Lamar Consolidated Independent School District

Leaman Junior High

2023-2024 Campus Improvement Plan

Mission Statement

To create a campus where diversity is recognized and celebrated, students have multiple ways to be invested in the campus through clubs, activities, organizations and events, and where staff and student success is celebrated.

Vision

Leaman Junior High values the partnership between the teacher, student, and school. We developed a chart of success showing each person's role in that success and we share that with families in all of our newsletters.

Value Statement

Leaman Junior High is a place where high standards and expectations are present for both the students and the school staff as well. The education process should include development of "**skills, attitudes, habits of minds and kinds of knowledge and understanding that will be the instruments of continuous change and growth (Gardner, 1981).**" The responsibilities and beliefs of the regular classroom teacher can facilitate this process of creating independent thinkers and life-long learners.

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 5
- Student Learning 7
- School Processes & Programs 8
- Perceptions 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13
- Goal 1: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 68% and those who achieved "Masters" on STAAR Math will increase to 40%. 13
- Goal 2: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR ELAR will increase to 73% who achieved "Masters" on STAAR ELAR will increase to 48% 18
- Goal 3: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Science will increase to 67% the percentage of students who achieved "Masters" on STAAR Science will increase to 32%. 21
- Goal 4: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR History will increase to 50% and the percentage of students who achieved "Masters" on STAAR History will increase to 31%. 24
- Goal 5: By June 2024, the number of students who exit the ESL program will increase from 5 to 25. (TELPAS & STAAR) 27
- Goal 6: By June of 2024, the percentage of "Special Education" students who achieved "Approaches" on STAAR Math will increase from 55% to 65%, the percentage of "Special Education" students who achieved "Approaches" on STAAR Reading will increase from (57% to 67%). 31
- Goal 7: By June 2024, the percentage of students who answered Yes to experiencing feeling stressed out a lot (#10 - 54.6%) will decrease to 40% from the previous school year. The percentage of students who answered experiencing feeling anxious or worried a lot (#12 - 42.7%) will decrease to 30% from the previous school year. (Question 10 & 12, EOY Student SE Screener) 35

State Compensatory 38
- Budget for Leaman Junior High 38
- Personnel for Leaman Junior High 38

Site-Based Decision Making Committee 39

Campus Funding Summary 40

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Some goals from the needs assessment are to have a higher retention rate of staff in 2023-2024. We also want to work on increasing Meets and Masters across the building in all areas by challenging our upper level students throughout the lesson.

Demographics

Demographics Summary

Leaman Junior High - Campus Demographics		
	Total #	Percentage
TOTAL ENROLLMENT	1642	100%
Female	864	51.59%
Male	795	48.41%
American Indian	9	0.58%
Asian	167	10.29%
Black/African American	364	22.49%
Hispanic/Latino	506	31.21%
Native Hawaiian/Pacific Islander	1	0.08%
White	497	30.67%
Two or More Races	76	4.67%
Special Programs		
504	130	8.02%
Special Education	186	11.45%
Emergent Bilingual (EB)	295	18.23%
English as a Second Language (ESL)	232	14.30%
Title 1 Homeless	2	0.12%
Gifted & Talented	143	8.85%
At-Risk	642	39.60%
Economically Disadvantaged	505	31.13%

Demographics Strengths

The strengths of Leaman's demographics are the diversity in the race and ethnicity across the campus. The campus is represented by numerous countries from around the world and has a very international feel.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The ESL population is growing at a tremendous rate with a big influx of students coming as newcomers. Students are not exiting the ELL status due to not achieving Advanced High in all 5 areas. **Root Cause:** Students are not specifically achieving Advanced High in speaking. This issue is related to the quality of student discourse in the classroom.

