

Lamar Consolidated Independent School District

Leaman Junior High

Campus Improvement Plan

2020-2021

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	8
Goal 1: By June of 2021, the percentage of "All" students who made growth in Math on the 7th and 8th Grade Math STAAR Test will increase from 70% to 77% from the previous school year as demonstrated by Domain 3. By June of 2021, the percentage of "All" students who achieved "Approaches" on all STAAR Tests will increase from 90% to 94%, the percentage of "All" students who achieved "Meets" on all STAAR Tests will increase from 66% to 70%, and the percentage of "All" students who achieved "Masters" on all STAAR Tests will increase from 37% to 40% from the previous school year as demonstrated by Domain I.	8
Goal 2: By June of 2021, the percentage of Special Education and English Language Learner failures will decrease from 12% to 7% per grading cycle.	13
Goal 3: By June 2021, struggling students prior to COVID will show a failure reduction rate from a 100% to 50% by the end of the semester.	17
Goal 4: By June 2021, the percentage of students who "strongly agree" and "agree" that "students treat each other with respect at my school" will increase from 47.36% to 75% from the previous school year. (Question 1, EOY Student Guidance Survey)	21
State Compensatory	26
Personnel for Leaman Junior High	26
Campus Funding Summary	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

This section provides demographic information about DEAN LEAMAN J H SCHOOL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable. Campus District State Attendance Rate (2017-18) 96.8% 95.6% 95.4% Enrollment by Race/Ethnicity African American 17.2% 19.7% 12.6% Hispanic 23.2% 43.0% 52.6% White 46.8% 27.0% 27.4% American Indian 0.3% 0.3% 0.4% Asian 8.7% 7.0% 4.5% Pacific Islander 0.1% 0.2% 0.2% Two or More Races 3.7% 3.0% 2.4% Enrollment by Student Group Economically Disadvantaged 20.9% 45.2% 60.6% English Learners 5.5% 14.1% 19.5% Special Education 7.1% 9.8% 9.6% Mobility Rate (2017-18) 8.5% 12.1% 15.4% Campus District State Class Size Averages by Grade or Subject Elementary Grade 6 26.3 21.2 20.4 Secondary English/Language Arts 20.9 18.8 16.6 Foreign Languages 17.0 21.3 18.9 Mathematics 20.9 20.4 17.8 Science 23.3 21.1 18.9 Social Studies 23.0 21.5 19.3

Demographics Strengths

Demographic strengths include attendance rates by race and class sizes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student growth on 7th and 8th grade math STAAR Tests. **Root Cause:** Additional MTSS intervention.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL 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 and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- Highly qualified 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
- TTESS data
- T-P ESS data
- PDAS and/or T-T ESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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: September 18, 2020

Goal 1: By June of 2021, the percentage of "All" students who made growth in Math on the 7th and 8th Grade Math STAAR Test will increase from 70% to 77% from the previous school year as demonstrated by Domain 3. By June of 2021, the percentage of "All" students who achieved "Approaches" on all STAAR Tests will increase from 90% to 94%, the percentage of "All" students who achieved "Meets" on all STAAR Tests will increase from 66% to 70%, and the percentage of "All" students who achieved "Masters" on all STAAR Tests will increase from 37% to 40% from the previous school year as demonstrated by Domain I.

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

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None





<p>Strategy 1: Hand schedule students into 20 student math push-in classes with additional teacher support so that students are able to receive more individualized support and intervention time.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Students will work in the iReady program and Mentoring Minds as their intervention.</p> <p>Strategy's Expected Result/Impact: 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers</p> <p>Staff Responsible for Monitoring: The additional intervention time and support will increase student performance in Domain III</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Staff will pull and work with students in small group tutoring sessions to help with ELA and Math.</p> <p>Strategy's Expected Result/Impact: To help improve student performance</p> <p>Staff Responsible for Monitoring: Instructional Coordinator</p> <p>Funding Sources: Staff - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$33,632</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By June of 2021, the percentage of "All" students who made growth in Math on the 7th and 8th Grade Math STAAR Test will increase from 70% to 77% from the previous school year as demonstrated by Domain 3. By June of 2021, the percentage of "All" students who achieved "Approaches" on all STAAR Tests will increase from 90% to 94%, the percentage of "All" students who achieved "Meets" on all STAAR Tests will increase from 66% to 70%, and the percentage of "All" students who achieved "Masters" on all STAAR Tests will increase from 37% to 40% from the previous school year as demonstrated by Domain I.

