

**West Rusk Junior High**  
**District/Campus Improvement Plan**  
**2021- 2022**

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**Board Approved: January 10, 2022**

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

### **Mission Statement for West Rusk CCISD**

The West Rusk public education system is devoted to ensuring that all its children, regardless of race, color, national origin, sex, or handicap have access to a quality education by providing a well-balanced curriculum in a safe environment, free of drugs, violence, and fire arms. West Rusk CCISD is designed to equip students with the skills and understanding necessary to successfully negotiate the challenges to work and life as presented by an ever-changing society.

### **Mission Statement for West Rusk Junior High**

West Rusk Junior High will support and reinforce the district mission by providing a safe environment in which students can improve academic performance, attendance, participation in school related activities and will be ready for the challenges of high school.

# Campus Improvement Planning and Decision Making Committee

<b>Name</b>	<b>Position</b> <small>(Parent, Business, Community, Teacher, etc.)</small>	<b>Signature</b>
Jamie Bradshaw	Teacher	
Diana Kriel	Teacher	
Rachel Bynum	Parent	
Taryn Hunley	Parent	
Justin Hunley	Business	
Katherine McCandles	Community	

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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## SCHOOL WIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these School wide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

# State Compensatory Education

This district has written policies and procedures to identify the following for our campus:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 4

The process we use to identify students at-risk is: PEIMS data standards E0919

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria pre kindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.



The process we use to exit students from the SCE program who no longer qualify is:  
TEA education and policy procedures,

- 100% level of satisfactory performance on state assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or better
- Residential placement status
- Alternative education program placement timeframe
- LEP status

## State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Students At-Risk	59	c	67	59	c	68	45	c	53	62	c	64
Students Not At-Risk	86	c	95	85	c	93	92	c	86	94	c	97

**The comprehensive, intensive, accelerated instruction program at this district/campus...** *our schedule provides extra time for students that have struggled to meet standards on their State Test. Priority classes are scheduled for math and reading for those students. Class size is small so that teachers can work closely with these students providing test taking strategies and the opportunity to fill in educational gaps.*

**Upon evaluation of the effectiveness of this program the committee finds that...** *Students continue to improve scores.*

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal	
Program/Funding Source	Amount of Funding
Title 1	51,124.15
Title 2	17,649.15
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	408,746.04
Local	
Program/Funding Source	Amount of Funding
Expenses	85,060.00
Total Local	1,358,639.00

JR HIGH	COMP ED	TITLE I	TITLE II
SALARIES	\$408,746.04	\$42,322.15	\$12,750.00
CONST SERVICES	\$ -	\$ 8,802.00	\$ 4,899.15
GENERAL SUPPLY	\$ -	\$ -	\$ -
FEES AND DUES	\$ -	\$ -	\$ -
TOTAL	\$408,746.04	\$51,124.15	\$ 17,649.15

# Comprehensive Needs Assessment Summary -

**Section 1 – District Profile {Demographics}** Strength - West Rusk Junior High has 253 students enrolled with 15 teachers, 4 paraprofessionals, we share 3 teachers and 1 para with the High School on campus. West Rusk Junior High is a school-wide Title I campus. At this time, 71% of our students are economically disadvantaged. Our student demographics consist of 14% African Americans, 27% Hispanics, 58% White, and 1% American Indian.

Weakness - Our daily attendance rate needs to improve is currently 95% and needs to improve to 98%

**Section 2 – Student Achievement** We examined various sources of data to help us focus instruction and resources where they will help us the most. We looked at Longitudinal TAPR data, STAAR, STAAR ALT. 2, TELPAS, Benchmark Testing, PBMAS, Discipline data, Promotion/retention rates, Stakeholder Surveys, Staff workshop attendance, TPRI, DMAC Reports, Accelerated Reader, STAR testing, Faculty input, AR reports, Report cards/progress reports, Absentee reports, Tardy reports, Teacher/parent contact logs, Staff retention/turn over, and finally Lesson plans.