Student Learning

Student Learning Summary

2022-2023 Preliminary Scores (As of October 20th, 2023)			
	Approaches	Meets	Masters
7 Math	71%	35%	5%
7 Reading	90%	67%	37%
8 Math	88%	61%	33%
8 Reading	89%	66%	36%
8 Science	83%	60%	26%
8 Social Studies	75%	45%	25%
Algebra	100%	98%	82%

Student Learning Strengths

Leaman had strong scores in Math and ELA based on the blended learning model, small group instruction, and individual group goal setting meetings with students about Formative and MAP data. We will be expanding blended learning into Science and History this upcoming year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When analyzing data from STAAR, Career Certification Test, PSAT, AP test, and district assessment data fewer students are reaching the highest level of achievement. Data shows students struggle with inferencing across grades 6-8. In classroom observations, student talk is often short and tasks given to students often evokes foundational level thinking (not high level thinking.) **Root Cause:** If students are asked to complete higher level tasks and asked open, higher level questions in class, they will perform at masters or college-ready level on high-stakes testing.

Problem Statement 2: When analyzing Domain III of STAAR (Closing the Gaps), we do not have our 2022-2023 data. This area will be updated once scores are distributed. **Root Cause:** Historically, special education students across the state of Texas under perform.

Problem Statement 3: When analyzing the Student Social Emotional screener results, students indicated a high level of stress and anxiety. (Question #10 - 54.6%, Question #12 - 42.7%) **Root Cause:** It seems that the root cause of the high levels of stress and anxiety among students is likely related to various factors such as academic pressure, social pressures, family issues, and personal challenges. It's important to note that stress and anxiety can manifest in different ways for different individuals, and it's essential to address these issues to ensure that students can thrive academical

School Processes & Programs

School Processes & Programs Summary

PBIS (Student Expectations and Rewards)

RtI/MTSS Interventions for students who failed STAAR as well as "Meets" students who we believe can get to "Masters" (Charger Champions Period/Push-In Classes)

Blended Learning Initiative (Math Department)

Lowman Resources (History Department)

K-12 Summitt & Benchmark (ELL Students)

Language Rich Program (All Students)

New Teacher Classes by Admin Team

Charger Care Committee

Staff Members of the Month

Be the One Shout Outs during staff meetings.

School Processes & Programs Strengths

Staff Retention was very high from 2021-2022. But, there was a drop in 2022-2023.

ELA and Math teachers will identify students for a Zero Period and a WIN Time based on data from STAAR, MAP testing, etc. Classes will focus on accelerated instruction based on gaps identified in the data. Special Education teachers will also be identifying students for small group intervention either through push-in or pull out from these intervention periods.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special Programs (ELL and SpEd) students perform much lower at the level of the regular population of students across all testing. **Root Cause:** IEP Goals are not being mastered (SpEd) and ELL students are not achieving Advanced High in Speaking to exit the ESL program.

Perceptions

Perceptions Summary

Character Counts

Monthly Classroom Lessons from Counselors

International Flag representation

New Student Tours

Welcoming students who are new to lunch tables. (Family Style Seating)

Student of the Week

Recognition of Academic Success (Pep Rallies, Certificates of Achievement, etc)

Perceptions Strengths

In December 2021, students were asked to fill out the Campus Climate Survey.

a) 91% of students responded they "strongly agree" or "agree" that "I respect teachers at this school."

b) 89% of students responded they "strongly agree" or "agree" that "I have good friends at this school."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: When analyzing the Student Social Emotional screener results, students indicated a high level of stress and anxiety. (Question #10 - 54.6%, Question #12 - 42.7%) **Root Cause:** It seems that the root cause of the high levels of stress and anxiety among students is likely related to various factors such as academic pressure, social pressures, family issues, and personal challenges. It's important to note that stress and anxiety can manifest in different ways for different individuals, and it's essential to address these issues to ensure that students can thrive academical

Priority Problem Statements

Problem Statement 1: When analyzing data from STAAR, Career Certification Test, PSAT, AP test, and district assessment data fewer students are reaching the highest level of achievement. Data shows students struggle with inferencing across grades 6-8. In classroom observations, student talk is often short and tasks given to students often evokes foundational level thinking (not high level thinking.)

