

PART I - ELIGIBILITY CERTIFICATION

11TX19

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11TX19

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 8 Elementary schools
 (per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 8298

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	195	171	366
1	0	0	0		8	214	200	414
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								780

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
90 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
8 % 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 2009-2010 school year: 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	65
(4)	Total number of students in the school as of October 1, 2009	780
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 11%

Total number of limited English proficient students in the school: 90

Number of languages represented, not including English: 4

Specify languages:

Spanish, Korean, Japanese, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 59%
 Total number of students who qualify: 463

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 62

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

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>19</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>26</u>	<u>0</u>
Total number	<u>94</u>	<u>4</u>

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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	97%	97%	97%	96%
Daily teacher attendance	95%	96%	94%	95%	97%
Teacher turnover rate	9%	4%	15%	10%	11%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Attrition rate recorded for 2007-2008 equaled 15% which is attributed to seven resignations, which consisted of two retirees and one death. Recalculation based on four resignations equals 8% teacher turnover rate.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

The area known today as Sharyland was originally part of a Spanish mission called La Lomita. In the late 19th Century, several farmers relocated to deep South Texas and began ranching. Around 1914, John H. Shary, originally from Corpus Christi, purchased most of these ranches and consolidated the land, renaming the area Sharyland. Although Sharyland is not a town, Sharyland Independent School District serves families in Alton, Mission, Edinburg, McAllen, and Palmhurst. In 2005, Sharyland ISD opened its second 7th and 8th grade campus, Sharyland North Junior High, with a vision of committing itself to encouraging the highest achievement for all students and cultivating respect for the individual. Students, parents, and staff are encouraged to make sound personal choices and decisions. We pride ourselves in maintaining strong discipline and personal accountability in the midst of an ever-changing culture. This enables Sharyland North Junior High to excel above other schools in our area by allowing us to maximize our attention toward student success in and out of the classroom.

In the short five years of our school's existence, our campus rating has improved from acceptable to exemplary, earning us this prestigious nomination. In the 2009-2010 school year, our campus ranked first in both Reading and Math when compared to other schools in Texas with the same demographics. Hispanics make up 90% of our student population, with the other 10% being Asian, African-American, Hawaiian, and White. With 59% of our students economically disadvantaged, 38% at risk, 15% gifted and talented, and 12% Limited English Proficient, it is crucial we provide differentiated instruction. Having a wide array of academic programs accomplishes this goal. One such program for special education students is an intervention program entitled CHAT Lab (Class work, Homework, and TAKS) where students receive one-on-one and/or small group instruction after school Monday through Thursday. The Diamondback Den, an afterschool homework program offered Monday through Thursday, is available for all students who need extra assistance. The Science Tech Lab is available daily to our students during Saturday Science Camps. Additional classroom technology consists of COWs (computers on wheels) which allows every student to have their own laptop. In addition, all classrooms are equipped with a mounted projector, document camera, and an Interwrite pad. These instructional aids and programs provide an optimal academic environment for our students.

Sharyland North Junior High has exceptional extra-curricular programs which touch the lives of over 90% of our student population. The programs we offer are chess, Math Counts, Odyssey of the Mind, UIL academics and athletics, cheerleading, Dazzlers dance team, band, choir, student council, and National Junior Honor Society. In athletics alone we have over 400 students and band involves over 250 students. In our region, we are the school that all eyes look to as being the example to follow based on our perennial success in both academics and athletics. Much of this is accredited to the dedicated teachers and coaches who work diligently on behalf of every student who desires to participate. Credit also goes to our parents who support us in all endeavors.

One of the many distinct attributes of our campus is our eclectic student population. This diversity allows for students to learn from one another about the uniqueness of their cultures and teaches acceptance and tolerance. To enhance this environment, we implemented The Fish!, a philosophy to bring more energy and passion to our work. This program is a positive, common language that gives individuals a foundation for building vibrant relationships by utilizing four practices: Be There, Play, Make Their Day, and Choose Your Attitude. We also promote daily character-building through our Values Code program which encourages all students to practice a particular value in their personal lives. There are 13 values which include honesty, respect, responsibility, self-control, hard work, self-respect, concern for others, tolerance, cooperation, fairness, forgiveness, courage, and self-knowledge. In addition, Project Wisdom, which is broadcast daily through morning announcements, encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. These messages, which are rich in biography and history, inspire and teach multicultural and social skills. Administrators, non-TAKS teachers, and support staff have embraced The Student Mentoring Program,

which encourages an assigned mentor to take additional responsibility for four at-risk students to foster their academic success. The implementation of these programs has had a direct, positive impact on the behavior of our student body and has allowed for maximum attention to be focused on academic success.

