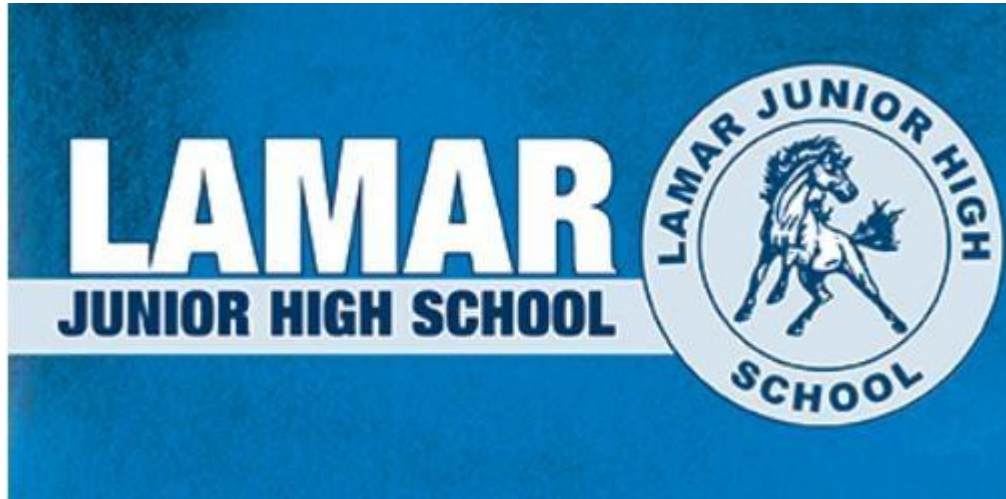


Campus Improvement Plan
2018-2019

Lamar Junior High School
(Grade 7-8 Campus)



Submitted for Board Approval October 2018
Revised February 2019

Comprehensive Needs Assessment

Data Sources Reviewed

Spring 2018 STAAR and Algebra EOC Data	2018 TELPAS Data
2018 Accountability Reports	Student Surveys
2018 PEIMS Snapshot Data-Demographic Surveys	Student/Parent/Teacher Climate Survey K-12
Campus Discipline Reports	PSAT/PSAT Results
Campus Technology Survey	Teacher Attendance/Retention Data
Truancy/Dropout Data	Common Formative Assessments
TEA School Report Card	

Identified Strengths

Increased 8 th Grade Reading Economically Disadvantaged scores by 4% in Meets and Masters
Increased 7 th grade Reading Meets by 14% and Masters by 17%
Increased 7 th Grade Writing 8% and Masters by 4%
Increased 8 th Grade Algebra I Master Level by 9%.
Increased 8 th Grade Math LEP Approaches by 4%, Meets by 5% and Masters by 2%
Increased 7 th Grade Math Masters by 4%.
Increased Science Meets by 7% and Masters by 8%.
Increased History Meets by 8%, Masters by 6%, LEP by 19% of Approaches

Student Achievement

1. STAAR Math – 8 th (85%), 7 th (68%), Algebra EOC (100%)
2. STAAR Reading/Writing – 8 th (80%), 7 th (72%), 7 th (66%)
3. STAAR Science – 8 th (78%), STAAR Social Studies – 8 th (67%)
4. 2 nd Place History Bowl
5. National TSA Participation
6. 4 TEA Distinctions – Academic Achievement in English, Academic Achievement in Social Studies, Closing the Gaps, Post-Secondary Readiness
7. Mathcon participant in Chicago

School Climate and Culture

1. Implemented No Place for Hate through houses, renewal in October.
2. Teachers are trained in Fred Jones and Capturing Kids Hearts.
3. Character Counts Post cards as reinforcement of positive behavior.
4. “Teacher vs. Student” games played throughout the year.
5. Academic Awards for students achieving All A & A/B honor end of Year.
6. Principal Lunch with All A Students
7. Thanksgiving and Christmas luncheons
8. Veteran’s Day Program
9. LJH recognizes teacher of the month, support staff of the month, and student of the week.
10. Red Ribbon Week
11. Staff Appreciation Week
12. LJH recognizes Random Acts of Kindness.
13. LJH recognizes student’ achievement in academics and extracurricular achievements @ EOY ceremony.
14. Implementation of Ron Clark academic and social strategies.
15. LJH implemented Character Counts and Grade Level Character Counts Recognitions

Staff Quality, Recruitment, and Retention

1. Ongoing Professional Development that meets the needs of students
2. Emphasis on retaining good teachers and improving those in need
3. Staff Survey to improve work place quality
4. Support is provided through the mentor program for all first-year teachers and teachers new to the campus.
5. Participation in LCISD Job Fair
6. 100% Highly Qualified Teaching Staff
7. Staff Recognition Activities

Curriculum, Instruction, and Assessment

1. LJH teachers participate in staff development to increase knowledge and instructional strategies.
2. LJH teachers participate in biweekly PLC meetings with District Instructional Specialist and Digital Learning Coach
3. LJH teachers have a common planning period.
4. LJH teachers work to unwrap the TEKS, disaggregate data, and utilize instructional strategies such as close reading and deep practice.
5. ELL strategies are used in all core content areas to improve reading, writing, speaking and listening.
6. Implementation of Parallel, Alternative and Station learning in Special Education classrooms

