U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Veronica Escalante

Official School Name: Lake Highlands Junior High School

School Mailing Address:
10301 Walnut Hill LN
Dallas, TX 75238-4107

County: Dallas State School Code Number*: 057916

Telephone: (469) 593-1621 Fax: (469) 593-1606

Web site/URL: http://www.risd.org/schools/lhjh/index.htm E-mail: veronica.escalante@risd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Carolyn Bukhair

District Name: Richardson Tel: (469) 593-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kim Quirk

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

41	Elementary schools (includes K-8)
9	Middle/Junior high schools
4	High schools
0	K-12 schools
54	**TOTAL**

2. District Per Pupil Expenditure: 10695

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[X] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K			0	**7**	169	154	323
1			0	**8**	152	171	323
2			0	**9**			0
3			0	**10**			0
4			0	**11**			0
5			0	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					646

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
3 %	Asian
36 %	Black or African American
27 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
34 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 33 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	39
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	161
(3)	Total of all transferred students [sum of rows (1) and (2)].	200
(4)	Total number of students in the school as of October 1.	604
(5)	Total transferred students in row (3) divided by total students in row (4).	0.331
(6)	Amount in row (5) multiplied by 100.	33.113

8. Limited English proficient students in the school: 8 %

Total number limited English proficient 50

Number of languages represented: 13

Specify languages:

Spanish, French, Amhric, Arabic, Bosnian, Burmese, Cantonese (Chinese), Ibo/Igbo, Portuguese, Russian, Swahili, Tigrinya, and Other

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 320

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 78

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	1	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	38	Specific Learning Disability
7	Emotional Disturbance	34	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	43	0
Special resource teachers/specialists	6	0
Paraprofessionals	11	0
Support staff	5	0
Total number	69	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **13 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	96%	96%
Daily teacher attendance	96%	96%	95%	94%	93%
Teacher turnover rate	13%	20%	14%	29%	54%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher Turnover Rates:

2004-05 - Approximately half of the teachers who left secured positions in other public schools, while the other teachers left for various reasons including continuing education full-time, career changes, staying home with children full-time, and transferring to other campuses within RISD.

2005-2006 - The majority of the teachers who left this year did secure positions in other public schools, with just a small number leaving for other reasons including staying home to raise childre and securing jobs in private Christian schools.

2006-2007: The large majority of teachers leaving during this year secured positions or earned promotions within Richardson ISD; a small number secured positions in other public schools.

2007-2008: The greatest reasons for leaving LHJH were securing positions on other campuses within Richardson ISD and in other public schools.

2008-2009: Just barely over 12% teacher turnover rate, teachers secured positions in other public schools, were procedural dismissals, or received promotions within Richardson ISD.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

A half century ago, Richardson ISD opened a community school to serve its children and named it Lake Highlands High School. Transformations have taken place since 1960, not only in name (we are now Lake Highlands Junior High) and grade levels (we now serve 7th and 8th graders), but also in student and community needs. With change comes growth. As a community and school rich in tradition, we have held fast to our mission and duty to serve *all* students by *instilling in them the desire to excel by providing flexible instructional programs in a safe and positive educational environment with parent and community involvement.* A continuous revamping of programs and services occurs frequently, based on student and community needs; yet those same traditions that so positively influenced our students fifty years ago, continue to serve our third generation students, as well as set an example and new customs for families just moving into Wildcat Country.

We continue to meet academic needs for rigor through our nationally recognized Achievement Via Individual Determination (AVID) Program, becoming a National Demonstration Site in 2007-08 by embedding AVID strategies in our curriculum and daily teaching practices. Various modes of learning are also met through Advisory Period, which meets twice per week, concentrating on academic and character-building lessons and directly connecting to our Wildcat Athletics Program, emphasizing character even more than athletic talent or ability. The "homeroom" atmosphere of classes (no larger than 25 in each peer group) also focuses on building relationships and opportunities for small-group tutoring of no more than four. Extending the educational environment beyond the instructional school day has been successful through our Creating Academically Talented Students (CATS) After-school Program. Students are provided tutoring and enrichment activities including classes in cooking, art, dance, and basketball, at no cost to families. Parent education courses are offered, including important information about household finances, learning the English language for English Language Learners and their families, and technology classes. Through our continuous search to find innovative ways to help students reach their academic goals, we have made Academic Super Saturday available to all students in various subject areas, tutoring as many as 110 students per Saturday. And to create an energized atmosphere, we host one student-administrator Guitar Hero competition per semester for those who faithfully attend these tutorial sessions. (To date, no student has beaten the administrator in this competition)!