From humble beginnings to exemplary status, we have become an integral part of the educational system of Hidalgo County and Texas. *“When excellence becomes tradition, greatness has no limits.”* This is our motto. **We are Sharyland North!**

1. Assessment Results:

In the state of Texas, all public schools are required to administer the Texas Assessment of Knowledge and Skills (TAKS). This state exam is used to measure students' academic growth and determine a school's accountability rating. The accountability rating is based on the percentage of students passing the tested subjects. Seventh grade students test in mathematics, reading, and writing. Eighth grade students test in mathematics, reading, social studies, and science. Special education students are also tested in accordance with their IEP, or Individual Education Plan. It is also state mandated (Student Success Initiative –SSI) that all eighth grade students meet minimum standards in order to be promoted to the next grade level. Campuses can receive one of four accountability ratings: Academically Unacceptable (the lowest rating), Academically Acceptable, Recognized, or Exemplary (the highest rating). Information about the state's assessments can be found at www.tea.state.tx.us.

For the past five years we have made substantial improvements in both reading and math TAKS scores in all subgroups and tested areas. This past year was the first year that we were able to receive an exemplary rating. Out of 99 middle schools in our region, only 23 achieved an exemplary rating.

Over the past five years, our campus has shown significant gains in math. In 2006, when our campus first tested, 81% of all 7th grade students and 68% of all 8th grade students passed the math TAKS with the minimum score required. On the 2010 math TAKS, 95% of all 7th grade students and 95% of all 8th grade students met the passing standard. We also had great success with our economically disadvantaged sub group. We started off with 74% of 7th grade and 58% of 8th grade students passing the math TAKS back in 2006. This increased to 95% of 7th grade and 88% of 8th grade students passing in 2010. Our Limited English Proficient population also had gains of 6% in 7th grade and 29% in 8th grade.

Tremendous gains can be noted with our reading TAKS. In 2006, 7th grade students were at an 85% and our 8th grade students were at 82%. This past year, students' scores increased to 91% for 7th grade and 96% for 8th grade. With our economically disadvantaged sub group, scores increased from 75% to 86% for 7th grade and 77% to 90% for 8th grade. Big gains were also accomplished with our Limited English Proficient groups where 7th grade students went from 52% to 61% passing and 8th grade students went from 39% to 59% passing. This campus has had a steady growth on state mandated tests in both 7th and 8th grade since its opening in 2005, which is due in large part to the exemplary staff.

It is important to note that because we are a school that borders Mexico, we have seen an increase in enrollment because families are immigrating due to the violence. In order to make their transition from the dominant language, teachers and staff use diverse and innovative strategies such as SIOP (Sheltered Instruction) and Kagan Cooperative Learning. These models provide students the opportunity to accomplish academic proficiency.

At Sharyland North Junior High, accountability and data are at the heart of educational reform. Our central office administration and school board demand their schools focus on achieving high standards for all students, and they require evidence of progress explicitly reported through student data. Our school has implemented large-scale assessment systems, established indicators of effectiveness, set targets, created inspections or review programs, tied rewards and sanctions to results, as well as combinations of the above.

2. Using Assessment Results:

Over the past several years, a great deal has changed at Sharyland North Junior High. Students in our junior high are living in a "knowledge society." There has been an exponential increase in data and information, and technology has made it available in raw and unedited forms. Sharyland North Junior

High generates huge amounts of data, and maintains a wealth of potential data from test results to dropout statistics, attendance figures, course enrollment, teacher credentials, student demographics, and so much more.

