common Assessments, (L)Education software, (S)Special Education Funds, (S)State Assessment Reports	2019 STAAR Assessments Common Summative Assessments
2. Campus will implement reading intervention programs. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,4)	Professional Learning Communities, Special Ed Teachers, Teacher(s)	Ongoing	(L)DMAC Reports, (L)Student Academic Records	Common Summative Assessments

# SPRING HILL J H

**Goal 2.** Spring Hill Junior High will improve the performance of Special Education students in the areas of Reading and Math.

**Objective 2.** Improve Special Education Approaches Grade Level Standard percentage in Math from 60% to 70%.

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: 1,4)	Core Subject Teachers, Paraprofessional(s), Principal(s), Professional Learning Communities, Special Ed Teachers, Special Education Director Gregg County SSA	Ongoing	(L)Common Assessments, (L)Education software, (S)Special Education Funds, (S)State Assessment Reports	2019 STAAR Assessment Common Summative Assessment
2. Implement remediation classes in math for the 7th and 8th grade. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,4)	Principal(s), Professional Learning Communities, Special Ed Teachers, Teacher(s)	Ongoing	(L)Common Assessments, (L)DMAC Reports, (S)State Assessment Reports, (S)State Compensatory, (S)TEKS Resource System	2019 STAAR Assessment Common Summative Assessments

# SPRING HILL J H

**Goal 3.** 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 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent/guardian will be contacted after two consecutive absences. (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,4,5)	Principal(s), Professional Learning Communities, Secretary, Teacher(s)	6 weeks	(L)Attendance reports	Attendance Reports Common Summative Assessments
2. Implement incentive and recognition programs for perfect attendance and improved attendance. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5,6)	Principal(s), Professional Learning Communities, Secretary	6 weeks	(L)Attendance awards, (L)Attendance reports	Attendance Reports

# SPRING HILL J H

**Goal 3.** Spring Hill Junior High will have an attendance rate of 97% or higher.

**Objective 2.** Strive for 98% attendance while maintaining at least 97% daily attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent/guardian will be contacted after two consecutive absences. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5,6)	Principal(s), Professional Learning Communities, Secretary, Teacher(s)	6 weeks	(L)Attendance reports	Attendance Reports Common Summative Assessments
2. Implement incentive and recognition programs for perfect attendance and improved attendance. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5,6)	Principal(s), Professional Learning Communities, Secretary	6 weeks	(L)Attendance awards, (L)Attendance reports	Attendance Reports

# SPRING HILL J H

**Goal 4.** Spring Hill Junior High will effectively communicate with parents and the community.

**Objective 1.** Communication and cooperation will be enhanced 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) (CSFs: 5,6)	Professional Learning Communities, Teacher(s)	Ongoing	(L)District Website, (L)Google Calendar, (L)Google classroom, (L)Remind 101, (L)Teacher Newsletters	Parent and community surveys



# SPRING HILL J H

**Goal 4.** Spring Hill Junior High will effectively communicate with parents and the community.

**Objective 2.** 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 the community with access to school information through technology. (Target Group: All) (CSFs: 5,6)	Principal(s)	Ongoing	(L)District Facebook, (L)District Website	Parent and community surveys

# SPRING HILL J H

**Goal 5.** Spring Hill Junior High will increase the performance of students 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
1. The district will provide staff development for teaching At-risk students in the core academic subject areas. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1)	Counselor(s), Principal(s)	1st Semester	(L)Response to Intervention (RTI) Teams, (S)Local Funds	District Assessments Student Grades Student Achievement
2. Campus will offer acceleration program/classes for reading and math. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1,4)	Principal(s), Professional Learning Communities, Teacher(s)	Ongoing	(L)DMAC Reports, (L)Response to Intervention (RTI) Teams, (S)State Compensatory	District Assessments Student Achievement

# SPRING HILL J H

**Goal 5.** Spring Hill Junior High will increase the performance of students 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. Campus will offer acceleration program/classes for reading and math. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1,4)	Principal(s), Professional Learning Communities, Teacher(s)	Ongoing	(L)DMAC Reports, (L)Response to Intervention (RTI) Teams, (S)State Compensatory	District Assessments Student Achievement