This graphic breaks down performance by demographics:

Math Approaches or higher	6th grade	7th grade	8th grade				8th grade
Hispanic	77%	76%	86%	Science Approaches or higher			
African American	80%	36%	100%	Hispanic			71%
White	76%	81%	92%	African American			70%
Two or More Races	60%	43%	89%	White			81%
Economically Disadvantaged	75%	65%	92%	Two or More Races			100%
Expected Growth	43%	32%	67%	Economically Disadvantaged			73%
Accelerated Growth	7%	3%	21%				
				Soc St Approaches or higher			
Rdg Approaches or higher				Hispanic			71%
Hispanic	65%	81%	86%	African American			70%
African American	70%	73%	71%	White			81%
White	66%	93%	88%	Two or More Races			100%
Two or More Races	40%	43%	100%	Economically Disadvantaged			58%
Economically Disadvantaged	58%	82%	85%				
Expected Growth	27%	46%	40%				
Accelerated Growth	9%	28%	48%				

**{Student Achievement}** Strengths: Out of 27 areas comparing the State scores to WRJH scores, we rated at or above the state in 18 areas. Staff is very proud of student accomplishments. Weakness: We would like to improve our accelerated growth and percentages of students in the masters category.

### **Culture and Climate**

Strengths: Data collected from staff interviews and surveys indicated the need for a school wide discipline management, which is now in place. Students have had and will continue to have a reward each six weeks based on discipline, attendance, and academic performance. High percentages of students are involved in extracurricular activities. We added a theatre art elective.

**{Staff Quality, Recruitment and Retention}** Strength: At West Rusk Junior High, we will continue to work on retaining a highly qualified teaching staff, and we will support our new teachers by providing professional development and a strong mentoring program. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. This past year the campus lost two teachers, one was from the coaching staff and the other moved closer to her hometown. We recruited two highly qualified and experienced teachers to fill those spots. The campus hired two administrators from within the district, and recruited a counselor who previously worked as a teacher for the district. Weakness: We have a need for bilingual staff.

**{Family and Community Involvement}** Strength: Families attended meet the teacher night prior to the start of school. Teachers use remind and zoom to communicate with parents. Parents attend sporting events. Weakness: Teachers struggle in contacting certain parents. We need to have activities that include parents of less active students.

**{Technology}** Strength: The Junior High has been very fortunate that the Technology department continues to provide the technology that our teachers need to be successful. We have continued to add computer carts to the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades this year in order to keep up with the rising number of students in those grades. Weakness: Training and knowing the best resources to invest in.

**{Curriculum, Instruction and Retention}** Our curriculum is determined by our state TEKS, teachers align instruction from the TEKS with daily lesson plans that provide focus on student needs. 504 interventions are in place to assist those students with particular learning difficulties. Students that have failed the state test previously will be put into priority classes giving them the opportunity to get extra help with those subjects, hopefully filling in educational gaps.

**Reading:** We will continue to push the Accelerated Reading program in all grades. In addition, continue to have reward trips for those who reach their goal each six weeks. We will increase interest in Reading and develop fluency by allowing students to select high interest books within our Accelerated Reader program. All reading teachers will incorporate Learning Farm as another resource for improving reading levels in all students.

**Math:** Teachers will use best practices in the classroom to ensure that all students get the best chance to improve math skills. Struggling students will be assigned to math priority classes. We will also continue our computer-based programs such as Accelerated Math, Imagine Math, Study Island,. We will continue to provide professional development for our teachers.

**Writing:** The Junior High will improve writing skills by encouraging teachers to have more writing assignments in all subjects.

**Science:** teachers will continue to be a member of the Region VII Science Cohort to enhance her knowledge in research-based teaching practices and to collaborate with other area Science teachers. All our science teachers will use hands-on labs to enhance learning, promote curiosity, and lead students to inquire about the living world.. Our students will use appropriate tools to gather, analyze, and interpret data. They will communicate scientific procedures and explanations using appropriate vocabulary. We will continue to stress academic vocabulary at all grade levels and utilize our computer-based programs such as Study Island to increase students' knowledge base.