Sharyland North Junior High administers three benchmark exams leading up to the TAKS. The district administers benchmarks for English, mathematics, social studies, and science throughout the year and even goes as far as to create our own science benchmark for 7th grade students.

Using software called AWARE, teachers are able to analyze benchmark results in various formats. Teachers have been trained to run benchmark reports where they can separate results by sub groups, objectives, class period, and answers. We believe in the “theory of action”. Once we have the necessary data, we are in a position to diagnose areas of strength and areas in need of improvement. We will then adjust instruction and practices in ways that will positively impact on student learning and, thus, will lead to improved student achievement for all students.

For example, in the 2009-2010 school year, 7th grade math teachers and administrators noticed a decline in student benchmark scores. Administrators created a quick action plan and created a Math Camp during the school day where students would receive intentional tutoring sessions taught by two math teachers and two resource teachers. This quick action plan enabled 7th grade scores to go from 80% passing to 95% passing.

Sharyland North Junior High starts planning on how to improve student success from day one. During the summer, counselors use previous TAKS scores to place students in content-area academies, which provide the foundation for their success. Also, they arrange classes so grade level teachers have a common planning period, and by doing so, it allows teachers to meet and share lessons, best practices, and strategies. Our goal is success with our ever-changing population. From year to year, teachers at our campus change their teaching strategies to accommodate students’ learning abilities.

3. Communicating Assessment Results:

Sharyland North Jr. High has established a priority for communicating results. Staff strive to inform the community regarding school academics and performance results throughout the year. In order to maintain this goal we have implemented different methods to disseminate results.

Our campus is on a six-week grading period in which reports are sent out every three weeks to inform the parents of their child’s progress. Within those six weeks, teachers are required to hold parent conferences, contact parents via phone or email, and send out personal progress reports if the students are in danger of failing or having attendance issues. An on-line grade book with family access and report cards helps parents monitor their child’s progress and attendance with 24-hour access. If a student is failing, teachers begin with a teacher/student conference to ensure the child understands academic expectations. If that is unsuccessful, the teacher will then request a parent/teacher conference to determine any issues affecting individual student achievement.

Utilizing the district and campus websites, teachers and administrators update and manage their personal web pages to disseminate information out to the community. The administration also provides teachers with graphs to share test results with students. The office uses the main corridor walls, TV monitors that are mounted in each classroom and in the cafeteria, and a marquee to post previous year’s three benchmark results along with the current results to encourage and motivate students. These graphs have enabled students to see the gains that our campus has achieved over the course of the year. Students are also the most critical point of connection between home and school. When students understand the school’s priorities, there is more of a chance that the parents will hear about them as well.

Our school status and accolades are communicated to the community via district publication “The Rattler Review”, the district website, and an open public forum through school board meetings where students and teachers are recognized on a monthly basis. Our local newspapers and media like “The Monitor”,

“Progress Times”, “El Mañana”, “KRGV”, “KGBT”, and “UNIVISION” are used to announce our achievements in both English and Spanish. Using all these avenues to inform the public of our goals and accomplishments enables us to obtain the support of our community to benefit our students.

4. Sharing Lessons Learned:

Sharyland ISD has a collective vision to support its schools and educators in creating a valuable, high-functioning learning community with the goal of improved student learning. There is a noteworthy body of research that illustrates the need for schools in the 21st century to function as a learning community connected by a shared idea of students and staff learning and practicing common values of respect and support. Our collaborative community flourishes on the assertion that all contributions are important. The sharing of individual classroom success encourages others to emulate and reconstruct that success. The teaching staff maintains responsibility for student academic attainment and will adjust as needed to positively impact students.

Last year our school was asked to pilot a Science Tech Lab to help improve the science scores in all subgroups. We had tremendous success with this program and neighboring school districts came to our campus to see how our science department was using this Tech Lab. The Science department head gave a presentation and trained teachers from those districts on how to maximize their results by incorporating this program into their daily instruction.

Several members of the Sharyland North Junior High staff have collaborated on the writing of the district’s classroom curriculum in all the content areas for middle schools. They are able to develop lessons that connect to our student population thereby maximizing learning. This can be seen in the numerous accolades that are highlighted in our school district’s newspaper, “The Rattler Review”, and the education section of the “The Monitor” (South Texas distribution).