# SPRING HILL J H

**Goal 6.** Spring Hill Junior High will recruit and retain high quality and effective teachers.

**Objective 1.** Only highly effective 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. (Strategic Priorities: 1) (CSFs: 1,6,7)	Curriculum Director, Principal(s)	Ongoing	(F)Title IIA Principal and Teacher Improvement, (L)PLC Staff Development , (L)SafeSchools Training Program	Teacher attendance Teacher workshop certificates Feedback from staff and staff survey

# SPRING HILL J H

**Goal 6.** 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. (Strategic Priorities: 1) (CSFs: 1,6,7)	Principal(s), Professional Learning Communities	Ongoing	(L)PLC Building a Professional Learning Community , (L)PLC Staff Development	Teacher attendance Feedback from staff and staff survey

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

SHJH is a growing campus as our student enrollment continues to increase. We have a relatively low mobility rate, and strong family and community involvement in our school.

### Demographics Summary

Total enrollment for 2017-2018 was 465 students. This was an increase of 10% (41 students) over the 2016-2017 school year. The 8th grade class grew by 22 students over the course of the year.

Breakdown by Gender: 250 Males, 215 Females

#### Student Population:

- African American 13.1%
- Hispanic 14.6%
- White 65.2%
- Native American .5%
- Asian 1.5%
- Two or more races 5%
- Economically Disadvantaged 41.7%
- Limited English Proficient 7.3%
- At Risk 47%
- Special Education 10.7%
- Gifted and Talented 5.3%

#### Special Education:

- 50 Students
- Native American 1%
- African American 24%
- Hispanic 16%
- White 58%

#### At-Risk:

- 218 Students
- Native American 1.8%
- Asian 1.8%
- African American 19.7%

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

- Hispanic 21.5%
- White 55%

There were no migrant or homeless students enrolled in 2017-2018.

### Staff Population:

- 36 Teachers
- 5 Paraprofessionals
- 1 Counselor
- 2 Administrators
- Turnover rate for 2017-2018, 12%

## Student Achievement

### Student Achievement Strengths

Math and Reading scores are consistently higher than the state averages.

### Student Achievement Weaknesses

- 8th Grade Social Studies STAAR scores fell well below the state average of 64% Approaches.
- 8th Grade Science scores fell over previous year.

### Student Achievement Needs

Improve approaches grade level scores in all tested areas.  
Develop intervention program for struggling readers and hire an interventionist.