As we continue to provide flexible instructional programs in a safe environment, we celebrate student progress and community involvement. Our A-Team Celebration is in its 26th year, celebrating academic success of students who earned an A average in the fall semester. This tradition has outgrown us, expanding into almost identical celebrations at the Lake Highlands Freshman center and Lake Highlands High School. Involvement from our community continues to flourish, such as in Hoops in the Highlands, an inclusive basketball tournament in which all feeder schools, community members, Parent and Teacher Association, and business members unite on a March Saturday of fun. All proceeds are divided by LHJH PTA among LHJH and its feeder elementary schools. To showcase Wildcat pride in our school's organizations and clubs and to recognize our girls and boys athletic teams, Lake Highlands families & community members join us for our annual BBQ/Pep Rally Night, with special guests including LH Wranglers Dance Team and LHJH band and cheerleaders.

For further involvement in our community, we participate in the annual Richardson Book Fair. Students donate books, CDs and DVDs through a campus competition. The class that donates the most items wins an after-school ice cream party, hosted by our local PTA. The annual book fair, held at a local mall, distributes its proceeds among all campus PTAs. In spirit and fun, LHJH competes with its sister-school, Forest Meadow JH, for most donated items by a school. The principal of the losing school then must wear the winning school's emblem/mascot at the championship football game while presenting the winning football team with the championship trophy.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Challenges, such as the devastation of Hurricane Katrina, in the fall of 2005 and major performance gaps between student groups based on state assessment results indicated it was time for instructional changes to take place. While LHJH's 7th grade white student population boasted a 96% passing rate on TAKS Reading in 2004-2005, and their eighth grade counterparts outscored them with a 99% passing rate; our ethnic student groups lagged behind by at least 30 points. Comparisons of TAKS math scores in the same year indicated an even greater performance gap between our white student populations (scoring in the 90th percentile) and their economically disadvantaged peers and ethnic student groups (scoring in the 40th and 50th percentile). We had to act swiftly, beginning with the end in mind. Thus began the partnership between Texas Instruments (TI) and Richardson ISD evolving around five basic principles: increase teacher knowledge, increase instructional time from a 50 minute period to a 100 minute block, utilize technology in the classroom, analyze assessment results to better serve struggling students, and improve the school climate by increasing expectations of all stakeholders in the learning process.

With more teachers on board, reduction in class sizes created the optimal environment in which to implement the use of TI graphing calculators and the TI Navigator System. Students participate in academic conferences with their teachers to establish buy-in. When evaluating reading state assessment scores, our first Strategic Reading classes were formed for struggling readers who had not experienced success on the Reading TAKS test in prior testing years. Building upon the foundational "blocks" already proven to be successful in math, reading blocks were also created, in which struggling readers were placed in both Strategic Reading and Reading Enrichment classes to increase the amount of instructional time spent on reading comprehension skills, literary analysis, reading fluency, and reading rates. A similar concept was later utilized in special programs, where students with learning differences have since received services through separate classes; one to focus on reading and the other to focus on writing skills.

In addition, extra in-class support has consistently been provided to special populations through the use of teacher aides and inclusion teachers with specialized training, especially in the areas of math and science. A Campus Reading Specialist, trained in effective methodologies and pedagogies, and a Math Demonstration Teacher, skilled in coaching and mentoring, have systematically increased teacher effectiveness within the classroom.

In the fall of 2005, an influx of students fleeing the devastation of Hurricane Katrina helped us strengthen our plans and purpose. These students were provided educational opportunities such as the 100 minute blocks with newly trained teachers both in content and technology, as well as the reading support necessary to prepare them for upcoming state assessments in the midst of the emotional and mental hardships they faced each day. With this renewed plan and purpose, student scores have incrementally increased each year, closing the performance gap to almost nonexistent.