Sharyland North Junior High is learner-centered and committed to continuous improvement. We cherish the enthusiasm to share ideas within our district and beyond. Sharyland North has benefitted from the exemplary ideas and methods of others, so in-turn, we are excited to share our successes as well. As a recipient of the Blue Ribbon Award, we will welcome others to visit our school and community.

It is with great pride that we are given the opportunity to become a showcase campus and look forward to assisting and benefitting as many students as possible.

1. Curriculum:

The English language arts curriculum involves the teaching of three separate but integrated subjects: reading, writing, and grammar. Reading instruction is mainly taught through the use of a literature textbook that includes culturally diverse selections from a variety of genres including fiction, nonfiction, poetry, and drama. Teachers also use multiple novels throughout the school year to teach reading comprehension and literary analysis. In addition to literary analysis, ELA teachers help students master narrative, informative, and persuasive writing through the use of the 6+1 Trait Writing Model of Instruction & Assessment.

The mathematics curriculum is driven by the state standards, TEKS, in a variety of ways. Our math program uses incremental development of concepts and skills through short daily lessons and practice. The textbooks provide opportunities for students to master basic skills as they develop the necessary critical thinking skills and problem-solving strategies. Algebra readiness is the goal for most seventh and eighth graders. About one-third of the students in each grade is advanced a year in math. One-third of our eighth graders earns high school credit for Algebra I. Through CSCOPE, computer-assisted instruction, hands-on activities, technology, and sound instruction, our students excel in mathematics each year.

Science instruction follows an inquiry-based curriculum that is composed of several technology programs aligned with the TEKS and CSCOPE. A minimum of forty percent of instructional time is devoted to hands-on activities or computer-based interactivities. Our students are further enriched through the opportunities offered in our rigorous high school credit course, Integrated Physics and Chemistry (IPC), which prepares advanced eighth grade students for challenging AP Physics and AP Chemistry classes in high school. We also offer Saturday science camps and after-school tutorials for students who are struggling. During the students' two years at Sharyland North, they are challenged to become problem solvers, scientific thinkers, and lifelong, independent learners.

The social studies curriculum at SNJH is vertically and horizontally aligned by following a pacing guide called a Vertical Alignment Document (VAD), which is found in the district's curriculum developer, CSCOPE. The VAD outlines what TEKS are to be taught at each point in the students' social studies education. Creative instruction and engaging student interactive lessons are designed from CSCOPE and the social studies textbook, History Alive, and its ancillary resources.

Our courses dealing with the arts are taught by extremely talented instructors who strive to produce well-rounded students. Our band program, which is currently the largest program in our area, offers four band classes based on skill level: Cadet, Concert, Symphonic, and Honors. Our band performs at all of our school's pep rallies and in the City of McAllen La Posada Parade, and they also entertain many with a holiday concert and a spring concert. The choir program, which also has a substantial enrollment, focuses on getting students ready for concerts they perform during the year, including a Christmas concert, a spring concert, and a Texas Independence Day assembly that takes place in our gymnasium. In the area of theater arts, two different classes are offered. In the basic theater arts class, students create all their own material, memorize their scripts, and receive instruction on the fundamental aspects of acting. The theater production class, which students can only get into if they have passed an audition, concentrates on performing published drama and competing in the UIL One-Act Play competition. As far as visual arts, we offer a semester-long course, Art I, and a year-long course, Art II. In Art I, students draw and learn about composition and perspective. The Art II class gives students the opportunity to take what they learned in Art I and apply those skills to different mediums such as acrylic paint, watercolors, clay, and computer graphics.

Our foreign language program consists of three separate Spanish courses. There is a Spanish class for non-speakers in which students learn the basics of Spanish grammar through oral repetition. For those

students who can already speak Spanish, we have a class that concentrates on refining their Spanish language skills. Finally, there is an AP Spanish class where dedicated and advanced Spanish-speaking students can obtain high school credit and possibly college credit based on their grades and performance on the AP Spanish exam given at the end of the school year.