## Student Achievement Summary

# Comprehensive Needs Assessment

## 2017-2018 STAAR Results

6th Grade Math: 92% Approaches, 58% Meets, 25% Masters

7th Grade Math: 76% Approaches, 34% Meets, 10% Masters

8th Grade Math: 94% Approaches, 74% Meets, 32% Masters

6th Grade Reading: 81% Approaches, 47% Meets, 24% Masters

7th Grade Reading: 76% Approaches, 61% Meets, 39% Masters

8th Grade Reading: 87% Approaches, 56% Meets, 31% Masters

7th Grade Writing: 84% Approaches, 55% Meets, 23% Masters

8th Grade Science: 77% Approaches, 54% Meets, 33% Masters

8th Grade Social Studies: 49% Approaches, 32% Meets, 17% Masters

Algebra: 100% Approaches, 100% Meets, 77% Masters

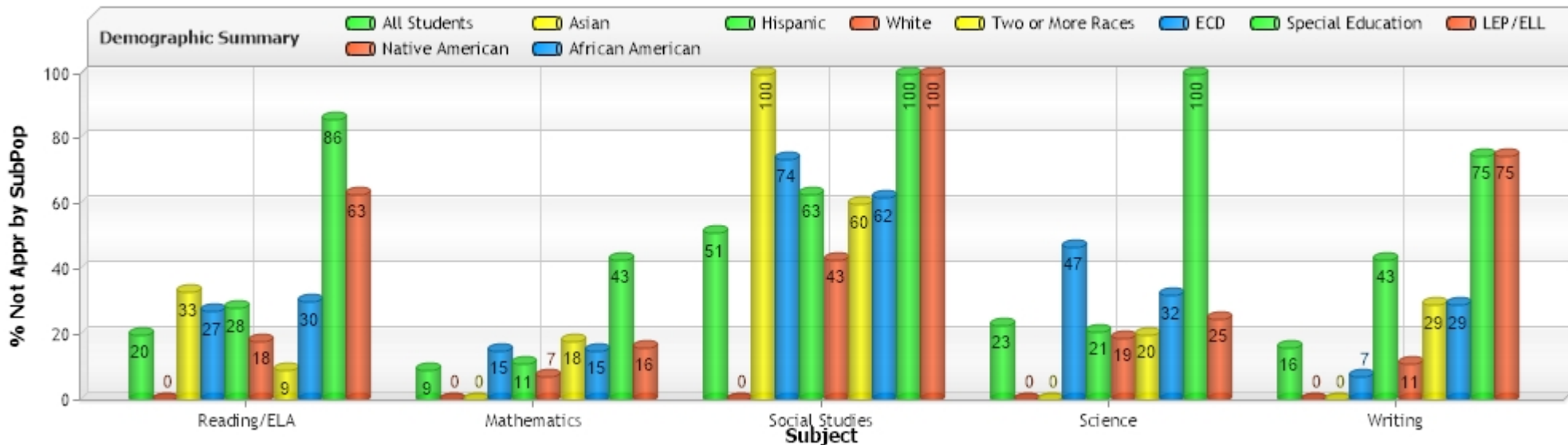




# STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2018 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Did Not Meet Approaching Retests: First Administrations Source: Snapshot

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%	Tested	Not Appr	Not Appr%
All Students	431	86	20	433	38	9	150	76	51	150	34	23	137	22	16
Native American	3	0	0	4	0	0	1	0	0	1	0	0	0	0	0
Asian	6	2	33	6	0	0	1	1	100	1	0	0	1	0	0
African American	52	14	27	53	8	15	19	14	74	19	9	47	14	1	7
Hispanic	61	17	28	63	7	11	19	12	63	19	4	21	21	9	43
White	286	51	18	285	19	7	100	43	43	100	19	19	94	10	11
Two or More Races	23	2	9	22	4	18	10	6	60	10	2	20	7	2	29
ECD	189	56	30	189	29	15	68	42	62	68	22	32	55	16	29
Special Education	29	25	86	30	13	43	12	12	100	12	12	100	8	6	75
LEP/ELL	19	12	63	19	3	16	4	4	100	4	1	25	8	6	75