Performance Objective 2: Coaching/mentoring teachers in academic, inclusion, and resource math classes for Tier I instruction improvement.

Evaluation Data Sources: 2019 STAAR and EOC results
 TEA 2019 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

Summative Evaluation: None





<p>Strategy 1: Math professional development that addresses effective Tier I instruction and strategies for all math teachers.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. 6th-12th Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: In the PLC planning process the 4 essential questions are addressed as a team to improve Tier I instruction and focus on what students need to know, how teachers know students understand, how teachers help those who do not understand, and how teachers extend those who do understand.</p> <p>Strategy's Expected Result/Impact: In PLC's, teachers will review data from 6 weeks assessments to identify students who are close to Meets.</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. 6th-12th Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By June of 2021, the percentage of "All" students who made growth in Math on the 7th and 8th Grade Math STAAR Test will increase from 70% to 77% from the previous school year as demonstrated by Domain 3. By June of 2021, the percentage of "All" students who achieved "Approaches" on all STAAR Tests will increase from 90% to 94%, the percentage of "All" students who achieved "Meets" on all STAAR Tests will increase from 66% to 70%, and the percentage of "All" students who achieved "Masters" on all STAAR Tests will increase from 37% to 40% from the previous school year as demonstrated by Domain I.

Performance Objective 3: Math Department will meet weekly in PLC's to address the indicators that were missed in Domain 3.





Evaluation Data Sources: 2019 STAAR and EOC results
 TEA 2019 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

Summative Evaluation: None

<p>Strategy 1: In PLC's, teachers will review data from 6 weeks assessments to identify students who are close to Meets.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. Math Teachers 4. 6th-12th Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: In PLC's, teachers will collaboratively develop activities for small group intervention to address student sub population scores to achieve Meets so we are hitting the indicators in Domain 3.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. Math Teachers 4. 6th-12th Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By June of 2021, the percentage of "All" students who made growth in Math on the 7th and 8th Grade Math STAAR Test will increase from 70% to 77% from the previous school year as demonstrated by Domain 3. By June of 2021, the percentage of "All" students who achieved "Approaches" on all STAAR Tests will increase from 90% to 94%, the percentage of "All" students who achieved "Meets" on all STAAR Tests will increase from 66% to 70%, and the percentage of "All" students who achieved "Masters" on all STAAR Tests will increase from 37% to 40% from the previous school year as demonstrated by Domain I.

Performance Objective 4: Additional instructional resources will be provided for At-Risk students.

<p>Strategy 1: Tutoring for At-Risk students</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1) Principal 2) Assistant Principal 3) Classroom Teachers (Tutoring)</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Money for after school tutoring for classroom teachers. - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,712</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Department will use data and identify resources throughout the year to address at-risk student success. (Mentoring Minds, Region IV, ECS, etc.)</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Campus Testing Coordinator/Instructional Facilitator 3. Math Department</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Money to purchase instructional materials for at-risk students. - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By June of 2021, the percentage of Special Education and English Language Learner failures will decrease from 12% to 7% per grading cycle.

Performance Objective 1: Additional intervention time during advisory and virtual Zooms for identified SpEd/ELL students.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None





<p>Strategy 1: Identify special education students and place them in an advisory with inclusion teachers to increase individualized support.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will decrease missing assignments and increase grades</p> <p>Staff Responsible for Monitoring: 1. Assistant Principal 2. Counselors 3. Principal 4. Special Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By June of 2021, the percentage of Special Education and English Language Learner failures will decrease from 12% to 7% per grading cycle.

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

Evaluation Data Sources: SPED Failure report
 TEA 2019 STAAR Performance Data Table
 Campus Discipline Reports
 Teacher Retention Data
 Character Counts Staff Survey
 TELPAS Data
 TEA School Report Card
 Truancy/Dropout Data

Summative Evaluation: None

<p>Strategy 1: General Education and Special Education teachers will be trained in Co-Teach training together by the Stetson Group.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Curriculum Coordinators and Curriculum Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: In the PLC planning process the 4 essential questions are addressed as a team to improve Tier I instruction and focus on what students need to know, how teachers know students understand, how teachers help those who do not understand, and how teachers extend those who do understand.</p> <p>Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Secondary Instructional Coordinator 3. Secondary Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By June of 2021, the percentage of Special Education and English Language Learner failures will decrease from 12% to 7% per grading cycle.