Our 2008-2009 overall reading scores reflect the following passing rates: African American 91%, Hispanic 87%, Economically Disadvantaged 87%, White 98%, and All Students 93%; our math scores reflect the following passing rates: African American 86%, Hispanic 85%, Economically Disadvantaged 84%, White 99%, All Students 91%. On TAKS, the minimum standard for passing in reading is a score of 70% or 2100 scale score and a 60% or 2100 scale score on math. Each student group must have a passing rate of 90% or above in order to receive an Exemplary rating from Texas Education Agency (TEA). TAKS minimum passing standards increased incrementally each year as determined by TEA based on rigor of the assessment, number of items, and field test indicators. A commended score is earned on a test if a student misses four or less

questions. Commended scores have also increased among each student group, doubling for almost every student group, emulating the governing mindset of preparing all students for their global future.

www.tea.state.tx.us

2. **Using Assessment Results:**

Using assessment results to drive instruction is second-nature in our district and on our campus. Even before the first day of school, we begin with students' academic history, evaluating past TAKS scores, six weeks grades, and other assessment data that may be available. TAKS Math and Reading scores determine whether our students are scheduled in a 100 minute block math class, Strategic Reading or Reading Enrichment class. Every person with an educational interest in the student participates in evaluating the data to collaborate and make appropriate recommendations for him/her. Common unit assessment and benchmark results are analyzed by the subject-area teachers, the Campus Reading Specialist and Instructional Specialist, who create tutoring lists based on student expectations and objectives that show low mastery levels. From these lists, students receive TAKS Action Plan tutoring, Super Saturday School instruction and Advisory tutoring in small groups no more than four students at a time. In addition, teachers use this data to spiral in concepts through warm-ups and informal assessments, develop formal assessment questions, refining questioning strategies, and create activities to reteach concepts not mastered in class or in various tutorial sessions. The level of rigor and depth are evaluated based on higher level assessment questions and are addressed in the presentation and delivery of the curriculum. School-wide Advisory lessons are developed for each subject area based on the school's weakest objectives and student expectations. Teachers, counselors, and administrators refer to assessment data to develop intervention plans. Many times these interventions include the Response to Intervention process, which may lead to intensive interventions such as testing for learning disabilities. When evaluating student progress in Admission Review and Dismissal meetings, assessment data is analyzed to determine appropriate assessments for students with disabilities.

3. **Communicating Assessment Results:**

Taking assessments and communicating results with all stakeholders has become a routine activity at Lake Highlands Jr. High. Common unit assessments, district benchmarks, and state testing have become an integral part of learning.

When communicating the following information, the following methods are implemented:

individual and overall assessment results with students-

- Teacher - student academic conference
- Counselor - student conference
- Administrator- student conference
- Teacher – classroom discussions about overall strengths and areas of need
- School announcements made by administration celebrating growth and success based on assessment results
- Discussions led by teachers and administrators with students in Super Saturday School or Get-Down Tutoring attendance

individual and overall student results with parents-

- Progress notice sent home with students with score listed, as well as Student Success Initiative progress reports at mid-year
- Phone call home to set up tutorial sessions and/or celebrate progress
- Mail letters home with individual score listed

- Email information to parents with parent permission or by request
- Parent conference conducted at school with administrator, teachers, and students
- Mailing home the school report card
- Sharing results through multimedia presentations and with Local School Council
- Announcing state rating via school website
- Share data with PTA board members and general meetings

overall results with community

- Announcing state rating via school website
- Announcements made at Lake Highlands Exchange Club
- Announcements made at PTA Council Meeting
- Sharing results through multimedia presentations and with Local School Council
- Banner/marquee announcements
- School Newsletter

Our communication has been successful, attracting students who had previously chosen private school educations. Teachers and administrators emphasize the use of assessment results in furthering instructional practices that directly and immediately impact student learning. Stakeholders understand that beyond the student, the entire community is impacted by our school's success from real estate value to community values, such as ensuring students have the capacity to compete against their peers for scholarships in higher education as well as the work force.

4. **Sharing Success:**

Collaboration is key in Richardson ISD and sharing success with one means for student growth, but we also share our successes with schools outside of our district and even nationwide. As the pilot school for the Texas Instruments (TI) Math Forward Program, we were first to receive the TI calculators and Navigator System to use in our newly developed 100 minute math blocks. Many of our math teachers became Trainers of Teachers for others who later participated in the TI Math Forward Program in the district and at national math conferences. Our student progress for the first three years was disseminated in district presentations for community members and parents, highlighting the use of technology within the classrooms. Dignitaries and school officials from various locations visited our math block classes to observe our students in action as a precursor to implementing the program in their schools. The success of our AVID (Achievement Via Individual Determination) Program hailed us many of the same rewards and benefits, increasing the rigor for all students through strategies learned and implemented in all classes. School officials, teachers, and counselors nationwide visit our school to observe AVID strategies, tutorial sessions and organizational procedures. Our local magazine, "The Advocate" and section "Neighborhood Go" of the *Dallas Morning News*, include information pertaining to school functions and assemblies. This practice gives readers an insight to an AVID Demonstration Site and Recognized School, while highlighting the fun times at LHJH, such as dances, athletic events, and musical performances.