Root Cause 1: If students are asked to complete higher level tasks and asked open, higher level questions in class, they will perform at masters or college-ready level on high-stakes testing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The ESL population is growing at a tremendous rate with a big influx of students coming as newcomers. Students are not exiting the ELL status due to not achieving Advanced High in all 5 areas.

Root Cause 2: Students are not specifically achieving Advanced High in speaking. This issue is related to the quality of student discourse in the classroom.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: November 6, 2023

Goal 1: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 68% and those who achieved "Masters" on STAAR Math will increase to 40%.

Performance Objective 1: Additional intervention time for identified students. Data will be tracked for students who did not pass STAAR in Spring 2023 to ensure they make growth and pass for Spring 2024.

High Priority

Evaluation Data Sources: Current STAAR and EOC results
MAP Data
TELPAS Data
District 3 and 6 weeks assessments
Formative Assessment data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Hand schedule students into 25 student ELAR and Math Charger Champion time (HB 1416) with additional teacher support so that students are able to receive more individualized support and intervention time. This is revised each six weeks depending on MAP data/ Formative assessments. **Strategy's Expected Result/Impact:** The additional intervention time and support will increase student performance in Domain III **Staff Responsible for Monitoring:** 1. Assistant Principal 2. Counselors 3. Principal 4. CORE Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Core departments will utilize 6 week district assessments and district benchmarks to determine student progress and instructional gaps that need to be spiraled back using the Blended Learning Checklist to in order to increase mastery levels on STAAR. **Strategy's Expected Result/Impact:** Improved instruction and increase in mastery level of student learning. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will use formative assessment data (Exit Tickets, Canvas Quizzes) and MAP data to determine gaps. Using the blended learning model, they will spend small group time working on gaps, along with stations that utilize technology (DreamBox Math, DreamBox Reading, Progress Learning Science and Progress Learning History). Teachers will utilize data and set goals with students for upcoming assessments in the small group instruction. **Strategy's Expected Result/Impact:** 1. Assistant Principal 2. Counselors 3. Principal 4. CORE Teachers **Staff Responsible for Monitoring:** The additional intervention time and support will increase student performance in Domain III **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $17,556			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Teachers will meet in PLC's and review data. Interventions will be planned for HB1416 class, and small group instruction will be planned out. Instructional Materials will be purchased for the intervention time. **Strategy's Expected Result/Impact:** Students will fill in gaps and score higher on STAAR and show growth. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Resources for Intervention Time - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,027	100%	100%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 68% and those who achieved "Masters" on STAAR Math will increase to 40%.

Performance Objective 2: Administrators will administer Instructional Rounds with staff to determine the campus Problem of Practice and whether we are making improvements in questioning, wait time, student to student discourse, and student questioning.

Evaluation Data Sources: Instructional Rounds

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Training will be given to the campus staff on Instructional Rounds **Strategy's Expected Result/Impact:** Improved instruction. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will be chosen and given substitute teachers to allow them to observe classrooms with administrators and then debrief. One group will go in the AM and one in the PM to maximize the number of teachers who do instructional rounds. **Strategy's Expected Result/Impact:** Improve on the campus "Problem of Practice" and increase the number of students hitting MASTERY on STAAR. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs 5) Classroom teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will plan out differentiation by planning extension activities for students who are identified as having Mastered the objective. These extension activities will be provided to students once they complete the checklist for blended learning. **Strategy's Expected Result/Impact:** Students who are already on grade level or have Mastered an objective will continue to provide more extension and get more MASTERS on STAAR testing. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Instructional Coaches 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR ELAR will increase to 73% who achieved "Masters" on STAAR ELAR will increase to 48%

Performance Objective 1: Additional intervention time for identified students. Data will be tracked for students who have regressed due to failing STAAR and interventions will be provided to those students.