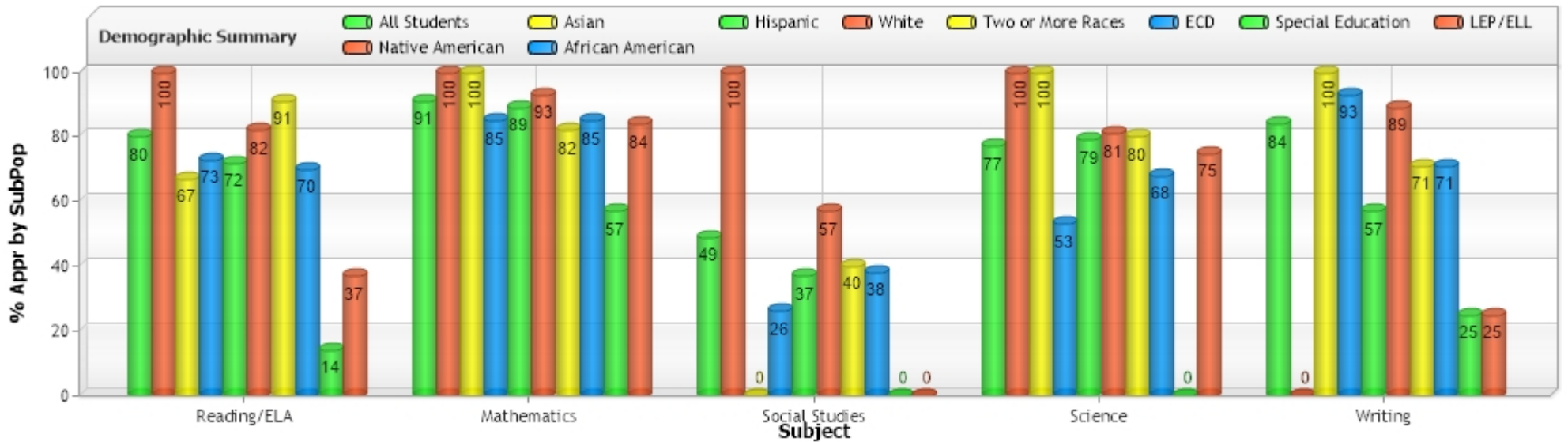




# STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2018 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Approaching Gr Lvl Std Retests: First Administrations 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	431	345	80	433	395	91	150	74	49	150	116	77	137	115	84
Native American	3	3	100	4	4	100	1	1	100	1	1	100	0	0	0
Asian	6	4	67	6	6	100	1	0	0	1	1	100	1	1	100
African American	52	38	73	53	45	85	19	5	26	19	10	53	14	13	93
Hispanic	61	44	72	63	56	89	19	7	37	19	15	79	21	12	57
White	286	235	82	285	266	93	100	57	57	100	81	81	94	84	89
Two or More Races	23	21	91	22	18	82	10	4	40	10	8	80	7	5	71
ECD	189	133	70	189	160	85	68	26	38	68	46	68	55	39	71
Special Education	29	4	14	30	17	57	12	0	0	12	0	0	8	2	25
LEP/ELL	19	7	37	19	16	84	4	0	0	4	3	75	8	2	25