As a winner of the Blue Ribbon Award, we will practice an open-door policy for others to visit our school and community. Telling about our success is not sufficient for others to truly gain the knowledge needed to implement ideas effectively. Experiencing what our students experience each day is what makes the difference. We are open to various forums for sharing our success stories, as well as how we face our challenges head-on.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Math

- Seventh grade curriculum driven by students' use of manipulatives, discovery approach to learning; parallels models students experience on assessments.
- Eighth grade curriculum increased in level of difficulty of word problems; bridges students' prior learning to abstract mathematical thinking processes.
- Algebra I curriculum more inclusive, resulting in more students preparing for AP Math tests; thus increasing the level of rigor for all groups of students.
- Incorporates technology in each classroom through use of Texas Instrument (TI) calculators and the Math Forward Program through TI Navigator System in all classes.
- BrainPop, E-Learn, Blackboard, and Airslate allow teachers and students to receive immediate evaluative feedback.
- Laying the Foundation (LTF) instructional methods in PreAP classes include hands-on, real-world practice, problem-solving, and performance-based assessments.

English/Language Arts (ELA)

- English Language Learners (ELL) receive intensive practice in acquiring English through specialized reading and language arts classes.
- English As a Second Language (ESL) teachers implement Guided Language Acquisition Design (GLAD); the strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.
- Reading Enrichment and Strategic Reading offer support for struggling readers with Acquiring Maximum Potential (AMP) curriculum, consistent models of reading comprehension strategies, test-taking strategies, and an intensive focus on vocabulary-building.
- Analysis of literature at evaluative and synthesis levels of learning through writing.
- Vocabulary focus on prefixes, suffixes, and root words; knowledge is supported through LOTE classes, which assists in preparation for college entrance exams.
- LTF instructional methods in PreAP classes include performance-based assessments, literary analysis, and a wide range of multicultural literature.

Science

- Focused on research-based learning using classroom laptops/library media.
- Labs are 40% of in-class instruction.
- Flexibility to allow use of teacher-created activities, Purple Cow and EduSmart software for targeted instruction in particular areas of need.
- Eighth grade curriculum expanded to include 6^{th}, 7^{th} and 8^{th} grade TEKS.
- Campus Reading Specialist models use of reading strategies in Science classrooms.
- Consistent use of BrainPop, E-Learn, Airslate, Blackboard.
- LTF instructional methods in PreAP class include performance-based assessments and hands-on labs/experiments.

Social Studies

- All levels are TEKS aligned, with flexibility for teacher-created assessments and hands-on activities.

- Interactive, student-created word walls used in daily in instruction enhance students' ability for reading comprehension of Social Studies material and aptitude to retain hard data.
- Use of United Streaming brings real-world experiences and examples to the classroom.
- Use of E-Learn provides students and teachers with evaluative assessment feedback.
- Blackboard is consistently used to create an interactive means for parents and students to access classroom activities and information.

LOTE Classes of Japanese, Spanish, Latin and French provide our junior high students the opportunity to earn high school credit.

- Students read novels and passages in the language of acquisition, and teachers assist in the comprehension process and vocabulary building through Total Physical Response/Story-telling (TPRS) methodology and listening labs.
- The Native Spanish Speakers class is a PreAP junior level course in which seventh and eighth graders speak, read, write and listen in Spanish, while reading high school level literature and applying analytical skills in preparation for the Advanced Placement (AP) test to be taken at the end of their eighth grade year.