Evaluation Data Sources: Current STAAR and EOC results
MAP Data
TELPAS Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Hand schedule students into 25 student ELAR and Math Charger Champion time (HB 1416) with additional teacher support so that students are able to receive more individualized support and intervention time. This is revised each six weeks depending on MAP data/ Formative assessments. **Strategy's Expected Result/Impact:** The additional intervention time and support will increase student performance in Domain III **Staff Responsible for Monitoring:** 1. Assistant Principal 2. Counselors 3. Principal 4. CORE Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Core departments will utilize 6 week district assessments and district benchmarks to determine student progress and instructional gaps that need to be spiraled back to in order to increase mastery levels on STAAR. **Strategy's Expected Result/Impact:** Improved instruction and increase in mastery level of student learning. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will use formative assessment data and MAP data to determine gaps. Using the blended learning model, they will spend small group time working on gaps, along with stations that utilize technology (DreamBox Math, DreamBox Reading, Progress Learning Science and Progress Learning History). Teachers will utilize data and set goals with students for upcoming assessments in the small group instruction. **Strategy's Expected Result/Impact:** 1. Assistant Principal 2. Counselors 3. Principal 4. CORE Teachers **Staff Responsible for Monitoring:** The additional intervention time and support will increase student performance in Domain III **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $17,556	100%	100%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Teachers will meet in PLC's and review data. Interventions will be planned for HB1416 class, and small group instruction will be planned out. Instructional Materials will be purchased for the intervention time. **Strategy's Expected Result/Impact:** Students will fill in gaps and score higher on STAAR and show growth. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Additional Targeted Support Strategy** **Funding Sources:** Instructional Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,027	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR ELAR will increase to 73% who achieved "Masters" on STAAR ELAR will increase to 48%

Performance Objective 2: Administrators will administer Instructional Rounds with staff to determine the campus Problem of Practice and whether we are making improvements in questioning, wait time, student to student discourse, and student questioning.

Evaluation Data Sources: Instructional Rounds

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Training will be given to the campus staff on Instructional Rounds **Strategy's Expected Result/Impact:** Improved instruction. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will be chosen and given substitute teachers to allow them to observe classrooms with administrators and then debrief. One group will go in the AM and one in the PM to maximize the number of teachers who do instructional rounds. **Strategy's Expected Result/Impact:** Improve on the campus "Problem of Practice" and increase the number of students hitting MASTERY on STAAR. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs 5) Classroom teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Science will increase to 67% the percentage of students who achieved "Masters" on STAAR Science will increase to 32%.

Performance Objective 1: Administrators will administer Instructional Rounds with staff to determine the campus Problem of Practice and whether we are making improvements in questioning, wait time, student to student discourse, and student questioning.

Evaluation Data Sources: Instructional Rounds

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Training will be given to the campus staff on Instructional Rounds **Strategy's Expected Result/Impact:** Improved instruction. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	50%	

Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
Strategy 2: Teachers will be chosen and given substitute teachers to allow them to observe classrooms with administrators and then debrief. One group will go in the AM and one in the PM to maximize the number of teachers who do instructional rounds. **Strategy's Expected Result/Impact:** Improve on the campus "Problem of Practice" and increase the number of students hitting MASTERY on STAAR. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs 5) Classroom teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	

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Goal 3: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Science will increase to 67% the percentage of students who achieved "Masters" on STAAR Science will increase to 32%.

Performance Objective 2: Staff will receive training in Blended Learning. Planning will be done to differentiate using checklists and items will be implemented to help fill gaps as well as extend the students who show Mastery of the TEKS.

Evaluation Data Sources: District Assessment Data
District Benchmark Data
Campus Common Assessments
MAP Data
STAAR Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will be trained by the Raising Blended Learners training as well as provided instructional walks with Marsha Kish. Teachers will implement blended learning checklists to help students differentiate their learning. **Strategy's Expected Result/Impact:** Students will show a higher passing rate on STAAR as well as showing growth in all subgroups so that Meets and Masters will also grow. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Instructional Coaches 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will provide additional tutoring for students who show gaps in data. They will provide the tutoring on Friday nights, and week nights for students who are identified. **Strategy's Expected Result/Impact:** More students will show growth in the area of Science and we will have more MEETS and MASTERS. **Staff Responsible for Monitoring:** 1) Principal 2) Instructional Coach 3) Assistant Principal 4) Teachers **Funding Sources:** Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,751	45%	45%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR History will increase to 50% and the percentage of students who achieved "Masters" on STAAR History will increase to 31%.