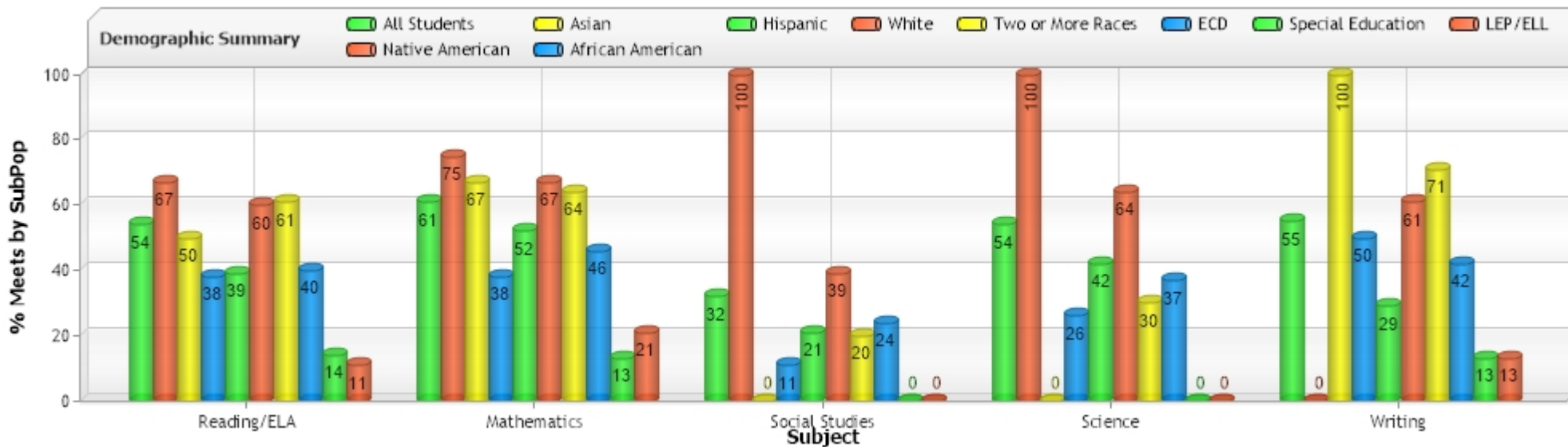




# STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2018 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
Calculation Option: Meets Gr Lvl Std Retests: First Administrations 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	431	234	54	433	266	61	150	48	32	150	81	54	137	76	55
Native American	3	2	67	4	3	75	1	1	100	1	1	100	0	0	0
Asian	6	3	50	6	4	67	1	0	0	1	0	0	1	1	100
African American	52	20	38	53	20	38	19	2	11	19	5	26	14	7	50
Hispanic	61	24	39	63	33	52	19	4	21	19	8	42	21	6	29
White	286	171	60	285	192	67	100	39	39	100	64	64	94	57	61
Two or More Races	23	14	61	22	14	64	10	2	20	10	3	30	7	5	71
ECD	189	75	40	189	86	46	68	16	24	68	25	37	55	23	42
Special Education	29	4	14	30	4	13	12	0	0	12	0	0	8	1	13
LEP/ELL	19	2	11	19	4	21	4	0	0	4	0	0	8	1	13

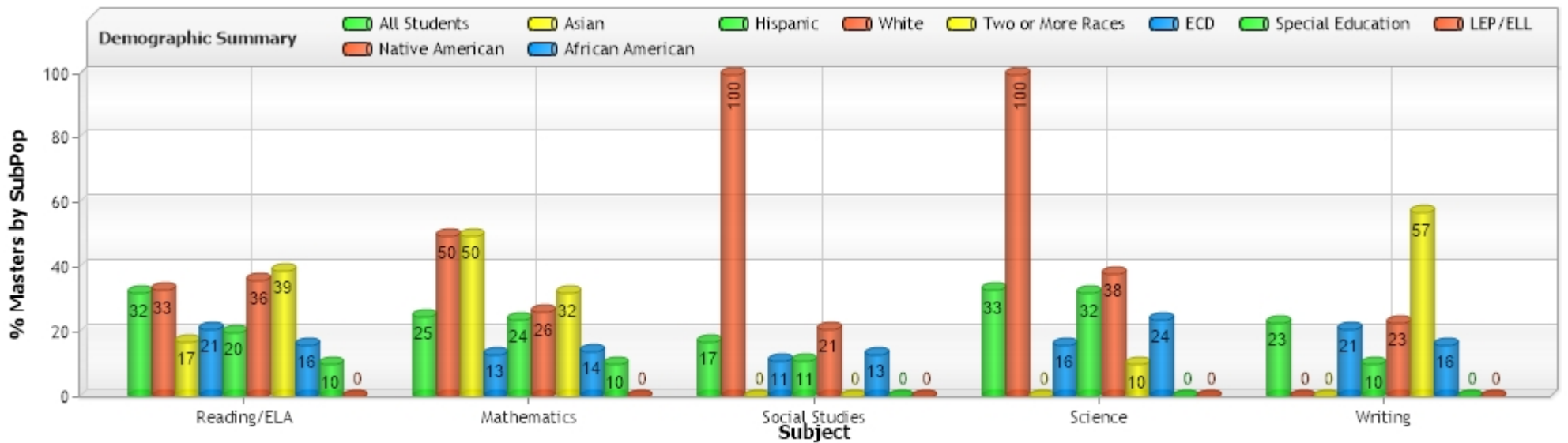




# STAAR Demographics by Subject for All Grades for SPRING HILL J H

Year: 2018 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Masters Gr Lvl Std Retests: First Administrations 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	431	136	32	433	109	25	150	26	17	150	49	33	137	31	23
Native American	3	1	33	4	2	50	1	1	100	1	1	100	0	0	0
Asian	6	1	17	6	3	50	1	0	0	1	0	0	1	0	0
African American	52	11	21	53	7	13	19	2	11	19	3	16	14	3	21
Hispanic	61	12	20	63	15	24	19	2	11	19	6	32	21	2	10
White	286	102	36	285	75	26	100	21	21	100	38	38	94	22	23
Two or More Races	23	9	39	22	7	32	10	0	0	10	1	10	7	4	57
ECD	189	31	16	189	27	14	68	9	13	68	16	24	55	9	16
Special Education	29	3	10	30	3	10	12	0	0	12	0	0	8	0	0
LEP/ELL	19	0	0	19	0	0	4	0	0	4	0	0	8	0	0