Community and Student Engagement

1. LJH communicates with parent through email blasts, Facebook, remind messages from Principal, Canvas and Skylerts.
2. LJH has partnered with local churches for community outreach.
3. Local businesses and parents contribute teacher appreciation week
4. LJH promotes parent open lab during back to school registration.
5. LJH has incorporated the Friends of Lamar to contribute to the supportive environment of our campus.
6. LJH utilizes parent involvement in Site Base Decision Making
7. House contributions to local charities to support Make a Change, Socktober, as well as Channel 13 Food Drive

8. LJH will provide ELL parents specific strategies to inform them about how students are measured using English language proficiency standards and year's growth expectations on TELPAS
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School Organization

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|---|
| 1. LJH provides schedule flexibility. |
| 2. Common Curriculum teams |
| 3. Student Leader groups (NJHS and Student Council) |
| 4. Superintendent Advisory Group |
| 5. Campus administrative team meets weekly. |
| 6. FFA, Hospitality |
| 7. LJH Book Club – 40 members in first year (2018) |

Technology

- | |
|---|
| 1. LJH has had 16 groups of teachers participate at Interact. |
| 2. LJH conducts email blasts, Remind, and Facebook communication with Parents |
| 3. Flipgrid/Nearpod Professional Development |
| 4. Digital Learning Coach available weekly |
| 5. All classrooms are equipped with smart boards and teachers have access to IPAD's, computers carts and computer labs daily. |
| 6. Addition of 300 Ipads for student use in the classroom. |

Identified Needs

Priorities Based off Identified Needs

Demographics

<p>LJH is a very diverse campus with following demographics: Hispanic (55%), African American (23.7%), White (14.6%), Asian (4.8%), American Indian (.4%) and Two or more races (1.2%).</p>	<p>LJH will utilize resources to meet the needs of students.</p>
<p>1. Increase SPED performance in all student comparison groups by at least 5%.</p>	<p>Unwrap the TEKS, assess the TEKS, teach the TEKS, incorporate deep practice and close reading, monitor student mastery of TEKS through data analysis, common team planning, common assessments.</p>
<p>2. Increase ESL performance in all student comparison groups by at least 5%.</p>	<p>Unwrap the TEKS, assess the TEKS, teach the TEKS, incorporate deep practice and close reading, monitor student mastery of TEKS through data analysis, common team planning, common assessments, utilization of ESL strategies including Talk/Read/Talk/Write, choral response, sentence stems, etc.</p>
<p>3. LJH is a Title I campus that services students from a variety of backgrounds.</p>	<p>LJH will continue to utilize research based and best teaching practices to meet diverse learning needs of all students</p>

Student Achievement

4 Distinctions – Student Achievement in ELA, Student Achievement in History, Top 25% for Closing the Gaps, Post-Secondary Readiness	Domain 2
8 th Science – 6%, History – 17%, ELA – 4%	Mastery Increases Economically Disadvantaged Students
7 th Reading – 16%, Writing – 6%, Math – 2%	Mastery Increases Economically Disadvantaged Students
8 th Science – 24% History – 33%, Math – 4%	Approaches Increases LEP Students
7 th Reading – 16%, Writing – 9%, Math – 4%	Approaches Increases LEP Students
LJH greatest challenges to address: ELL – All subjects to increase 5-7% SPED – All subjects to increase 5-7% All Students – increase Mastery in Math and Science	Domain 3

School Culture and Climate

Increase student led leadership involvement.	Increase student club involvement.
Maintain student Bully Awareness Program (No Place for Hate) through PE Period.	Bring awareness to antibullying strategies
Men & Women of Distinction	Increase mentoring programs for students
RCA House System	Increase student pride and participation
Recognize Student and Staff	Email, Facebook, Twitter, on PA system
Staff vs Student Competitions	Volleyball, Basketball, Dodgeball
Teacher and Para of the Month	Monthly
Staff Clubs and Organization	Promote unity amongst staff – Crockpot Club, Coffee Club, Walking Club, Random Acts of Kindness, Outdoor Club

Staff Quality, Recruitment, and Retention

Improve diversity in staff's qualifications.	Recruit teachers with more diverse certifications.
Increase ESL and Generalist certified teachers.	Inform teachers of upcoming certification opportunities.
Encourage every teacher to become GT and ESL certified.	Reimburse teachers for ESL certification testing.

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Identified Needs

Priorities Based off of Identified Needs

Curriculum, Instruction, and Assessment

Update instructional strategy training	August campus dates for training
Increase rigor of lessons with intentional planning for sub pop groups	Increase rigor by unwrapping TEKS, using Lead4ward field guides, and evaluating teacher assessments.
Improve ELL, Special Education and Economically Disadvantaged by utilizing Nancy Motley trainings and district ELL instructional coaches and Special Education instructional coaches	Utilize Talk, Read, Talk, Write, LLI's, create engaging lessons that shift from teacher centered to student centered
Continue with PLC's every six weeks	
Increase academic and content vocabulary	Use Nancy Montley strategies

Community and Student Engagement

Neighborhood Walks – Saturday Get to Know LJH	Staff goes out into the community to meet parents
Increase school home partnership	Increase number of on campus evening activities – ELA/History Carnival, Math/Science Night, Character Counts Festival
Use of Social Media to increase school information to the community	Keep community informed using LJH Facebook, and Remind
Community Service Projects	Students participate in service projects throughout the year

