

Lamar Consolidated Independent School District
Leaman Junior High
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: By June of 2022, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 73%, STAAR ELAR will increase to 71%, STAAR Science will increase to 65%, and History will increase from to 59%. By June of 2022, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 33%, STAAR ELAR will increase to 49%, STAAR Science will increase to 38%, and History will increase to 40%	14
Goal 2: By June of 2022, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 10% to 20%, the percentage of "All" students who achieved "Meets" on STAAR Reading will increase from 11% to 20%.	18
Goal 3: By June 2022, the percentage of students who responded to the student survey question, "I don't feel comfortable talking to a staff member about personal problems." will decrease from 58% to 30%.	21
State Compensatory	23
Budget for Leaman Junior High	24
Personnel for Leaman Junior High	24
Campus Funding Summary	24
Addendums	25

Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

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.

- Total students 1,333
- Campus Attendance Rate (2018-19) 97.0%
- Enrollment by Race/Ethnicity (2019-2020) African American 17.5% Hispanic 25.5%, White 44.7%, American Indian 0.3%, Asian 8.0% ,Pacific Islander 0.2%, Two or More Races 3.9%
- Enrollment by Student Group (2019-2020) Economically Disadvantaged 20.8%, English Learners 7.8%, Special Education 10.3%, Mobility Rate (2018-19) 7.4%,
- Campus Class Size Averages by Grade or Subject (2019-2020) Secondary English/Language Arts 20.6, Foreign Languages 21.0, Mathematics 21.3, Science 24.7, Social Studies 22.8
- Staff Demographics (2019-2020) African American 11.3%, Hispanic 13.8%, White 73.5%, Two or More Races 1.4%.

Demographics Strengths

The strengths of Leaman's demographics include attendance rates by race and class sizes. Leaman has many students from around the world but also a strong tie to the community. Compared to other campuses, Leaman has very few discipline issues.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Because people come from all over the world, we need to track ESL students from the very beginning to monitor their performance to ensure they all make growth. **Root Cause:** The root cause for this problem is the extraordinary growth Leaman is seeing in student enrollment.

Student Learning

Student Learning Summary

2018-2019 STAAR Scores

Math

Approaches - 93%

Meets - 70%

Masters - 35%

ELAR

Approaches - 90%

Meets - 65%

Masters - 41%

Writing

Approaches - 85%

Meets - 64%

Masters - 36%

Science

Approaches - 90%

Meets - 65%

Masters - 33%

History

Approaches - 87%

Meets - 59%

Masters - 40%

2020-2021 STAAR Scores

Math

Approaches - 82%

Meets - 59%

Masters - 30%

ELAR

Approaches - 82%

Meets - 56%

Masters - 32%

Writing

Approaches - 64%

Meets - 38%

Masters - 13%

Science

Approaches - 81%

Meets - 58%

Masters - 31%

History

Approaches - 80%

Meets - 53%

Masters - 39%

Student Learning Strengths

Students are entering Leaman having minimal gaps and overall student strength is high academically.

District Student Survey results:

How strongly do you agree with the following statements:

c) I have to work hard to get good grades (89%)

h) My teachers give me extra help when I need it. (81%)

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.

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)

Rachel's Challenge

New Teacher Classes by Admin Team

Charger Care Committee

Staff Members of the Month

Be the One ShoutOuts during staff meetings.

School Processes & Programs Strengths

Staff Retention was very high from 2020-2021 to 2021-2022.

All ELA teachers have an advisory that focuses on student growth. Seven of the eight 7th grade ELA teachers have advisory classes that focus on students who failed STAAR or who were close to failing STAAR. The advisories have been capped at 20. Students were placed in those advisories at the beginning of the year to receive accelerated instruction. The other 7th grade ELA teacher has students who were close to "Masters" and, we believe with a little extra intervention, can achieve "Masters" this year. Four of the five eighth grade ELA teachers also have those focused advisories on students who failed, or were close to failing. The fifth 8th grade ELA teacher has students who were close to "Masters" and, we believe with a little extra intervention, can achieve "Masters" this year. All 8th grade ELA advisories are capped at 20.