The physical education and health curricula teach students to be conscious of their health not only now, but for the rest of their lives. In P.E., students learn about general fitness by participating in various conditioning exercises, and they also learn the history and fundamental skills of different team and individual sports. Students in health class learn about important issues and topics concerning personal health such as proper nutrition, hygiene, and abstaining from alcohol, illicit drugs, and tobacco.

2. Reading/English:

English language arts has been one of the strengths of Sharyland North Junior High since we opened our doors in 2005. Our scores on the state assessment in the areas of reading and writing have consistently been above ninety percent. This success can be attributed to a comprehensive and challenging curriculum that involves writing, grammar, and reading instruction. To teach writing skills, our ELA staff utilizes a proven instructional program, the 6+1 Trait Writing Model of Instruction & Assessment. All of our ELA teachers have been trained in using this model, which essentially teaches students to recognize the inherent qualities of all effective writing. Students learn how to evaluate writing, both their own and the writing of others. Once they fully understand what proficiency in a trait looks like, they practice perfecting that aspect in their own writing. When all traits have been taught, students synthesize them to produce quality writing. One of the traits, conventions, is covered throughout the school year through the use of a systematic approach to teaching grammar, usage, and mechanics. In addition to having students complete a Daily Oral Language activity, teachers follow a logical progression of grammar instruction in which each new concept ties in to the previous concept, allowing students to make meaningful and memorable connections. For reading instruction, our teachers use a variety of tools to help students better comprehend what they read. Students read selections from our literature textbook, which is divided into the major literary genres. Each selection focuses on a reading skill that students will have to master to be successful on the TAKS. Teachers also use novels to supplement their classroom reading instruction. These novels are discussed extensively and analyzed by students so they can understand key literary concepts such as style and author's purpose. For students who have trouble with reading, the campus focuses on developing the foundation skills. Students who did not pass the reading TAKS in 7th grade are placed in an 8th grade ELA class which primarily uses a program entitled Read Now Power Up!, which is a scientifically research-based intervention program for struggling readers. Students in all regular ELA classes use SuccessMaker, instructional software that creates an adaptive and personalized pathway to mastery of important reading concepts. Lastly, we have remedial programs including after-school tutorials and reading TAKS academy classes where the enrollment varies based on results from our district reading benchmark exams.

3. Mathematics:

Sharyland Schools made a bold move twenty years ago piloting a math program that allowed small incremental development of concepts with daily spiraling practice to ensure mastery. After several years of gains on standardized tests, the district adopted it for grades K-12. At that time until recently, Saxon Math was not a choice through the Texas Education Agency (TEA), so our district funded the purchase of the books locally. While state testing grew more rigorous, our students continued to perform well. But we experienced a population boom bringing us many students who had instruction gaps. Likewise, the accountability standards for the state rose, and the federal No Child Left Behind Act introduced Annual Yearly Progress (AYP). The students were soon introduced to intense practice before state exams. Benchmark testing begins a few months before the test, which allows staff to identify areas of deficiencies in time for interventions. We adapted our schedule to include math for two class periods of 45 minutes. Targeted students are enrolled in after-school tutorials and Saturday Academies. Additional math classes were created for students who did not master math the previous school year. Peers and adult mentors from the community tutored individuals. In addition, special education students are

challenged by implementing inclusion. Our scores have climbed and held. Now we only hold a few Saturday sessions in the spring, but continue with mandatory and optional tutoring at least once a week. We added the “Diamondback Den” after school this year as a way to support students who need a place to get their homework done in all subjects, with teachers there to assist. In addition to sound teaching, the math department has incorporated the use of technology. Every teacher has a document camera and Interwrite Pad to teach on the move, as well as graphing calculators and Math Navigators. Compass Learning and Success Maker, two computer-based instructional programs in our labs, provide individualized prescribed instruction for our at-risk students. Teachers enrich and supplement with additional focus activities, lessons, handouts, and assessments, many from the CSCOPE Curriculum Developer. Our test generator allows teachers to create additional practice and assessment tools. Hands-on and discovery learning, foldables, and manipulatives enhance our students’ learning and organization.