Performance Objective 3: SpEd/ELL PLC's will occur to determine targeted intervention and address current IEP goals.


Evaluation Data Sources: SPED Failure report
 Student IEP Goals
 TEA 2019 STAAR Performance Data Table
 Campus Discipline Reports
 Teacher Retention Data
 TELPAS Data
 TEA School Report Card

Summative Evaluation: None

<p>Strategy 1: Tutoring for At-Risk students</p> <p>Strategy's Expected Result/Impact: To improve the academic performance of those students on standardized testing.</p> <p>Staff Responsible for Monitoring: 1) Classroom Teachers 2) Assistant Principals 3) Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: ESL Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$30,800</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Grammar Keepers will be implemented for students identified who need a Tier II intervention.</p> <p>Strategy's Expected Result/Impact: Students writing will improve on standardized testing.</p> <p>Staff Responsible for Monitoring: 1) English Department Chair 2) Classroom Teachers 3) Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Additional ELL research-based resources will be implemented to improve ELL student growth on TELPAS and STAAR Reading, Science, Social Studies, and Writing.</p> <p>Strategy's Expected Result/Impact: Student rate of exiting ELL category will increase.</p> <p>Staff Responsible for Monitoring: 1) Lead ESL Teacher 2) ELA Teachers 3) Classroom Teachers in Math, Science, and History 4) Assistant Principal 5) ELA Coach 6) Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: By June 2021, struggling students prior to COVID will show a failure reduction rate from a 100% to 50% by the end of the semester.

Performance Objective 1: Students will be placed in a special advisory on campus and virtual.

Evaluation Data Sources: Spring Report Card Data of I' and N's

- Fall Report Card Data
- TEA 2019 STAAR Performance Data Table
- Campus Discipline Reports
- Teacher Retention Data
- Character Counts Staff Survey
- TELPAS Data
- TEA School Report Card
- Truancy/Dropout Data
- PSAT

Summative Evaluation: None

<p>Strategy 1: The principal will create a committee of teachers/staff to develop fellowship activities on the campus so that all teachers feel at home.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1) Principal 2) Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: The Sunshine Committee will develop Teacher Appreciation activities throughout the year.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1. Principal 2. Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By June 2021, struggling students prior to COVID will show a failure reduction rate from a 100% to 50% by the end of the semester.

Performance Objective 2: Students will have the option of participating in a Credit Restoration to increase their grade.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 STAAR Performance Data Table

Campus Discipline Reports

Teacher Retention Data

Character Counts Staff Survey





TELPAS Data

TEA School Report Card

Truancy/Dropout Data

PSAT

Summative Evaluation: None

<p>Strategy 1: Assistant Principals will meet with new teachers and teachers new to the campus to discuss issues such as discipline, grading, attendance, scheduling, and lesson plans to help those teachers be successful and retain employment.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1) Assistant Principals 2) Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Assistant Principals will survey new teachers to solicit ideas/concerns to address during the monthly new teacher meetings.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1) Assistant Principals 2) Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By June 2021, struggling students prior to COVID will show a failure reduction rate from a 100% to 50% by the end of the semester.

Performance Objective 3: Additional instructional resources for at-risk students.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None

<p>Strategy 1: Student will have the opportunity to come to campus on a Saturday to complete assignments for Credit Restoration.</p> <p>Strategy's Expected Result/Impact: To increase grades from failure to passing rates.</p> <p>Staff Responsible for Monitoring: 1) Assistant Principals 2) Principal 3) Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Teachers will provide targeted instruction with additional resources during advisory.</p> <p>Strategy's Expected Result/Impact: Increase in grades per six weeks and increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: 1) Assistant Principals 2) Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By June 2021, struggling students prior to COVID will show a failure reduction rate from a 100% to 50% by the end of the semester.