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

Year: 2018 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Growth Retests: First Administrations 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	431	38	39	19	5	433	32	48	16	5	150	0	0	0	100	150	0	0	0	100	137	0	0	0	100
Native American	3	33	33	33	0	4	0	100	0	0	1	0	0	0	100	1	0	0	0	100	0	0	0	0	0
Asian	6	33	33	33	0	6	17	67	17	0	1	0	0	0	100	1	0	0	0	100	1	0	0	0	100
African American	52	37	40	13	10	53	36	47	8	9	19	0	0	0	100	19	0	0	0	100	14	0	0	0	100
Hispanic	61	44	38	13	5	63	24	57	14	5	19	0	0	0	100	19	0	0	0	100	21	0	0	0	100
White	286	37	40	19	4	285	34	44	18	4	100	0	0	0	100	100	0	0	0	100	94	0	0	0	100
Two or More Races	23	39	30	30	0	22	27	55	18	0	10	0	0	0	100	10	0	0	0	100	7	0	0	0	100
ECD	189	44	35	15	5	189	37	48	10	5	68	0	0	0	100	68	0	0	0	100	55	0	0	0	100
Special Education	29	41	31	17	10	30	37	43	10	10	12	0	0	0	100	12	0	0	0	100	8	0	0	0	100
LEP/ELL	19	53	21	21	5	19	21	68	5	5	4	0	0	0	100	4	0	0	0	100	8	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 teachers' conference time.
- Subject Level PLCs meet one day a week. Partner teams meet all other days.
- Discipline plan in place for teachers to use to address student behaviors. The discipline plane 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
- Fun Fridays - students with no office referrals or late work have free time during their activity class.
- Morning duty for teachers was eliminated to have more time in the mornings for tutorials.
- Entire staff at the Junior High was trained on restorative practices.

### School Culture and Climate Weaknesses

Improve on gathering input from the teaches in areas such as discipline, rewards and scheduling.

### School Culture and Climate Needs

Improve communications between administrators and teachers.  
Develop teacher leaders.

### School Culture and Climate Summary

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

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

All teachers are certified in the subject areas that they teach. 40% of staff have more than 11 years of experience teaching. Attendance rate of staff is very good. 5.5% of teachers have masters degrees.

## Staff Quality, Recruitment and Retention Weaknesses

- Available funding for teacher training was very low in 2017-2018.
- Low percentage of minority staff members.

## Staff Quality, Recruitment and Retention Needs

- Increase available funds for teacher and staff development
- Continue to support and develop new teachers.

## Staff Quality, Recruitment and Retention Summary

SHJH welcomed 10 new staff members for the 2018-2019 school year. We had three long term staff members retire over the summer. Most of the newly hired teachers have less than five years experience in teaching. Staff development for the 2018-2019 school year included sessions on the Seven Mindsets To Live Your Ultimate Life and Restorative Practices training provided by Region 7.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

PLC structures including subject level meetings and grade level meetings. All subjects utilize the TEKS Resource system Year at a Glance and assessments as the primary curriculum resource. Data meetings are held in the PLCs to diagnose and adjust to student needs and arrange tutorials.

## Curriculum, Instruction and Assessment Weaknesses

# Comprehensive Needs Assessment

Teachers still need training on using the TEKS Resource System and DMAC.

## Curriculum, Instruction and Assessment Needs

- Training on assessments.
- Improved testing calendar
- Unit based assessments instead of 9 week assessments
- Need interventionist in reading

## Curriculum, Instruction and Assessment Summary

Teachers and administrators use DMAC to view and analyze student data from STAAR and from common summative assessments. All core subjects will be following the TEKS Resource system year at a glance for the scope and sequence. In previous years the campus has created 2 week windows for 9 weeks testing, this year all subjects will be taking Unit Assessments that follow TEKS Resource. It is essential that this data be aggregated and analyzed in the PLC to inform instruction and interventions.

## 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 events is very good. The campus Facebook page has been an excellent tool for communicating with parents and other stakeholders.

### 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



# Comprehensive Needs Assessment

## School Context and Organization Strengths

Wave had 57 members in grades 6th, 7th, and 8th.  
Collected toothbrushes, toothpaste, and Halloween candy to send to the troops through Operation Gratitude.  
Made polygon place mats for the homeless shelter.  
Visited nursing homes (sang carols and brought cards at Christmas and brought homemade lotion for Easter).  
Lead The Great Kindness Challenge in January  
Made Survival Kits for Bus Driver Appreciation and Teacher Appreciation thank you bags of candy.  
Received a banner for our participation in No Place for Hate.  
End-of-the year trip to G-Force.