**Weakness:** Staff indicated a need for more tutorial curriculum.

## ***Objectives for the 2021- 2022 School Year and Beyond.***

- Provide a safe learning environment.
- Use data to close gaps caused by a shorter school year missing most of last spring and possible gaps caused by At-Home Learning.
- Improve behavior with our counselor led program “Capturing Kindness”, rewarding good behaviors.
- Students will exceed state averages on state assessments.
- Continue to provide staff with training workshops to continue their growth as teachers.
- Continue to train staff on the use of DMAC and data mining, to improve student success.
- Use technology in the classroom, developing 21st century learners.
- Student Attendance will continue to improve by providing incentives each six weeks. Continue the practice of calling parents of absent students.
- Our counselor will include character lessons and career research during her classroom guidance lessons

**Goal 1:** : All students will meet or exceed Federal, State, and Campus student performance standards.

**Objective:** Students in each student group will meet or exceed expectations for STAAR, STAAR-Accommodated, and STAAR-Alternate tested content areas as identified by the Academic Performance Chart. We will also emphasize improvement in our African American scores in all subjects. Data shows us that this population is scoring much lower than the other student populations. We are also emphasizing improved Reading scores across all grade levels. We have been increasing the resources available to our reading teachers. Learning Farm (computer program) has been added and will continue to be available to help enhance learning opportunities.

**Summative Evaluation:** 80% of Junior High students will have an increase 3% on 2021-2022 state test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Coordinate State Comp with other money, special Ed funds to implement the 10 components of a school wide program	2	Principal	6 weeks	Title 1, contracted services SCE funds	School schedule and student performance	Improved six weeks grades, STAAR Test results, Reduced failure rate
Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at risk, 504,, and Sp.Ed. students	4	Principal Classroom teachers	Every 6 weeks.	SCE	Paraprofessional scheduled in classes and assisting students	CBA Grades, Progress reports, report cards, STAAR Test results
Low achieving students will attend enrichment tutorials during fall and spring semesters to address needs.	4	Core subject teachers Principal	6 weeks	SCE	A.R. reports, A.R. points	Progress reports, report cards
GT students will be provided time to work together on group projects	2	Core Teachers SS Teachers	6 weeks	Local GT funds	GT projects displayed.	100% fulfilling requirements
Priority Reading/Math classes will be utilized in all grades. Technology assisted programs will be utilized to aid in learning.	2	Priority teachers Principal	weekly	local	Log on records and attendance	Lesson levels and CBA's
Target Hispanic, African American, and other special populations we will	4	Core teachers and Principal	2 to 4 times a week	Title 1 ESL	Teacher input, student assessment/practice	CBA's, STAAR

create concentrated instruction through RTI, and content mastery.						
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**Goal 2:** WRJH will meet all Federal, State Program Based, and State Compensatory Education compliance standards and performance based monitoring assessment criteria to ensure that all students meet performance standards in all areas with emphasis on those students with special needs and at-risk of not achieving performance standards or graduating on time.

**Objective :** : Students in ESL will meet or exceed expectations for TELPAS and/or STAAR as identified by the LPAC committee for each individual student. At-Risk, 504, and Special Education students will meet or exceed expectations for STAAR or STAAR alternate assessments.