All Math teachers have an advisory that focuses on student growth. All 7th grade Math teachers have advisory classes that focus on students who failed STAAR or who were close to failing STAAR. The advisories have been capped at 20. Students were placed in those advisories at the beginning of the year to receive accelerated instruction. Four of the five 8th grade Math teachers also have those focused advisories on students who failed, or were close to failing. The fifth 8th grade Math teacher has students who were close to "Masters" and, we believe with a little extra intervention, can achieve "Masters" this year. All 8th grade Math advisories are capped at 20.

Leaman also has 3 advisories for special education students only, to receive accelerated ELA and Math instruction.

Once MAP data can be reviewed by the ELA and Math departments, advisories can be switched to make sure all students who are having difficulty will receive extra help.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The ethnicity of the staff at Leaman does not reflect the same breakdown of student ethnicity. **Root Cause:** Students are coming to Leaman from countries around the world. We are very ethnically diverse, but the applicant pool is not as diverse and strong with minority candidates.

Perceptions

Perceptions Summary

Character Counts

Monthly Meetings with 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 2020, students were asked to fill out the Campus Climate Survey.

- a) 77% of students responded they "strongly agree" or "agree" that "I am proud to go to this school."
- b) 84% of students responded they "strongly agree" or "agree" that "I have good friends at this school."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students don't feel comfortable talking to a staff member about personal problems. (58%) **Root Cause:** Relationships between staff and students was not as strong as in year's past.

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: Because people come from all over the world, we need to track ESL students from the very beginning to monitor their performance to ensure they all make growth.

Root Cause 2: The root cause for this problem is the extraordinary growth Leaman is seeing in student enrollment.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students don't feel comfortable talking to a staff member about personal problems. (58%)

Root Cause 3: Relationships between staff and students was not as strong as in year's past.

Problem Statement 3 Areas: Perceptions

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
- Covid-19 Factors and/or waivers

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 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 benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, 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

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
- TTESS data
- T-P ESS 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





Goal 1: By June of 2022, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 73%, STAAR ELAR will increase to 71%, STAAR Science will increase to 65%, and History will increase from to 59%.

By June of 2022, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 33%, STAAR ELAR will increase to 49%, STAAR Science will increase to 38%, and History will increase to 40%

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: Current STAAR and EOC results
MAP Data
TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hand schedule students into 20 student ELAR and Math push-in classes 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.</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 5. ELAR 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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be assessed in the MAP program to determine their gaps and then use DreamBox and Blended Learning to help fill in the gaps in Math.</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>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will pull and work with students in small group tutoring sessions to help with ELA and Math outside the school day.</p> <p>Strategy's Expected Result/Impact: To help improve student performance</p> <p>Staff Responsible for Monitoring: Instructional Coordinator</p> <p>Funding Sources: Instructional Coordinator - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$36,397.60, Tutors and tutoring supplies and materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$7,456</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: By June of 2022, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 73%, STAAR ELAR will increase to 71%, STAAR Science will increase to 65%, and History will increase from to 59%.

By June of 2022, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 33%, STAAR ELAR will increase to 49%, STAAR Science will increase to 38%, and History will increase to 40%

Performance Objective 2: By June of 2022, the percentage of ELL learners who get "Meets" on the STAAR ELAR test will increase 30% to 37%, and on the STAAR Math test will 27% to 34%.

Evaluation Data Sources: Current STAAR and EOC results
 DLJH BOY and EOY School Safety
 TELPAS Data
 Truancy/Dropout Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Additional intervention time during advisory for identified ELL 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. 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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ESL Teacher and ESL Coach will meet with content teachers in PLC's as an additional resource to address progress and/or weekly failures.</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> <p>Funding Sources: Personnel-ESL Coach and Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$95,625</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: ESL Teacher and ESL Coach will attend Administrative Conferences on ELL students to determine if they are growing appropriately.</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</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By June of 2022, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 73%, STAAR ELAR will increase to 71%, STAAR Science will increase to 65%, and History will increase from to 59%.

By June of 2022, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 33%, STAAR ELAR will increase to 49%, STAAR Science will increase to 38%, and History will increase to 40%

Performance Objective 3: 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	Reviews			
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	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By June of 2022, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 10% to 20%, the percentage of "All" students who achieved "Meets" on STAAR Reading will increase from 11% to 20%.

Performance Objective 1: Additional intervention time during advisory for identified SpEd students.