Fine Arts

- Incorporate interdisciplinary lessons, including reading, writing, math, and social science.
- Students participating in these programs consistently score at levels equivalent to or above their peers.
- Visual arts students receive hands-on techniques in drawing and painting and 3-D design. Coursework includes historical information on particular genre, time periods, and artists' biographies/autobiographies.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

The English curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS); therefore, primary focus is on the reading and writing skills students need to meet not only current performance standards, but also to succeed in the 21st century. It targets literary analysis, writing, and embeds grammar instruction in both areas. Teachers customize the district curriculum to meet the needs and capabilities of the students in their classroom and share ideas during their common planning period. During this time, teachers can share successful strategies and best practices. These teachers also analyze benchmark testing scores closely to identify areas of need and collaborate with teachers whose scores are higher in those same areas. Lake Highlands' teachers possess a willingness to attend conferences, get new ideas, and share their methods with fellow teachers. Focus is on student-centered instruction that is engaging, innovative, and inclusive of all learning styles. Every member of the English Language Arts and Reading Department is involved in teacher-led, data-driven tutoring programs, including TAKS Action Plan (TAP) tutoring, Academic Super Saturday School and Get Down tutoring sessions. Reading Enrichment is offered for students who want to enrich and further develop their reading skills, while Strategic Reading is provided for struggling students who did not previously pass their TAKS reading test. These classes are often offered as a block so that students receive increased instructional time to practice effective reading strategies. Teachers are encouraged and offered opportunities to expand their learning, including ESL certification to effectively implement the English Language Learners Proficiency Standards (ELLPS) supplemental curriculum, GLAD methodologies and strategies, and extensive writing training. English Language Learners are provided extra support through ESL Reading and Language Arts classes, as well as linguistic accommodations and assistance from ESL aides. Students with learning differences receive extra support following a modified curriculum based on current TEKS-aligned ELA curriculum through separate reading and writing classes taught by instructors with specialized training. A Campus Reading Specialist and district instructional specialists model lessons in

ELAR and Science classes, while effectively implementing reading across the curriculum and writing across the curriculum through our school-wide academic advisory period.

3. **Additional Curriculum Area:**

Lake Highlands Jr. High has set forth to provide flexible instructional programs in a safe and positive environment. Our campus continues to transform; and with this transformation we are provided opportunities for educational advancement beyond the norm. In 2005-06, the Texas Instruments (TI) Math Forward Program was initiated through a collaboration of Richardson ISD educational leaders and TI innovators. As a data-driven district, Richardson recognized the need to implement math programs that encompassed both the professional development needs of the teachers as well as the instructional needs of the students. LHJH became the pilot school, and later the model for the success of the Math Forward Program. The five basic principles were simple. Teachers would increase their content knowledge through common planning period used for planning, modeling lessons, and discussing student progress. TI mathematicians trained teachers in content and technology implementation, specifically the TI graphing calculators and the TI Navigator System. Secondly, students agreed to participate in 100 minute math block classes based on a willingness to learn and failure to meet the minimum standard on previous math TAKS tests. This meant that students would drop an elective to pick up the additional 50 minute math period. TI Navigators were then effectively incorporated into the existing curriculum, which was aligned to the TEKS and update annually, and served as ongoing and frequent assessments of students' understanding. To measure student growth, ongoing benchmarks were administered periodically. Teachers developed plans for intervention based on this data to fill in the gaps in learning. From this concept, we have become experts in creating and administering district benchmarks and common unit assessments, as well as learning to effectively analyze the data from those assessments. Administrators were given insight to teachers' and students' needs in order to create a support system for those involved in the initiative. Throughout this process, instructional specialists have become a common thread in the development of our math teachers throughout the years. More profound professional development to include six weeks previews, more effective common planning, and collaboration with an added math demonstration teacher. This initiative has flourished to incorporate many more aspects critical to student learning over the years and has provided our students the flexible programming necessary to excel in math once more.

4. **Instructional Methods:**

Although many learning strategies are learned through professional development, teachers consistently implement best practice strategies proven to be effective with our student population. The Interactive Notebook is implemented in each of the cores and offers a hands-on approach that targets all learning modalities each day and for every lesson. It creates a structured approach to learning and includes visuals, essential vocabulary, and central concepts in an organized manner that can be used for future learning and as a study guide. These activities are easily modified for struggling learners by using simplified language, more visual representations, and support from inclusion teachers with specialized training. Supplemental aides, such as use of calculators, blank graphic organizers, and charts/graphs are developed collaboratively between teacher and student to help facilitate their own learning styles and needs. Oral Accommodations are also offered to struggling readers when indicated in the student's Individual Education Plans. Most recently, Laying the Foundation (LTF) material has been used to increase the rigor in core classes. These materials offer hands-on activities, performance-based assessments, and strategies for learning in which students must use problem-solving and evaluative skills. Through technology, students develop a skill set necessary for the educational environment and work force in the 21st century. TI Navigator, TI calculators, student laptops, and research/project-based learning opportunities empower students to be comfortable competing with their peers. Students in special programs implement Watts Watchers, a campus-level initiative focused on conserving energy. Our students monitor the electricity use in classrooms by making sure lights are turned off when not in use. Community-based learning creates a practical, hands-on learning experience for students in special

programs as well, with a focus on success in real-life activities such as creating shopping lists, purchasing items at local businesses using correct currency, and how to use public transportation.