School Organization

Flexibility within the master schedule	Create more opportunities in master schedule to allow for interventions
Continue to solicit feedback from Campus Leadership Team	Bi-weekly meeting with leadership team
Continue to solicit feedback from the SBDMC	Once a month meeting
Consistent Rules and Procedures	Follow student code of conduct

Technology

Teachers to continue to familiarize themselves with Canvas & Nearpod	Increase tech TEKS in the curriculum and utilize Digital Learning Coach for planning
Increase number of teachers participating during Interact	Focus on establishing Interact teams
Increase the use of technology in the classroom	Integrate Tech TEKS into lesson plans

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Improvement Plan Goals

Goal 1: All student cumulative scores will increase in Reading from 78% to 84%, increase ELL scores from 47% to 52% and SPED scores from 39% to 44% and increase Level III performance by 7% by the end of the 2018-19 school year as evidenced by the 2019 STAAR results.

Goal 2: All student cumulative scores will increase in 7th grade writing from 66% to 72%, increase ELL scores from 23% to 30% and SPED scores from 17% to 24% and increase Level III performance by 7% by the end of the 2018-2019 school year as evidenced by the 2019 STAAR results

Goal 3: All student cumulative scores will increase in Math from 81% to 87%, increase ELL scores from 62% to 67% and SPED scored from 48% to 52% and increase Level III performance by 7% by the end of the 2018-19 school year as evidenced by the 2019 STAAR results.

Goal 4: All student cumulative scores will increase in Social Studies from 67% to 72%, increase ELL scores from 43% to 50% and SPED scores from 39% to 46% and increase Level III performance by 7% by the end of the 2018-2019 school year as evidenced by the 2019 STAAR results.

Goal 5: All student cumulative scores will increase in Science will increase from 78% to 83%, increase ELL scores 57% to 62% and SPED scores from 30% to 36% and increase Level III performance by 7% by the end of the 2018-19 school year as evidenced by the 2019 STAAR results.

Goal 6: To provide multiple communication forums, both within and outside the school that result in greater understanding of the needs of all stakeholders, thereby increasing student success and improving LJH's image among parents, taxpayers, and other significant groups.

Goal 7: LJH address issues that enhance school climate thereby creating strong, safe, drug-free disciplined schools. Discipline issues on campus will decrease by 10%. LJH will monitor and implement strategies to promote a safe and quality environment.

Goal 1

Goal Statement: Goal 1: All student cumulative scores will increase in Reading from 78% to 84%, increase ELL scores from 47% to 52% and SPED scores from 39% to 44% and increase Level III performance by 7% by the end of the 201819 school year as evidenced by the 2019 STAAR results. (NCLB:1,3,4)

CNA Area of Need: Domain 3 – Academic Achievement & Growth

Subject Area: TELPAS	Listening Advanced High (2018)	Speaking Advanced High (2018)	Reading Advanced High (2018)	Writing Advanced High (2018)	Composite Advanced High (2018)
7 th Grade	25.93%	0%	20.37%	22.22%	9.26%
8 th Grade	35.42%	2.08%	12.5%	45.83%	16.67%

Performance Objective: Students identified in 7th Grade Reading & 8th Grade Reading areas will increase mastery in the Meets and Masters areas by 10% as evidence of the 2019 STAAR Reading exam.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Provide after school, Saturday and/or pullout tutorials using approved STAAR material to increase scores on STAAR Reading by 10%. Students will be identified for intervention using TEKS based assessments. (Title I SWP 2.4, 2.5, 2.6)	Assistant Principal(s), Department Head/Lead Teacher	2 days per week	(F) Title I \$1,836.25 (S) State Compensatory \$1875	Summative – Teachers will conduct after school and Saturday tutorials for students that did not Approaches on 2018 STAAR. Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.
2. Use Eduphoria Aware to disaggregate data, which will then be used to form tutorials and flexible grouping. (Title I SWP 2.4, 2.5, 2.6)	Assessment Data Specialists, Assistant Principal(s)	Sept – June	(0) No funds Needed	Summative – Failure rates STAAR scores

<p>3. ELPS incorporated into all core academic areas and electives. The ALP facilitator will meet with all content areas to focus on modeling and implementing writing strategies and provide any additional trainings needed in all content areas.</p>	<p>Principal Assistant Principal(s) Teachers ALP Facilitators</p>	<p>On-Going</p>	<p>(0) No funds needed</p>	<p>Lesson Plans, PLC's, Daily Objectives, Walkthroughs</p>
<p>4. Provide Department Heads planning opportunities, utilizing substitutes throughout the year for implementation of research based instructional strategies and PLC's in all core areas.</p>	<p>Department Head/Lead Teachers Principal</p>	<p>July – May</p>	<p>(F) Title I - \$2000</p>	<p>Summative – STAAR Failure Rates</p>
<p>5. Teachers will meet each six weeks with department heads and administrators to discuss and review data from district assessments, Unwrapping TEKS, Deep Practice and Close Reading</p>	<p>Department Head SPED Teachers Principal Assistant Principal(s)</p>	<p>Aug – June</p>	<p>(S) Local Funds</p>	<p>Summative – Student grades Campus Assessments (50% of questions dual coded)</p>
<p>6. Instructional materials will be purchased in each content area to assist in increasing STAAR scores in Spring 2019 (Title I SWP 2.5).</p>	<p>Teachers</p>	<p>Aug – June</p>	<p>(S) State Compensatory - \$1000</p>	<p>Summative – STAAR Failure Rates 6 weeks Assessments CFA's Benchmark exams</p>
<p>7. ELA teachers will meet with ALP Facilitator to improve instruction for ELL students in the area of Reading</p>	<p>Principal Assistant Principal(s) ALP Facilitator</p>	<p>Sept - Jan</p>	<p>(0) No funds needed</p>	<p>Summative – Six weeks Exam STAAR, TELPAS</p>