Performance Objective 1: Administrators will administer Instructional Rounds with staff to determine the campus Problem of Practice and whether we are making improvements in questioning, wait time, student to student discourse, and student questioning.

Evaluation Data Sources: Instructional Rounds

Strategy 1 Details	Formative Reviews		
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Strategy 2 Details	Formative Reviews		
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 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR History will increase to 50% and the percentage of students who achieved "Masters" on STAAR History will increase to 31%.

Performance Objective 2: Staff will receive training in Blended Learning. Planning will be done to differentiate using checklists and items will be implemented to help fill gaps as well as extend the students who show Mastery of the TEKS.

Evaluation Data Sources: District Assessment Data
District Benchmark Data
Campus Common Assessments
MAP Data
STAAR Data

Strategy 1 Details	Formative Reviews		
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Strategy 1: Teachers will be trained by the Raising Blended Learners training as well as provided instructional walks with Marsha Kish. Teachers will implement blended learning checklists to help students differentiate their learning. **Strategy's Expected Result/Impact:** Students will show a higher passing rate on STAAR as well as showing growth in all subgroups so that Meets and Masters will also grow. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Instructional Coaches 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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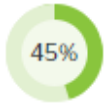
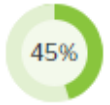
Strategy 2: Teachers will provide additional tutoring for students who show gaps in data. They will provide the tutoring on Friday nights, and week nights for students who are identified. **Strategy's Expected Result/Impact:** More students will show growth in the area of Science and we will have more MEETS and MASTERS. **Staff Responsible for Monitoring:** 1) Principal 2) Instructional Coach 3) Assistant Principal 4) Teachers **Funding Sources:** Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,751			

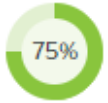
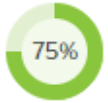
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2024, the number of students who exit the ESL program will increase from 5 to 25. (TELPAS & STAAR)

Performance Objective 1: Targeted students who were Advanced in 2022-2023 on TELPAS Speaking will be put in a special "Charger Champion Time" period to allow them to work on Summit K-12.

Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Identified EB students in the 7th and 8th grade were placed into Charger Champion Advisory time to incorporate Summit K-12. **Strategy's Expected Result/Impact:** The additional intervention time and support will increase student TELPAS performance. **Staff Responsible for Monitoring:** 1. Principal 2. Assistant Principal 3. One 7th grade teacher and one 8th grade teacher 4. ESL Instructional Coach **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: All students who were advanced on TELPAS in 2022-2023 will be tracked on a tracking sheet that is shared among staff. Meetings will be held every 3 weeks to review their academic progress and assessment data to ensure students are progressing with their TELPAS progress. **Strategy's Expected Result/Impact:** Students will get to advanced high in all areas of TELPAS and will exit. **Staff Responsible for Monitoring:** 1. Principal 2. Assistant Principal 3. ESL Coach 4. ESL teachers. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Training will be provided to all teachers on student discourse and strategies (QSSSA, Turn & Talk, etc.) will be implemented in classroom instruction to increase classroom discourse for all classrooms. **Strategy's Expected Result/Impact:** Most students will become eligible to exit ESL program due to passing the TELPAS Speaking and Listening with a score of Advanced-High. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) ESL Coach 4) Classroom Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Learning walks will be scheduled with the ALP department to provide feedback to teachers on student discourse in the classroom. **Strategy's Expected Result/Impact:** ESL students will have higher scores on TELPAS Speaking and Listening as well as higher STAAR scores. **Staff Responsible for Monitoring:** 1) ESL Coach 2) Principal 3) Assistant Principals 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	

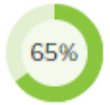
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: By June 2024, the number of students who exit the ESL program will increase from 5 to 25. (TELPAS & STAAR)

Performance Objective 2: Training will be provided to all teachers on student discourse and strategies (QSSSA, Turn & Talk, etc.) will be implemented in classroom instruction to increase classroom discourse for all classrooms.