Performance Objective 4: Teacher Professional Development will be provided to strengthen Tier I instructional Strategies specifically to support At-Risk students. Kagan Strategies. Sheltered Instruction.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None

<p>Strategy 1: Teachers and staff will be recognized every month as a Teacher of the Month and Staff Member of the Month.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1) Assistant Principals 2) Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: "Be The One" award will be given to staff who exemplify the Leadership Competencies.</p> <p>Strategy's Expected Result/Impact: To improve the campus climate and help encourage staff to want to make this position a long-term position at the campus and stay.</p> <p>Staff Responsible for Monitoring: 1) Principal 2) Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By June 2021, the percentage of students who "strongly agree" and "agree" that "students treat each other with respect at my school" will increase from 47.36% to 75% from the previous school year. (Question 1, EOY Student Guidance Survey)

Performance Objective 1: Teachers will be trained at the beginning of the year and help with implementation of Character Counts.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None

<p>Strategy 1: The counselors will train all staff members on Character Counts.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of Character Counts and help reinforce it throughout the school.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: As counselors are teaching guidance lessons, core teachers will be involved in the instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of Character Counts and help reinforce it throughout the school.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Teachers 3) Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By June 2021, the percentage of students who "strongly agree" and "agree" that "students treat each other with respect at my school" will increase from 47.36% to 75% from the previous school year. (Question 1, EOY Student Guidance Survey)

Performance Objective 2: Counselors will develop a Character Counts Student Organization.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None

<p>Strategy 1: Counselors will develop an application process to be involved in the Character Counts student organization.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of Character Counts and help become stronger leaders on the campus in being respectful to others.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Teachers 3) Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Counselors will meet weekly with the Character Counts Coalition to develop programs on campus to support all students in becoming more respectful and accepting of all other students.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of Character Counts and help become stronger leaders on the campus in being respectful to others.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Teachers 3) Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By June 2021, the percentage of students who "strongly agree" and "agree" that "students treat each other with respect at my school" will increase from 47.36% to 75% from the previous school year. (Question 1, EOY Student Guidance Survey)

Performance Objective 3: Principal communications will embed Character Counts themes upcoming student engagement activities.

Evaluation Data Sources: 2019 STAAR and EOC results

TEA 2019 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

Summative Evaluation: None





<p>Strategy 1: Principal will develop "Weekly Spark" newsletter for the community and embed Character Counts information along with Student of the Week information.</p> <p>Strategy's Expected Result/Impact: To improve the communication and relationship with the community.</p> <p>Staff Responsible for Monitoring: 1) Attendance Clerk - Helps with setting up the Spark. 2) Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Principal will develop "Semmler Strike" newsletter for Faculty and put training snippets in the newsletter for teachers.</p> <p>Strategy's Expected Result/Impact: To improve the communication and relationship with the community.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By June 2021, the percentage of students who "strongly agree" and "agree" that "students treat each other with respect at my school" will increase from 47.36% to 75% from the previous school year. (Question 1, EOY Student Guidance Survey)

Performance Objective 4: Campus will utilize the HGI Counselor to support students who are dealing with Social/Emotional issues related to the Spring 2020 time during Coronavirus.

Evaluation Data Sources: Counselor Surveys of Students during Monthly lessons.
District Social/Emotional Wellness Screener

Summative Evaluation: None

<p>Strategy 1: Campus will give all students the Social/Emotional Wellness Screener through PE classes in August and again in January.</p> <p>Strategy's Expected Result/Impact: To get a baseline from students on their Social/Emotional needs.</p> <p>Staff Responsible for Monitoring: 1) PE/Dance Teachers 2) Counselors 3) Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Counselors will create small groups to talk about different common issues that come from students through the Social/Emotional Screener and involve the HGI Counselor in supporting those needs.</p> <p>Strategy's Expected Result/Impact: To improve the Social/Emotional wellness of students so they can perform better in school.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) HGI Counselor 3) Assistant Principals 4) Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Leaman Junior High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandni Patel	ESL Teacher		.5
Heather Squires	Instructional Coordinator		.5

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff		\$33,632.00
1	4	1	Money for after school tutoring for classroom teachers.		\$4,712.00
1	4	2	Money to purchase instructional materials for at-risk students.		\$4,000.00
2	3	1	ESL Teacher		\$30,800.00
Sub-Total					\$73,144.00
Budgeted Fund Source Amount					\$73,144.00
+/- Difference					\$0.00
Grand Total					\$73,144.00

Addendums