9. Teachers will utilize academic language builders each day (word walls) to improve ELL scores.	Assistant Principal(s), Principal	August - May	(0) No funds needed	Summative – Lesson Plans Unit assessments Word Walls Six Weeks Assessments STAAR
10. Title I Funds will be used to fund 1 additional teaching positions to decrease class sizes in core content by 5%. Smaller class sizes will help increase teacher interaction, and STAAR scores.	Principals	Aug – June	(F) Title I - \$63,355.88	Summative – Master schedule
11. Special education student progress reports will be reviewed and updated	Special Education Teachers	Aug-June Per six weeks	No funds needed	Six Weeks Report Cards
12. Every teacher will be given the ELPS/PLDS connection page and the levels of all students in each of the four domains. Goals will be set to increase by at least one level in one year.	ESL Teacher, Teachers, ALP facilitators	Daily	No funds needed	2017-2018 TELPAS
13. Provide ELL students tutorial time, materials and supplies for students at risk of failing required courses. (Title I SWP 2.4,2.5, 2.6)	Teacher	Aug-June	\$1576.00	Summative -STAAR 6 Weeks Assessments, Benchmarks Failures
14. Teachers will use specific sheltered instructional strategies aligned to district	Teachers Administrators	Aug-June	No funds needed	Walkthroughs Six Weeks Assessments TELPAS results
ELL trainings to address ELL linguistic and academic needs based on STAAR and TELPAS data-specific focusing on reading and writing in all content areas				

15. Increase Reading inventory with literature and software specifically geared towards ELL/At-Risk students, literature will include, but not limited to cultural awareness, fiction and non-fiction.(Title I SWP 2.5, 2.6)	Teacher, Administrators, Counselors,	As needed	Bilingual allocation – \$1358.00	Library data will be evaluated, administrators will monitor teacher/student usage.
16. Teachers will continue with Kagan refresher training to increase student interaction in the classroom.	Principal Assistant Principals	Aug – June	Local Funds	Summative – Teachers will create opportunities for cooperative learning into their lesson plans.
17. Inclusion teachers will plan with the general education teacher during weekly department meeting and PLC's.	Assistant Principal(s), Principal	Every six weeks	No Funds Needed	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.
18. General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust modifications as appropriate based on the student's ability level.	Assistant Principal(s), Principal(s)	Every 6 weeks	No Funds Needed	Summative – Six weeks student grades will be analyzed for progress.
19. Teachers will utilize close reading strategies in the classroom on a regular basis for all students.	Assistant Principal(s), Instructional Facilitator, Principal	Daily	No Funds Needed	Summative – Classroom walkthroughs and lesson plans.

Goal 2

Goal 2: All student cumulative scores will increase in 7th grade writing from 66% to 72%, increase ELL scores from 23% to 30% and SPED scores from 17% to 24% and increase Level III performance by 7% by the end of the 20182019 school year as evidenced by the 2019 STAAR results.

CNA Area of Need: Domain 3 – Academic Achievement & Growth

Subject Area: TELPAS	Listening Advanced High (2018)	Speaking Advanced High (2018)	Reading Advanced High (2018)	Writing Advanced High (2018)	Composite Advanced High (2018)
7 th Grade	25.93%	0%	20.37%	22.22%	9.26%
8 th Grade	35.42%	2.08%	12.5%	45.83%	16.67%

Performance Objective: Students identified in Writing areas will increase mastery in the Meets and Masters areas by 10% as evidence of the 2018-19 STAAR Reading exam.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teacher will provide after school, Saturday and/or pullout tutorials using approved STAAR material to increase on STAAR. Students will be identified through TEKS based assessments. %. (Title I SWP 2.4,2.5, 2.6)	Principal Assistant Principal(s)	Aug – June	(F) Title I (0) (S)State Compensat ory	Summative – Teachers will conduct after school and Saturday tutorials for students that did not Approaches on 2018 STAAR. Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.

2. English teachers will meet and plan using data from common and district assessments. They will also focus on unwrapping the TEKS that will be taught during each lesson. (Title I SWP 2.4)	Principals	Bi-Weekly	(0) No funds needed	Data collected through Eduphoria will demonstrate student progress. Walkthroughs on team meetings and class observations.
3. All teachers will work with district instructional coach during PLC's to improve instruction in areas of need and writing dual coded questions. (Title I SWP 2.4)	Principals	End of 6 weeks	(0) No funds needed	At the end of each six weeks data from district assessment will be analyzed and examined for student progress.