Evaluation Data Sources: Current STAAR data
TELPAS Data
Truancy/Dropout Data
District benchmark data
District 3 and 6 weeks test data
MAP Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will implement Turn & Talk, QSSSA, and using Random Selection in classrooms to increase student discourse. **Strategy's Expected Result/Impact:** ESL students will have higher scores on TELPAS Speaking and Listening as well as higher STAAR scores. **Staff Responsible for Monitoring:** 1) ESL Coach 2) Principal 3) Assistant Principals 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Review of Teacher lesson plans provided with feedback. Feedback will also be provided during walkthroughs. **Strategy's Expected Result/Impact:** ESL students will have higher scores on TELPAS Speaking and Listening as well as higher STAAR scores. **Staff Responsible for Monitoring:** 1) ESL Coach 2) Principal 3) Assistant Principals 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: ESL Coach will attend training and provide resources to support classrooms with EB students. **Strategy's Expected Result/Impact:** ESL students will have higher scores on TELPAS Speaking and Listening as well as higher STAAR scores. **Staff Responsible for Monitoring:** 1) ESL Coach 2) Principal 3) Assistant Principals 4) Teachers **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $6,000.16	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: By June of 2024, the percentage of "Special Education" students who achieved "Approaches" on STAAR Math will increase from 55% to 65%, the percentage of "Special Education" students who achieved "Approaches" on STAAR Reading will increase from (57% to 67%).

Performance Objective 1: Additional intervention time during "Charger Champion Time" for identified SpEd students with specific Special Education Teachers.

High Priority

Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: SpEd PLC's will occur to determine targeted intervention and address current IEP goals. **Strategy's Expected Result/Impact:** In PLC's, teachers will review data from 6 weeks assessments to identify students who are close to Meets. **Staff Responsible for Monitoring:** 1. Principal 2. Secondary Math Coordinator 3. 6th-12th Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Intervention materials will be purchased through Mentoring Minds for students who are At-Risk of failing STAAR in Special Education. **Strategy's Expected Result/Impact:** Increase the passing rate of STAAR for students who are Special Education. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	55%	85%	

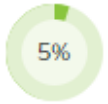
 No Progress Accomplished Continue/Modify Discontinue

Goal 6: By June of 2024, the percentage of "Special Education" students who achieved "Approaches" on STAAR Math will increase from 55% to 65%, the percentage of "Special Education" students who achieved "Approaches" on STAAR Reading will increase from (57% to 67%).

Performance Objective 2: SpEd Teachers will meet with content teachers in PLC's as an additional resource to address progress and/or weekly failures.

High Priority

Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special Education teachers will be reviewing assessment data from Eduphoria and meeting with students one-on-one to address student strengths and weaknesses. **Strategy's Expected Result/Impact:** To increase STAAR scores and higher order thinking in our Special Education Students. **Staff Responsible for Monitoring:** 1) Assistant Principal 2) Principal 3) LCISD Curriculum Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Review ARD's will be held for any student who fails a course at the 6 weeks period. **Strategy's Expected Result/Impact:** To improve the SpEd failure rate and have more students perform higher on their classroom grades and STAAR. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Special Education Teachers 4) Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 7: By June 2024, the percentage of students who answered Yes to experiencing feeling stressed out a lot (#10 - 54.6%) will decrease to 40% from the previous school year. The percentage of students who answered experiencing feeling anxious or worried a lot (#12 - 42.7%) will decrease to 30% from the previous school year. (Question 10 & 12, EOY Student SE Screener)

Performance Objective 1: The counselors will create and provide instruction and events to teach students strategies to reduce anxiety and stress.