**Summative Evaluation:** Accomplishment of objective as measured by group % of scores on all state assessments.

80% of Junior High students will increase 3% on state testing in science and math.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Ensure that all LEP students become proficient in English through the following Priority classes and tutorials	2	Core subject teachers, TELPAS Raters, Principal.	Weekly check	Local	Priority assignments, Pull-out sign-n sheets	CBA scores STAAR scores
Identify and monitor At-Risk, 504 and Special Ed. Students.	4	Classroom teachers, counselor, Principal	weekly	Local	Lists of students by grades and sup-populations	CBA scores STAAR scores

**Goal 3:** The campus will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers and administrators.

**Objective :** Ensure that all staff are certified and engage in quality staff development.

**Summative Evaluation:** 100 % of staff is considered Highly Qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide quality staff development to ensure retention and recruitment of highly qualified staff.	1	Principal	Aug 21st	Title 1 and local funds	Region 7 listing of teacher and workshops	Retention of teachers
Provide Technology training, DMAC Training	1	Principal	Aug 21st	local	Teacher training session	DMAC Mining meetings with administrators, Success of students
Provide and implement new instruction methods, Fundamental 5	1	Principal	Aug 21st	local	Provide books and meetings discussing implementation	Walk-throughs, student success.
Provide annual update training for all staff to ensure common understanding of district procedures for identifying, supporting and monitoring all students.	1	Principal	Aug 21st	local	Local training as well as eduhero training modules.	Teachers evaluations, administrative walk-throughs
Staff development will be planned and conducted to train all staff in areas of classroom management, technology and curriculum.	1	Principal	Aug 21st	Title 1, SCE	Region 7 workshops, Walk-throughs, evaluations	Student disciplinary records, teacher surveys



**Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning with regular school attendance.

**Objective:** Provide a safe and secure environment to discourage all forms of violence and bullying while maintaining or growing at least 97% attendance rate with reduced disciplinary referrals by 10% from the previous year.

**Summative Evaluation:** Maintain attendance above 97% show good character following school rules. Monitor discipline referral trends through PEIMS report and measure discipline referrals including special education students placed in DAEP.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Develop incentives to foster good behaviors and good citizen habits	2	Principal and Counselor	Each 6 weeks.	local	Number of students eligible for Friday social	Kinder campus, less discipline write-ups, less bullying accusation
Excessive Absences will be investigated, and reminders of attendance laws and retention will be given and enforced.	2	Principal	Each 6 weeks	local	6 weeks absence report, yearly report	Reduction in chronic absenteeism
Provide transition activities to assist students from one campus to another.	3	Principal, counselors	May	Title 1 and local	Number of attendees at the meeting.	Students that complete the pathway chosen and class schedules completed
Continue to provide behavior management system that is effective against unwanted behaviors	2	Principal, Asst. Principal, Teachers	Daily	local funds	Number of students receiving discipline	Reduction in student disciplinary referrals.
Counselor programs (Catching Kindness, career exploration, Build don't bully)	3	Principal, Counselor	Weekly	local	Student participation in programs.	Student surveys, number reduced in bullying accusations,
Celebrate student that have perfect attendance	2	Principal	Each 6 weeks	Local	Rewarding students at the celebration assembly each six weeks.	Attendance rate

**Goal 5:** WRJH will enhance the educational program through strong partnership forged with parents, community members, and surrounding business partners to benefit all students.

**Objective:** Increase parent involvement through activities designed to meet the needs of all children and support the educational process.

**Summative Evaluation:** NCLB compliance reports, parent sign-in sheets, class and program rosters

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
SBDC will investigate ways to involve parents in school activities.	2	SBDC and Principal	May 2021	local	Parent surveys, teacher contact sheets	Increase in parent involvement
Teachers will conduct team/parent meetings with flexible times for more access	2	Grade Level teams	6 weeks	local	Phone logs, emails, Meeting notes	Increase in parent involvement
All teachers will have a parent contact log.	2	Principal and All teachers	6 weeks		Teacher parent contact sheets	Increase in parent contact
Distribute parent/school compacts to all students in dual language form	2	Principal, Teachers, Secretary	August	local	Number of compacts returned	Increase in number of compact %
Host a transitional meeting for students and parents going from the 8 <sup>th</sup> grade into High School	3	HS and JH Principals HS and JH counselors.	May	Region 7	Number of students and parents at the meeting	Increase parent involvement, more students participation.