4. Provide Department Heads planning opportunities utilizing substitutes throughout the year for implementation of research based instructional strategies. (Title I SWP 2.5)	Department Head Principals	Sept – May	(F) Title I - \$2000	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson
5. Teachers will be required to have students produce authentic writing, daily-based on shelter instruction strategies.	Assistant Principal(s) Teachers	Aug – May	(0) No Funds Needed	Walk-throughs Lesson Plans TELPAS results Six Weeks data
6. Special education student progress reports will be reviewed and updated	Special Education Teachers	Aug-June Per six weeks	No funds needed	Six Weeks Report Cards
7. Every teacher will be given the ELPS/PLDS connection page and the levels of all students in each of the four domains. Goals will be set to increase by at least one level in one year.	ESL Teacher, Teachers, ALP facilitators	Daily	No funds needed	2017-2018 TELPAS

8. Provide ELL students tutorial time, materials and supplies for students at risk of failing required courses. . (Title I SWP 2.4,2.5, 2.6)	Teacher	Aug-June	\$1576.00	Summative -STAAR 6 Weeks Assessments, Benchmarks Failures
9. Teachers will use specific sheltered instructional strategies aligned to district ELL trainings to address ELL linguistic and academic needs based on STAAR and TELPAS data-specific focusing on reading and writing in all content areas (Title I SWP 2.5)	Teachers Administrators	Aug-June	No funds needed	Walkthroughs Six Weeks Assessments TELPAS results
10. ESL lead teacher will meet with attend LPAC meetings, assist ESL students and teachers with ESL strategies to ensure the success of our students.	Teacher Principals	Aug – June		LPAC meetings
11. ESL Teacher will provide tutorials for our struggling ESL students, assist teachers with ESL strategies, and work with ESL lead teacher to ensure the success of our students. . (Title I SWP 2.5, 2.6)	Teacher Principals	Aug – June		Tutorial Logs Six Weeks Assessments
12. Teachers will continue with Kagan refresher training to increase student interaction in the classroom.	Principal Assistant Principals	Aug – June	Local Funds	Summative – Teachers will create opportunities for cooperative learning into their lesson plans.

<p>13. Inclusion teachers will plan with the general education teacher during weekly department meeting and PLC's.</p>	<p>Assistant Principal(s), Principal</p>	<p>Every six weeks</p>	<p>No Funds Needed</p>	<p>At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.</p>
<p>14. General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust modifications as appropriate based on the students ability level.</p>	<p>Assistant Principal(s), Principal(s)</p>	<p>Every 6 weeks</p>	<p>No Funds Needed</p>	<p>Summative – Six weeks student grades will be analyzed for progress.</p>
<p>15. Teachers will utilize close reading strategies in the classroom on a regular basis for all students.</p>	<p>Assistant Principal(s), Instructional Facilitator, Principal</p>	<p>Daily</p>	<p>No Funds Needed</p>	<p>Summative – Classroom walkthroughs and lesson plans.</p>

Goal 3

Goal Statement: All student cumulative scores will increase in Math from 81% to 90%, increase ELL scores from 62% to 67% and SPED scored from 48% to 52% and increase Level III performance by 7% by the end of the 2018-19 school year as evidenced by the 2019 STAAR results.

CNA Area of Need: Domain 3 – Academic Achievement & Growth

Performance Objective: Students identified in Math areas will increase mastery in the Meets and Masters areas by 10% as evidence of the 2019 STAAR Math exam.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teacher will provide after school, Saturday and/or pullout tutorials using approved STAAR material to increase on STAAR. Students will be identified through TEKS based assessments. % . . (Title I SWP 2.4,2.5, 2.6)	Principal Assistant Principal(s)	Aug – June	(F) Title I (S)State Compensatory	Summative – Teachers will conduct after school and Saturday tutorials for students that did not Approaches on 2018 STAAR. Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.
2. All teachers will work with district Math curriculum instructional coach to improve instruction in areas of need and writing dual coded questions. . (Title I SWP 2.4)	Curriculum and Instructional Specialist, Principal	6 weeks	No Funds Needed	At the end of each six weeks, data from district assessment will be analyzed and examined for student progress.
3. Math teachers will meet and plan using data from common and district assessments. They will also focus on unwrapping the TEKS that will be taught during each lesson. (Title I SWP 2.4)	Department Head Assistant Principal(s)	Aug - June	(0) No Funds Needed	Data collected through Eduphoria will demonstrate student progress. Walkthroughs on team meetings and class observations.

4. Department Heads will be provided with planning opportunities utilizing substitutes throughout the year for implementation of research based instructional strategies. (Title I SWP 2.4)	Principals	Aug – May	(F) Title I	Summative – Teachers will create lesson plans, common assessment and disaggregate data during PLC's.
5. Instructional material will be purchased in each content area to assist in increasing STAAR scores in Spring 2019 by 7%.	Principals	Aug – May	(S) State Compensatory if available	Summative – Teachers will use purchased materials to create rigorous lessons.
6. Special education student progress reports will be reviewed and updated	Special Education Teachers	Aug-June Per six weeks	No funds needed	Six Weeks Report Cards
7. Teachers will utilize academic language builders in their lessons to increase SPED scores by 10% as measured on 2019 STAAR.	Principals	Weekly	No funds needed	Principals will check lesson plans weekly.
8. Teachers will conduct an item analysis on six weeks assessments to determine error patterns that require correction in instructional approaches. (Title I SWP 2.4)	Teachers SPED Teachers Principal	Six Weeks	Local Funds	Summative – General Education teachers and Special education teachers will complete an item analysis for their class to identify patterns, areas of weakness and of strength.
9. Teachers will be trained on how to use Lead4ward Field Guides to use as an instructional planning guide. (Title I SWP 2.4)	Teachers SPED Teachers	Every six weeks during PLC	Lead4ward Field Guides Local Funds	Summative – Targeted vocabulary, word walls and anchor charts will be posted in the classroom.