5. **Professional Development:**

Professional development is an integral part of student achievement and is district-led based on student needs. District curriculum directors collaborate with campus leaders to establish professional development needs and expectations and coordinate training sessions while following state and district guidelines. District-wide six weeks previews strengthens teachers' knowledge in their content area, while vertical/horizontal teaming builds upon frequently updated curricula, ensuring scaffolding of skills and content. 21st Century Curriculum Team members share learned techniques in collaboration with the campus Technology Specialist who also offers training in software like Blackboard, Inspiration, and the grading program. Opportunities are available throughout the school year and summer, including on-line instruction to prepare staff to be 21st century instructors. Each teacher is required to maintain a Blackboard course that is both informative and interactive for both students and parents and is evaluated for effectiveness based on district expectations. As an AVID Demo Site, the district AVID curriculum director and campus AVID coach offer site-based professional development for all staff members to implement building-wide. The Campus Reading Specialist consistently hones literacy skills in all subject areas by modeling in classes, collaborating with individual teachers or groups, and implementing reading and writing across the curriculum. The instructional specialist models advisory lessons for the staff weekly that either practice key skills in the core content areas or foster character traits. The common planning period, available to the four core departments, is used consistently as an informal professional development setting where teachers plan, create, and dialogue about the lessons they will deliver. District instructional specialists also take advantage of the common planning period to conduct trainings such as implementation of effective instructional seating charts. Cognitive Coaching has been an effective mentoring piece with our new teachers through New Teacher Academy as a means of support for first year teachers and colleagues. Because input is invited from LHJH staff members regarding topics to be addressed that directly impact the lives and learning of our students, it is agreed that it has been these teacher-led staff developments that have impacted our students the most.

6. **School Leadership:**

As the instructional leader, the principal sets the tone for learning on campus and within the community; this is incumbent upon the ideology that it is our duty to ensure all students receive a quality education in order to compete globally in higher education, the workforce, and/or the military. In setting this tone, the administrative team leads by example with a willingness to tutor, conferencing with students and parents, assisting in developing interactive lessons, and providing constructive feedback to help teachers and support staff grow in ways that will impact student learning. A positive attitude is contagious and critical, so the focus becomes the solution, not the problem. We believe we can reach our goals, so we do.

Building strong personal relationships makes the collaborative model key to our success. Input is welcome from all stakeholders through department chair meetings, staff/department meetings, Local School Council, survey feedback and individual teacher conferences. Community members and parents volunteer and are employed by our school, creating a truly inclusive neighborhood school. Trust is crucial, and at LHJH, it is also cherished. Student support teams are created to guide and assist our students and families using district and community resources. Students who feel safe at school, immerse themselves in the school community; therefore, performing at higher levels academically. Staff is trained in effective communication, professionalism, and sensitivity.

Policies and procedures are effectively communicated and implemented in a "firm, fair and consistent" manner, an ideology developed and maintained by former principal Lorine Burrell. School decisions are systematically executed based on district and campus data and methods deemed appropriate for our students. From students' disciplinary consequences to staff development requirements, acting in the best

interest of our students is an unwavering means of implementing effective programs such as AVID, Math Forward Program, or Academic Super Saturday Schools. As a community we work together to create a firm hand that is fair and consistent for student development.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: TAKS Math

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended	92	90	87	74	66
Commended	29	29	31	17	18
Number of students tested	249	273	262	278	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	22	12			
Percent of students alternatively assessed	9	4			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard plus Commended	94	86	91	66	49
Commended	11	9	10	3	6
Number of students tested	117	122	138	133	126
2. African American Students					
Met Standard plus Commended	90	87	87	61	47
Commended	9	8	12	3	5
Number of students tested	79	96	121	125	106
3. Hispanic or Latino Students					
Met Standard plus Commended	85	80	99	78	63
Commended	17	18	15	12	8
Number of students tested	72	76	67	49	59
4. Special Education Students					
Met Standard plus Commended	86	83			
Commended	0	8			
Number of students tested	22	12			
5. Limited English Proficient Students					
Met Standard plus Commended	75	75			
Commended	0	19			
Number of students tested	12	16			
6. Largest Other Subgroup					
Met Standard plus Commended					
Commended					
Number of students tested					