4. Additional Curriculum Area:

At Sharyland North, our science department has shown exceptional growth. Our technology-based curriculum (Science Tech-Lab, Edusmart, and COW) is aligned with Texas Essential Knowledge and Skills and CSCOPE. All of these instructional aides provide the optimum academic environment for our students. Science Tech-Lab is a computer-based science program that is actually a better way to teach science than using a traditional textbook. Tech-Lab’s equipment, curriculum and software challenge students and help teach competencies and skills students need to face and overcome the challenges of this millennium. It offers teacher-directed and student-centered science solutions that utilize stunning multimedia, hands-on activities and built-in assessment. The students use a hand held response system to take Power Point quizzes. Science Tech-Lab provides differentiated science instructions and allows teachers to use the 5E instructional model (engage, explore, explain, elaborate, and evaluate) to teach scientific theory. Edusmart Science is a technology-based teaching tool designed for the 21st century classroom. It adapts easily to support all types of instructional models in a typical classroom, such as direct instruction, cooperative learning, and inquiry-based instruction. This student-centered and teacher-directed teaching tool allows teachers to differentiate instruction based on the unique needs of the various subpopulations within the classroom. Edusmart addresses all learning styles with its rich 2D and 3D animation, lively voice-overs, interactive content, built-in assessment, glossary with video, simulations, interactivities, and “real life” examples. COW (Curriculum on Wheels) is another computer-based technology that science teachers can utilize. It includes videos and songs which make students want to learn and remember science facts. Laying the Foundation, a Pre-AP program that all math, science, social studies, and ELA teachers are trained in, utilizes hands-on activities to enhance our teaching. Students who are taking Integrated Physics and Chemistry (IPC) also use the TI-84 Plus calculators and calculator-based labs. More than one way exists to learn science as every student has a unique learning preference. To achieve these unique learning experiences, all classrooms are equipped with a mounted projector, a document camera, and an Interwrite pad. By incorporating such technologies in the classroom, the campus promotes varied forms of learning.

5. Instructional Methods:

Sharyland North Jr. High teachers implement various methods of instruction to assure that specific needs of our diverse subgroups are met.

The English as a Second Language (ESL) program focuses on specialized instruction for Limited English Proficient (LEP) students. Newcomer classes for LEP students who are new to the country provide accelerated linguistic and academic instruction with the goal to have these students mainstreamed into regular classes.

Teachers who work with LEP students utilize various methods for effective delivery. One of these methods is the English Language Proficiency Standards (ELPS) which are state-mandated standards for LEP students. The ELPS are used in conjunction with SMART (Specific, Measurable, Ambitious, Realistic, Timetable) objectives to accomplish this task. In addition, teachers receive yearly trainings on the 5E Model, an inquiry-based approach that allows students to continually Engage, Explore, Explain,

Elaborate and Evaluate daily concepts. Teachers also apply Sheltered Instruction techniques to address academic language difficulties and Kagan methods that utilize the cooperative learning approach.

Our Pre-AP program is designed for students who desire a more challenging curriculum. Pre-AP is provided in the core content areas of instruction with programs such as Laying the Foundation, Ginger Tucker, and 6+1 Writing. Algebra I, IPC, Speech, Spanish I, and Health II are Pre-AP classes in which students earn high school credit.

The special education program is designed to meet the special needs of the students by identifying their weaknesses and targeting the appropriate modifications that will allow students to receive grade-level instruction. Special Education students use the CHAT Lab as a successful after-school program that assists with homework. The campus also implements inclusion to provide students with the least restrictive environment.

Multiple computer programs are applied in areas of need. This allows teachers and students to target areas of weaknesses. Some computer programs used are Success Maker, Study Island, English Now, Rosetta Stone, Brain Pop, and HELP Math. These programs are used both in the classrooms and computer labs during the day, after school, and during Saturday tutorials.

Providing various instructional methods has been a successful approach that prepares students for success.