<p>10. Every teacher will be given the ELPS/PLDS connection page and the levels of all students in each of the four domains. Goals will be set to increase by at least one level in one year.</p>	<p>ESL Teacher, Teachers, ALP facilitators</p>	<p>Daily</p>	<p>No funds needed</p>	<p>2017-2018 TELPAS</p>
<p>11. Teachers will use specific sheltered instructional strategies aligned to district ELL trainings to address ELL linguistic and academic needs based on STAAR.</p>	<p>Teachers Administrators</p>	<p>Aug-June</p>	<p>No funds needed</p>	<p>Walkthroughs Six Weeks Assessments TELPAS results</p>
<p>12. ESL lead teacher will meet with attend LPAC meetings, assist ESL students and teachers with ESL strategies to ensure the success of our students.</p>	<p>Teacher Principals</p>	<p>Aug – June</p>		<p>LPAC meetings</p>
<p>13. ESL Teacher will provide tutorials for our struggling ESL students, assist teachers will ESL strategies, and work with ESL lead teacher to ensure the success of our students.</p>	<p>Teacher Principals</p>	<p>Aug – June</p>		<p>Tutorial Logs Six Weeks Assessments</p>
<p>14. Teachers will continue with Kagan refresher training to increase student interaction in the classroom.</p>	<p>Principal Assistant Principals</p>	<p>Aug – June</p>	<p>Local Funds</p>	<p>Summative – Teachers will create opportunities for cooperative learning into their lesson plans.</p>

<p>15. Inclusion teachers will plan with the general education teacher during weekly department meeting and PLC's.</p>	<p>Assistant Principal(s), Principal</p>	<p>Every six weeks</p>	<p>No Funds Needed</p>	<p>At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.</p>
<p>16. General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust modifications as appropriate based on the students ability level.</p>	<p>Assistant Principal(s), Principal(s)</p>	<p>Every 6 weeks</p>	<p>No Funds Needed</p>	<p>Summative – Six weeks student grades will be analyzed for progress.</p>
<p>17. Teachers will utilize close reading strategies in the classroom on a regular basis for all students.</p>	<p>Assistant Principal(s), Instructional Facilitator, Principal</p>	<p>Daily</p>	<p>No Funds Needed</p>	<p>Summative – Classroom walkthroughs and lesson plans.</p>

Goal 4

Goal Statement: All student cumulative scores will increase in Social Studies from 67% to 72%, increase ELL scores from 43% to 50% and SPED scores from 16% to 26% and increase Level III performance by 7% by the end of the 20182019 school year as evidenced by the 2019 STAAR results.

CNA Area of Need: Domain 3 – Academic Achievement & Growth

Performance Objective: Students identified in Social Studies areas will increase mastery in the Meets and Masters areas by 10% as evidence of the 2019 STAAR Social Studies exam.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teachers will continue with Kagan refresher training to increase student interaction in the classroom.	Principal Assistant Principals	Aug – June	Local Funds	Summative – Teachers will create opportunities for cooperative learning into their lesson plans.
2. Teachers will provide after school, Saturday, and/or pull out tutorials using approved STAAR material to increase STAAR Social Studies scores. Students will be identified for interventions through TEKS based assessments. . (Title I SWP 2.4,2.5, 2.6)	Assistant Principals	Aug – May	(F) Title I - \$1,836.25 (S) State Compensatory - \$1,875	Summative – Teachers will hold after school and pull out interventions for students that did not meet Level II passing standard on the Social Studies STAAR 2018. Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.
3. Teachers will conduct item analysis on six weeks assessments to determine error patterns that require correction in instructional approaches. . (Title I SWP 2.4)	Social Studies Department Head Assistant Principals	At the end of each six weeks	Local Funds	Summative – Teachers will complete an item analysis to identify patterns of areas of weakness and strengths.

4. Provide Department Heads planning opportunities utilizing substitutes throughout the year for implementation of research based instructional strategies.	Principal Assistant Principals	August – May	Title I - \$2000	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.
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5. Teachers will be trained on how to use Lead4ward Field Guides to use as an instructional planning guide.	Social Studies Teachers	Every six weeks during PLC	No funds needed	Summative – Teachers will use the Lead4ward field guides to create lesson plans and engaging activities.
6. Inclusion teachers will plan with the general education teacher during weekly department meeting and PLC's.	Assistant Principal(s), Principal	Every six weeks	No Funds Needed	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.
7. General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust modifications as appropriate based on the students ability level.	Assistant Principal(s), Principal(s)	Every 6 weeks	No Funds Needed	Summative – Six weeks student grades will be analyzed for progress.
8. Special education student progress reports will be reviewed and updated	Special Education Teachers	Aug-June Per six weeks	No funds needed	Six Weeks Report Cards