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	Reviews			
<p>Strategy 1: SpEd PLC's will occur to determine targeted intervention and address current IEP goals.</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</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention materials will be purchased for students who are At-Risk of failing STAAR in Special Education.</p> <p>Strategy's Expected Result/Impact: Increase the passing rate of STAAR for students who are Special Education.</p> <p>Staff Responsible for Monitoring: 1) Principal 2) Assistant Principals 3) Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By June of 2022, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 10% to 20%, the percentage of "All" students who achieved "Meets" on STAAR Reading will increase from 11% to 20%.

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

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	Reviews			
<p>Strategy 1: Lead4Ward Intervention Conference is held in September. We will be sending one teacher to this conference to help bring back the information to the rest of our team.</p> <p>Strategy's Expected Result/Impact: To increase STAAR scores and higher order thinking in our Special Education Students.</p> <p>Staff Responsible for Monitoring: 1) CORE Content Teachers 2) Assistant Principal 3) Principal 4) LCISD Curriculum Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By June of 2022, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 10% to 20%, the percentage of "All" students who achieved "Meets" on STAAR Reading will increase from 11% to 20%.





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

Evaluation Data Sources: In PLC's, teachers will review data from 6 weeks assessments to identify students who are close to Meets.

Strategy 1 Details	Reviews			
<p>Strategy 1: SpEd teachers will track SpEd students on all major assessments. They will be determine from the data which students need additional intervention time and will pull them into special advisory tutorials to help them fill in the gaps.</p> <p>Strategy's Expected Result/Impact: Students will improve on common assessments and on STAAR. More students will get to the MEETS level on STAAR.</p> <p>Staff Responsible for Monitoring: 1) Teachers (Both General Ed and Special Ed) 2) Assistant Principal 3) Principal 4) Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: By June 2022, the percentage of students who responded to the student survey question, "I don't feel comfortable talking to a staff member about personal problems." will decrease from 58% to 30%.

Performance Objective 1: By June 2022, the percentage of students who "strongly agree" and "agree" that "Students here make it clear that bullying is not tolerated." will increase from 53% to 75% from the previous school year. (Question 1, EOY Student Survey)

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will be training the staff in the Character Counts program at the beginning of the school year.</p> <p>Strategy's Expected Result/Impact: By training staff, we will all be using the consistent language and strategies in every classroom.</p> <p>Staff Responsible for Monitoring: 1. Counselors 2. Administrators 3. Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will provide monthly lessons to all students through classrooms.</p> <p>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 grow.</p> <p>Staff Responsible for Monitoring: 1. Counselors 2. Administrators 3. Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Rachel's Challenge program will be brought to campus to all students.</p> <p>Strategy's Expected Result/Impact: 1) To increase awareness to bullying. 2) Helping students respect each other, their teachers, and their school. 3) Start a campus coalition called "FOR" club. 4) Students will develop activities on campus to promote treating each other with respect.</p> <p>Staff Responsible for Monitoring: 1) Teachers 2) Counselors 2) Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: By June 2022, the percentage of students who responded to the student survey question, "I don't feel comfortable talking to a staff member about personal problems." will decrease from 58% to 30%.

Performance Objective 2: By June 2022, the percentage of students who choose the topic of "Depression" as an issue that needs to be discussed in our school will decrease from 64% to 30% from the previous school year. (Question #2, Secondary EOY Wellness Screener)

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will take information from the screener and set up groups for small group counseling based on their responses about depression.</p> <p>Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Assistant Principals 3) Principals 4) Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: For students with ongoing concerns, they will be referred to HGI counselors for additional counseling support.</p> <p>Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Assistant Principals 3) Principals 4) Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote extracurricular activities and clubs for student engagement in school.</p> <p>Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions.</p> <p>Staff Responsible for Monitoring: 1) Counselors 2) Assistant Principals 3) Principals 4) Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Leaman Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Leaman Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chandni Patel	ESL/Reading Improvement/Intervention	1
Lynda Morgart	Instructional Coordinator	0.5
Michelle Peterson	ESL Coach - JH	0.5

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coordinator		\$36,397.60
1	1	3	Tutors and tutoring supplies and materials		\$7,456.00
1	2	2	Personnel-ESL Coach and Teacher		\$95,625.00
2	1	2			\$3,500.00
Sub-Total					\$142,978.60
Budgeted Fund Source Amount					\$142,978.60
+/- Difference					\$0.00
Grand Total					\$142,978.60

Addendums