The Spring Hill Junior Honor Society held its induction ceremony on September 26, 2017. Five first year 8th grade members were inducted along with 22 7th grade members. The remaining 18 8th grade members assisted in the ceremony. The adviser is Connie Johnson. Faculty Council members are Mark Bourdon, Mary Lynn Hemphill, Monica Miller, Becky Ruddell, and Sarah Smalley.  
The members of SHJH NJHS participated in approximately 880 community service hours to include: working at the Highway 80 mission, volunteering for Panther Night, Regard 4 Life Animal Rescue, volunteering at local churches, helping veterans during HWS event, Special Olympics, Miracle League and many, many more.  
Our final act of service was in helping with the Panther Night – Petting Zoo.  
Members received their certificate of membership at the grade level recognition ceremonies.

Student Council had 25 participants in the 2017-2018 school year, and contributed to the school and community in the following ways:

Helped teachers get ready for the year during inservice  
Tours at Jr. High Registration  
Can Food Drive to HWY 80 rescue  
Stand up to Cancer - raised/donated \$100  
Adopted 2 Buckner families at Christmas  
Miracle League Baseball games  
Helped with Beach Day at the Primary  
Mints for all STAAR testing  
Snacks for teachers for May testing  
Teacher appreciation day Breakfast  
Luncheon on last day

Math/Science Info.

Our Math/Science team competes weekly against area schools including: Atlanta, Daingerfield, Hughes Springs, McLeod, Ore City, Paul Pewitt, Sabine, Queen City, Foster, Hallsville, and Pine Tree.

Our Spring Hill students consistently take the top 10 individual medals and continue to beat their scores each week. We currently have 36 6th-8th grade students that work on extra math, science, number sense, and calculator skills.

Throughout the year, we have had great team accomplishments:

1. Hallsville Meet, October 22, 2016: 1st place
2. Foster Meet, October 29, 2016: 3rd place

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

3. Pine Tree Meet, November 5, 2016: 1st place
4. Atlanta Meet, November 12, 2016: 2nd place
5. Atlanta Meet, January 14, 2017: 4th place
6. Pine Tree Meet, January 28, 2017: 4th place
7. Daingerfield Meet, February 11, 2017: 3rd place
8. Ore City Meet, February 18, 2017: 2nd place
9. Spring Hill Meet, February 25, 2017: 2nd place
10. Queen City Meet, March 4, 2017: 2nd place
11. State Meet in San Antonio, April 22, 2017: 5th place out of 21 4A teams!!!!

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
- Wednesday Readers Group
- TECH Tuesdays
- JH Band
- JH Athletics

# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
PEIMS Reports  
Report Card Grades  
Staff Development  
State Assessment Reports

# Strategic Priorities

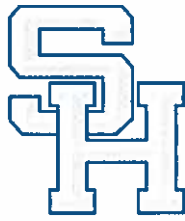
**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

Spring Hill Junior High School



Site Based Team - CNA August 7, 2018

Print Name:

Signature

Mandy Jameson

Mandy Jameson

Darlene van Almen

Darlene van Almen

Becky Ruddell

Becky Ruddell

Monica Miller

Monica Miller

Lauren Kyberg

Lauren Kyberg

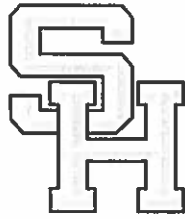
Taylor Clark

Taylor Clark

David Lynch

David Lynch

Spring Hill Junior High School



Campus Site Based Committee Meeting September 26, 2018

Printed Name:

Signature:

Mary Lightfoot  
Julie M. Diggins  
Mandy Jameson  
Lauren Kylberg  
Nicole Bodenheimer  
David Lynch

Mary Lightfoot  
Julie M. Diggins  
Mandy Jameson  
Lauren Kylberg  
Nicole Bodenheimer  
David Lynch