<p>9. Social Studies teachers will complete item analysis of the 2018 and 2018 STAAR results to determine common error patterns among students in ELL. . (Title I SWP 2.4)</p>	<p>Assistant Principal(s), Instructional Facilitator, Principal</p>	<p>September</p>	<p>No Funds Needed</p>	<p>Summative – 100% of Social Studies teachers will be able to identify distractors within text.</p>
<p>10. All teachers will work with district curriculum specialist and special education coordinators to improve instruction in areas of need and writing dual coded questions. (Title I SWP 2.4)</p>	<p>Assistant Principal(s), Instructional Facilitator, Principal</p>	<p>Six Weeks</p>	<p>No Funds Needed</p>	<p>Summative – District and state assessment results will show increase in ELL students correctly answering dual coded questions.</p>
<p>11. Teachers will be trained on how to use Lead4ward Field Guides to use as an instructional planning guide.</p>	<p>Assistant Principal(s), Instructional Facilitator, Principa</p>	<p>Every 6 weeks</p>	<p>No Funds Needed</p>	<p>Summative – Teachers will use the Lead4ward field guides to create lesson plans and engaging activities.</p>
<p>12. Every teacher will be given the ELPS/PLDS connection page and the levels of all students in each of the four domains. Goals will be set to increase by at least one level in one year.</p>	<p>ESL Teacher, Teachers, ALP facilitators</p>	<p>Daily</p>	<p>No funds needed</p>	<p>2017-2018 TELPAS</p>

14. Teachers will use specific sheltered instructional strategies aligned to district ELL trainings to address ELL linguistic and academic needs based on STAAR.	Teachers Administrators	Aug-June	No funds needed	Walkthroughs Six Weeks Assessments TELPAS results
15. ESL lead teacher will meet with attend LPAC meetings, assist ESL students and teachers with ESL strategies to ensure the success of our students.	Teacher Principals	Aug – June		LPAC meetings
16. ESL Teacher will provide tutorials for our struggling ESL students, assist teachers will ESL strategies, and work with ESL lead teacher to ensure the success of our students.	Teacher Principals	Aug – June		Tutorial Logs Six Weeks Assessments
17. Teachers will utilize close reading strategies in the classroom on a regular basis for all students.	Assistant Principal(s), Instructional Facilitator, Principal	Daily	No Funds Needed	Summative – Classroom walkthroughs and lesson plans.
18. Teachers will provide after school, Saturday and/or pull out tutorials using approved STAAR material to increase STAAR Social Studies scores. Students will be identified for interventions through TEKS based assessments. . (Title I SWP 2.4,2.5, 2.6)	Teachers Assistant Principal(s)	Spring	Title I – State Comp -	Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.

Goal 5

Goal Statement: All student cumulative scores will increase in Science will increase from 78% to 83%, increase ELL scores 57% to 62% and SPED scores from 30% to 36% and increase Level III performance by 7% by the end of the 2018-19 school year as evidenced by the 2019 STAAR results.

Performance Objective: Students identified in Science areas will increase mastery in the Meets and Masters areas by 10% as evidence of the 2019 STAAR Science exam.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teachers will continue with Kagan refresher training to increase student interaction in the classroom.	Principal Assistant Principals	Aug – June	Local Funds	Summative – Teachers will create opportunities for cooperative learning into their lesson plans.
2. Teachers will provide after school Saturday and/or pull out tutorials using approved STAAR material to increase STAAR Social Studies scores. Students will be identified for interventions through TEKS based assessments. . (Title I SWP 2.4,2.5, 2.6)	Assistant Principals	Aug – May	(F) Title I - \$1,836.25 (S) State Compensatory - \$1,875	Summative – Teachers will hold after school and pull out interventions for students that did not meet Approaches on the Science STAAR 2018. Teachers will use ESL strategies to increase scores and STAAR data will be evaluated for growth measure.
3. Teachers will conduct item analysis on six weeks assessments to determine error patterns that require correction in instructional approaches. (Title I SWP 2.4)	Social Studies Department Head Assistant Principals	At the end of each six weeks	Local Funds	Summative – Teachers will complete an item analysis to identify patterns of areas of weakness and strengths.

4. Provide Department Heads planning opportunities utilizing substitutes throughout the year for implementation of research based instructional strategies.	Principal Assistant Principals	August – May	Title I - \$2000	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.
5. Teachers will be trained on how to use Lead4ward Field Guides to use as an instructional planning guide.	Social Studies Teachers	Every six weeks during PLC	No funds needed	Summative – Teachers will use the Lead4ward field guides to create lesson plans and engaging activities.
6. Inclusion teachers will plan with the general education teacher during weekly department meeting and PLC's.	Assistant Principal(s), Principal	Every six weeks	No Funds Needed	At end of each six weeks teachers will attend PLC's to analyze data, create data driven lesson.
7. Special education student progress reports will be reviewed and updated	Special Education Teachers	Aug-June Per six weeks	No funds needed	Six Weeks Report Cards
8. Science teachers will complete item analysis of the 2018 and 2018 STAAR results to determine common error patterns among students in ELL. . (Title I SWP 2.4)	Assistant Principal(s), Instructional Facilitator, Principal	September	No Funds Needed	Summative – 100% of Social Studies teachers will be able to identify distractors within text.
9. All teachers will work with district curriculum specialist and special education coordinators to improve instruction in areas of need and writing dual coded questions. (Title I SWP 2.4)	Assistant Principal(s), Instructional Facilitator, Principal	Six Weeks	No Funds Needed	Summative – District and state assessment results will show increase in ELL students correctly answering dual coded questions.