6. Professional Development:

At Sharyland North, professional development is a critical component to the success of the students. We believe that quality professional development increases the educators' knowledge of academic content, rigor, and instruction while impacting what educators believe about student learning. The instructional leader at Sharyland North ensures that all professional development attended by the staff is research-based and that presenters are credible and knowledgeable in the field of education. The high expectations and excellence in academic standards is aligned to the workshops and trainings provided. The success at Sharyland North can be attributed to the constant evaluation and recognition of its needs in the different subject areas and the need for improvement. The needs assessments completed by the teachers as well as the climate surveys are tools that are utilized by the school leader to support the classroom teacher and meet their requests. When teachers apply and incorporate what they have learned in the workshops to their daily classroom routine, it is a testament to the quality professional development that has been provided, and ultimately it is shown in the student results and success in the classroom. Monitoring is a key to promote implementation of instructional strategies learned through staff development.

Teachers have attended professional development in the subject areas that have increased academic achievement and success for all students. Administration and teachers attended a Kagan Structure workshop. ELA teachers have attended 6+1 Writing Traits and Laying the Foundation, which helps prepare students for advance placement courses. Math teachers attended Pre-AP Math Laying the Foundation, MSTAR Math Academy, Pre-AP Math Institute to Better Serve G.T. Students and Ginger Tucker. Teachers have also attended the following workshops: Learning Strategies Using Movement in the Classroom, Improve Classroom Performance by Using Tech Tools, Building Academic Vocabulary-Core Areas, GRAMM Crackers, and Curriculum Differentiation in the Pre-AP and AP Classroom. Diana Ramirez's reading training was extremely beneficial to the reading teachers and the application of the strategies in the classroom proved to be successful. The science teachers attended Holy Cow and Betty Bates training, which use hands-on activities to teach students the lessons through the utilization of the science labs. History Alive training for social studies brings historical characters to life through portrayals by presenters who have conducted scholarly research on their characters. Professional development is selected based on teacher need, teacher appraisals, and student results. The campus provides intentional training that targets areas of need.

7. School Leadership:

Sharyland North has strong school leadership and administration. Everything our school leaders do is intentional and for the success of all our students. The principal is an effective instructional leader and takes responsibility for the overall management of the entire school. This includes student success, school climate, teacher effectiveness, parent support and providing an exceptional learning environment for students. All staff is involved in the entire decision making process; from our custodians to coaches and teachers to administrators. It is a team effort. The school leadership's focus is on our classroom teacher. In fact, the classroom teacher is the key to our school's success. The principal is well aware that a great school has great teachers. We only hire the best teachers, teachers who have a positive impact on students and are influential in the school.

The school leadership has a vision of success for all students and is able to extend it to all staff. Our vision is based on high expectations. We are receptive to the ideas of staff and incorporate them into the vision as appropriate. We focus on maintaining a sense of direction over an extended period of time. In the management role, our administration makes plans to ensure the vision becomes concrete. The administrative team at Sharyland North consists of the principal, two assistant principals, two counselors, and a curriculum/ESL strategist. In addition, the Curriculum Instructional Leadership Team, CILT, includes the administrative team plus department heads. The department heads include representatives from science, math, English language arts, social studies, electives and special education personnel. The CILT meets routinely to discuss the academic needs of their students and departments. In addition, all classroom teachers meet weekly during grade level meetings and team planning with their departments. The administrative team is part of these meetings to enhance and facilitate our classroom teacher's instruction. Our meetings are intentional with specific outcomes in mind that always include student and teacher success.