Notes: Information for alternatively assessed students, Special Education students and Limited English Proficient students for certain years is unavailable. Alternative assessments were not the TAKSM or TAKSA tests comparable to the TAKS given within the last two years. The met standard is not comparable to the standard set for the modified and accommodated test. The LAT test, taken by LEP students does not have a passing rate, as it only accounted for AYP.

Subject: Reading Grade: 7 Test: TAKS Reading

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended	92	87	92	82	79
Commended	34	35	28	35	31
Number of students tested	278	268	295	218	273
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	26	67			
Percent of students alternatively assessed	9	25			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard plus Commended	98	93	98	85	76
Commended	16	15	14	13	10
Number of students tested	123	120	136	104	122
2. African American Students					
Met Standard plus Commended	99	99	100	86	74
Commended	14	18	11	13	11
Number of students tested	86	93	118	118	104
3. Hispanic or Latino Students					
Met Standard plus Commended	100	92	93	86	76
Commended	25	14	13	15	9
Number of students tested	72	73	67	46	57
4. Special Education Students					
Met Standard plus Commended	88				
Commended	0				
Number of students tested	26				
5. Limited English Proficient Students					
Met Standard plus Commended	45	40			
Commended	0	0			
Number of students tested	11	15			
6. Largest Other Subgroup					
Met Standard plus Commended					
Commended					
Number of students tested					

Notes:
Students alternatively tested took an SDAA test. Those met standards are not comparable to the TAKS M and TAKS A standards set within the last two years. LEP students taking TELPAS do not have comparable standards to the TAKS tests either.

Subject: Mathematics Grade: 8 Test: TAKS

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended	83	82	95	87	80
Commended	28	27	22	17	18
Number of students tested	279	274	262	298	288
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	30	4			
Percent of students alternatively assessed	8	2			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard plus Commended	84	84	59	56	47
Commended	10	11	14	3	5
Number of students tested	129	110	116	133	111
2. African American Students					
Met Standard plus Commended	82	79	71	51	49
Commended	8	10	10	3	5
Number of students tested	99	101	113	122	114
3. Hispanic or Latino Students					
Met Standard plus Commended	88	94	69	61	44
Commended	15	18	14	5	4
Number of students tested	71	66	51	61	57
4. Special Education Students					
Met Standard plus Commended	67				
Commended	17				
Number of students tested	30				
5. Limited English Proficient Students					
Met Standard plus Commended		50			
Commended		0			
Number of students tested		10			
6. Largest Other Subgroup					
Met Standard plus Commended					
Commended					
Number of students tested					

Notes:
Special Education students completed SDAA, which does not have a comparable met standard to TAKS M or TAKS A, the alternative assessments administered to these students in the last couple of years. LEP students taking LAT do not have met standard rates, as these tests accounted only for AYP.

Subject: Reading Grade: 8 Test: TAKS Reading

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended	96	96	91	83	83
Commended	53	53	48	38	38
Number of students tested	290	276	262	296	288
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	30			
Percent of students alternatively assessed	8	11			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard plus Commended	93	96	92	74	65
Commended	32	32	29	16	18
Number of students tested	136	111	112	131	113
2. African American Students					
Met Standard plus Commended	90	91	89	68	73
Commended	29	34	34	13	17
Number of students tested	107	102	111	120	115
3. Hispanic or Latino Students					
Met Standard plus Commended	97	96	94	77	70
Commended	37	33	31	20	20
Number of students tested	71	67	54	60	56
4. Special Education Students					
Met Standard plus Commended					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard plus Commended		70			
Commended		10			
Number of students tested		10			
6. Largest Other Subgroup					
Met Standard plus Commended					
Commended					
Number of students tested					

Notes:
Special Education students taking SDAA did not have comparable standards to the TAKS M and TAKS A administered in the last couple of years. The TELPAS taken by the LEP students does not have comparable standards to the TAKS either.