10. Every teacher will be given the ELPS/PLDS connection page and the levels of all students in each of the four domains. Goals will be set to increase by at least one level in one year.	ESL Teacher, Teachers, ALP facilitators	Daily	No funds needed	2017-2018 TELPAS
11. Provide ELL students tutorial time, materials and supplies for students at risk of failing required courses. (Title I SWP 2.4, 2.5, 2.6)	Teacher	Aug-June	No funds needed	Summative -STAAR 6 Weeks Assessments, Benchmarks Failures
13. ESL lead teacher will meet with attend LPAC meetings, assist ESL students and teachers with ESL strategies to ensure the success of our students.	Teacher Principals	Aug – June		LPAC meetings
14. ESL Teacher will provide tutorials for our struggling ESL students, assist teachers will ESL strategies, and work with ESL lead teacher to ensure the success of our students.	Teacher Principals	Aug – June		Tutorial Logs Six Weeks Assessments
15. Science teachers will continually monitor ELL student performance on classroom and district assessments through their grade level team.	Assistant Principal(s), Instructional Facilitator, Principals	Weekly	(0) No Funds Needed	By continuing to monitor ELL students' progress on a weekly basis.

16. Science teachers will utilize close reading strategies in the classroom on a regular basis for all students.	Assistant Principal(s), Instructional Facilitator, Principal	Daily	(0) No Funds Needed	Summative – Classroom walkthroughs and lesson plans.
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Goal 6

Goal Statement: To provide multiple communication forums, both within and outside the school that result in greater understanding of the needs of all stakeholders, thereby increasing student success and improving LJH's image among parents, taxpayers, and other significant groups.

CNA Area of Need: Community and Student Engagement

Performance Objective: LJH will commit to building lasting community relationships with all stakeholders.				
Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. LJH will increase parental involvement on our campus by hosting Family Game Night.	Assistant Principal(s), ELA Department Head, Principal	Spring Semester	No Funds Needed	Parental Sign In Sheets.
2. LJH will increase the number of parents participating on Friends of Lamar.	Principal	Sept – May	No Funds Needed	Friends of Lamar Parent Sign In sheet.
3. LJH will provide ELL parents specific strategies to inform them about how students are measured using English language proficiency standards and year's growth expectations on TELPAS	Administration Teachers ALP Facilitator	Sept-June	No Funds Needed	Parent Sign in Sheets
4. LJH will incorporate Dinner with Dads to increase father involvement.	Administration Teachers	Sept-June	No Funds Needed	Parent Sign in Sheets

5. ESL Parent Nights – provide our ESL parent population classes on what and how to assist their students in and out of the classroom	ESL Lead Administration Teachers	Sept-June	No Funds Needed	Parent Sign in Sheets
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Goal 7

Goal Statement LJH address issues that enhance school climate thereby creating strong, safe, drug-free disciplined schools. Discipline issues on campus will decrease by 10%. LJH will monitor and implement strategies to promote a safe and quality environment.

CNA Area of Need: Community and Student Engagement, School Culture and Climate

Performance Objective: LJH will from a punitive approach to discipline to a supportive, compassionate approach to school discipline.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Provide students with antibullying activities during Houses.	School Counselors	Monthly	No Funds Needed	Monitor teacher participation through sign in sheets and discipline records.
2. Provide students with the Power 10, which promote respect, character and morale during Houses.	Assistant Principal(s), Team Leaders, Principal	Daily	No Funds Needed	Monitor teacher participation by performing walkthroughs and decline in student discipline.
3. LJH will begin circling with students with students/parents with multiple campus violations/discipline referrals to begin getting students back on track. (Title I SWP 3.2)	School Counselors, Assistant Principal(s), Principal, Teachers	As needed	No Funds Needed	Discipline records.

4. Provide students with Character Counts lessons and activities	School Counselors	Monthly	No funds needed	
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Financial Summary

Funding Source		Total Amount
SCE funds	\$ 14,058.00	
Title Funds remaining after salaries	\$ 11,523.98	








SBDMC Members

	Name	Position
	Creighton Jaster	Administrator
	Carsen Collins	Administrator
	Toshila Darjean	Administrator
	Misty Carter	Librarian
	Denise Evans	Testing Coordinator
	Savannah Evans	Teacher
	Diane Becker	Teacher
	Robin Nash	Teacher
	Lee Zuskind	Teacher
	Michael Kohler	Teacher
	Beth Lee	Teacher
	Sarah Cass	Teacher
	Lizette Medina	Teacher

Deborah Korenek		Teacher
Dana Nowlin		Counselor
Nancy Montecillo		Counselor
Talum Clay		Parent
Zach Lambert		Community Member
John Tankersley		Business Member

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities	 <p>Recruit, support, and retain teachers and principals</p>	 <p>Build a foundation of reading and math</p>	 <p>Connect high school to career and college</p>	 <p>Improve low-performing schools</p>
Enablers	 <p>Increase transparency, fairness and rigor in district and campus academic and financial performance</p>			
	 <p>Ensure compliance, effectively implement legislation and inform policymakers</p>			
	 <p>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</p>			