In retrospect, the principal makes the vision a daily reality at school. This reality consists of student success in all educational endeavors. The campus ensures our teachers and staff are supported and recognized for their efforts toward change and success. Together we will make a difference in our students' lives.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	92	86	84	80
Commended Performance	38	39	33	26	25
Number of students tested	331	358	320	301	301
Percent of total students tested	91	91	89	93	90
Number of students alternatively assessed	24	23	16	19	22
Percent of students alternatively assessed	7	6	4	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	92	90	86	81	74
Commended Performance	27	33	24	18	15
Number of students tested	195	199	176	165	174
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	94	91	86	83	77
Commended Performance	35	37	29	23	23
Number of students tested	291	324	276	272	252
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	84	75	73	60	78
Commended Performance	13	25	19	5	13
Number of students tested	31	32	26	20	23
6. White					
Met Standard	100	92	89	96	95
Commended Performance	55	42	49	59	41
Number of students tested	31	26	35	27	41
NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	89	87	88	81
Commended Performance	37	36	29	26	29
Number of students tested	333	362	324	302	301
Percent of total students tested	91	92	91	93	90
Number of students alternatively assessed	22	17	10	17	23
Percent of students alternatively assessed	6	4	3	5	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	86	82	88	84	75
Commended Performance	24	27	24	16	18
Number of students tested	196	202	178	165	174
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	89	88	86	87	79
Commended Performance	35	35	26	22	25
Number of students tested	292	327	280	272	252
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	61	50	63	30	52
Commended Performance	6	3	4	0	4
Number of students tested	31	34	27	20	23
6. White					
Met Standard	100	89	91	100	95
Commended Performance	50	48	51	61	54
Number of students tested	32	27	35	28	41
<p>NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	90	90	84	79	68
Commended Performance	44	38	28	26	18
Number of students tested	377	345	320	317	277
Percent of total students tested	90	93	93	91	91
Number of students alternatively assessed	33	18	8	23	18
Percent of students alternatively assessed	8	5	2	7	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	88	86	80	73	58
Commended Performance	35	26	20	19	13
Number of students tested	211	192	195	171	152
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	90	89	82	76	65
Commended Performance	43	33	25	23	16
Number of students tested	341	302	289	271	236
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	72	90	63	55	43
Commended Performance	25	3	26	3	0
Number of students tested	32	29	27	33	23
6. White					
Met Standard	96	94	100	92	81
Commended Performance	39	65	58	46	30
Number of students tested	28	34	26	39	37
NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	94	95	93	82
Commended Performance	52	55	56	49	38
Number of students tested	376	341	324	312	278
Percent of total students tested	90	93	93	89	92
Number of students alternatively assessed	32	15	7	23	17
Percent of students alternatively assessed	8	4	2	7	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	90	93	94	92	77
Commended Performance	40	43	45	41	31
Number of students tested	211	188	197	166	152
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	93	94	95	91	81
Commended Performance	50	53	53	45	36
Number of students tested	340	298	293	266	236
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	59	48	77	54	39
Commended Performance	7	12	10	7	0
Number of students tested	29	25	30	28	23
6. White					
Met Standard	100	97	100	100	89
Commended Performance	64	74	88	72	55
Number of students tested	28	34	26	39	38
NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	91	85	81	74
Commended Performance	41	39	31	26	22
Number of students tested	708	703	640	618	578
Percent of total students tested	90	92	91	92	90
Number of students alternatively assessed	29	21	12	21	20
Percent of students alternatively assessed	8	6	3	7	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	90	88	83	77	67
Commended Performance	31	30	22	18	14
Number of students tested	406	391	371	336	326
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	92	90	84	80	71
Commended Performance	39	35	27	23	20
Number of students tested	632	626	565	543	488
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	78	82	68	57	61
Commended Performance	19	15	23	4	7
Number of students tested	63	61	53	53	46
6. White					
Met Standard	98	95	93	94	88
Commended Performance	47	55	52	52	36
Number of students tested	59	60	61	66	78
<p>NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	91	91	91	82
Commended Performance	45	45	42	38	33
Number of students tested	709	703	648	614	579
Percent of total students tested	90	92	92	91	91
Number of students alternatively assessed	27	16	9	20	20
Percent of students alternatively assessed	7	4	3	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	88	87	91	88	76
Commended Performance	32	35	35	28	24
Number of students tested	407	390	375	331	326
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	91	91	91	89	80
Commended Performance	43	44	40	33	30
Number of students tested	632	625	573	538	488
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard	60	49	70	50	46
Commended Performance	6	7	7	4	2
Number of students tested	60	59	57	48	46
6. White					
Met Standard	100	93	95	100	92
Commended Performance	57	62	67	67	54
Number of students tested	60	61	61	67	79
<p>NOTES: The district has always made assessment decisions based on the individual needs of every student. When a student needs to take an alternative assessment (TAKS-A, TAKS-M), the decision is based strictly on the child's IEP and instruction in the classroom. The district does not look at the numbers or percentages but the academic, instructional, and assessment level that is appropriate for the student to receive on grade level curriculum and demonstrate mastery of content.</p>					