Evaluation Data Sources: EOY Student Social Emotional Screener

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Counselors will be training the staff on stress and anxiety reduction in the Character Counts program at the beginning of the school year. **Strategy's Expected Result/Impact:** By providing information to students, we will empower them to speak up and share information so we know exactly where to help them reduce stress and anxiety in their lives. **Staff Responsible for Monitoring:** 1. Counselors 2. Administrators 3. Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The counselors will teach stress and anxiety reduction lessons to all students on a monthly basis, in their classrooms. **Strategy's Expected Result/Impact:** By providing information to students, we will empower them to speak up and share information so we know exactly where to help them reduce stress and anxiety in their lives. **Staff Responsible for Monitoring:** 1. Counselors 2. Administrators 3. Teachers **ESF Levers:** Lever 5: Effective Instruction	100%	100%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Counselors will provide a way for students to contact them using QR codes in their classroom lessons, PowerPoints to Zero period teachers and Advisory teachers, or in the building. **Strategy's Expected Result/Impact:** Students will have greater access to the counselors and will will be provided quicker support for stress and anxiety situations they are dealing with. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principals 3) Counselors 4) Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: By June 2024, the percentage of students who answered Yes to experiencing feeling stressed out a lot (#10 - 54.6%) will decrease to 40% from the previous school year. The percentage of students who answered experiencing feeling anxious or worried a lot (#12 - 42.7%) will decrease to 30% from the previous school year. (Question 10 & 12, EOY Student SE Screener)

Performance Objective 2: The AVID and Zero Period teachers will create and provide instruction to teach students strategies to reduce anxiety and stress.

Evaluation Data Sources: EOY Student Social Emotional Screener

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: All 7th grade students will receive lessons related to stress and anxiety reduction during their AVID Success Plus elective class. **Strategy's Expected Result/Impact:** By providing information to students, we will empower them to speak up and share information so we know exactly where to help them reduce stress and anxiety in their lives. **Staff Responsible for Monitoring:** 1) AVID Teachers 2) Assistant Principals 3) Principals 4) Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: 8th Grade students will receive lessons related to stress and anxiety reduction during their Zero period or Charger Champions periods. **Strategy's Expected Result/Impact:** By providing information to students, we will empower them to speak up and share information so we know exactly where to help them reduce stress and anxiety in their lives. **Staff Responsible for Monitoring:** 1) Charger Champion Teachers 2) Zero Period Teachers 3) Assistant Principals 4) Principals 5) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	40%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Leaman Junior High

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

ESL Coach - Michelle Peterson. (1/2 paid by Leaman, 1/2 paid by Roberts)

Personnel for Leaman Junior High

Name	Position	FTE
Michelle Peterson	ESL Coach - JH	0.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Michael Semmler	Principal
Classroom Teacher	Sharla Long	ELAR Teacher
Classroom Teacher	Travis Parks	Special Education Co-Department Chair
Classroom Teacher	Latrice Hall	Math Teacher
Classroom Teacher	Danielle Lippold	CTE Teacher
Classroom Teacher	Giselle Castorena	LOTE Teacher
Counselor	Kevin Kracker	Counselor
Librarian	Katie Poland	Librarian
Parent	Tina Scarlatella	Parent
Community Representative	Amy Molina	Community Member
Classroom Teacher	Nicole Veazie	Special Education Co-Department Chair
Classroom Teacher	Erin Miller	History Teacher
Administrator	Leslie Spencer	Assistant Principal
Classroom Teacher	Maria Barrientos	Science Teacher
Community Representative	Carrie Roehling	Cross Creek Ranch Development
Business Representative	Denise Einkauf	Waggin Tales
Parent	Marina Moore	Parent
Parent	Syad Ahmed	Parent
District-level Professional	Lisa Koehl	Social Studies Curriculum Coordinator

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$17,556.00
1	1	4	Resources for Intervention Time		$4,027.00
2	1	3			$17,556.00
2	1	4	Instructional Materials		$4,027.00
3	2	2	Tutoring		$4,751.00
4	2	2	Tutoring		$4,751.00
5	2	3			$6,000.16
				Sub-Total	$58,668.16
				Budgeted Fund Source Amount	$58,668.16
				+/- Difference	$0.00
				Grand Total Budgeted	$58,668.16
				Grand Total Spent	$58,668.16
				+/- Difference	$0.00