

Lamar Consolidated Independent School District

Lamar Junior High

2024-2025 Campus Improvement Plan



Mission Statement

LJH staff promises to create opportunities, foster independent thinking and spark creativity, which will encourage students to rise to the level of expectation.

Vision

Lamar Junior High School is dedicated to cultivating life-long learners by offering an academically challenging environment where minds are motivated to aspire to greatness and to reach their full potential.

Motto

Set the expectation high.

Push students hard.

Watch them succeed.

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Goal 2: By May 2025, ALL students will improve in the following content areas on STAAR: 6th Grade Reading - Meets (56% to 66%), 6th Grade Math - Meets (37% to 47%), 7th Grade Reading Meets (54% to 64%), 7th Grade Math Meets (15% to 25%), 8th Grade Reading Meets(53% to 60%), 8th Grade Math Meets (38% to 48%), 8th Grade Science Meets(34% to 44%), and 8th Grade History Meets (26% to 40%).	26
Goal 3: By May 2025, students identified as Emergent Bilingual will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (73% to 80%), 6th Grade Math - Approaches (77% to 85%), 7th Grade Reading Approaches (48% to 58%), 7th Grade Math Approaches (12% to 30%), 8th Grade Reading Approaches (69% to 75%), 8th Grade Math Approaches (74% to 80%), 8th Grade Science Approaches (53% to 60%), and 8th Grade History Approaches (43% to 50%).	30
Goal 4: By May 2025, Lamar Junior High will cultivate a school community that supports the needs of all stakeholders and address the social, emotional, and academic needs of students as evidenced by students, parents and staff Campus Climate Survey perceptions of campus support. (36% to 60%)	35
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Site-Based Decision Team convened on April 30, 2024 and May 30, 2024 in the Instructional Conference room at Lamar JH to conduct a Comprehensive Needs Assessment (CNA) focused on various performance and attendance metrics: student and staff attendance rates, STAAR data, NWEA MAP data, TELPAS scores, Campus Climate Survey and student discipline data. This assessment aims to identify areas of strength and opportunities for improvement to enhance student outcomes and overall school performance.

Student attendance rates were analyzed, revealing a concerning trend of chronic absenteeism among certain student demographics. While overall attendance is moderately stable, specific groups—particularly students from group homes and homeless students -- exhibit lower attendance rates. This presents a significant barrier to academic success, as consistent attendance is crucial for effective learning.

Staff attendance rates were reviewed alongside student attendance, indicating a high level of commitment from most educators. However, instances of frequent absences among a small percentage of staff members were noted, which can disrupt classroom continuity and negatively impact student learning environments.

Parent involvement and engagement emerged as a critical area for growth. Current participation rates in school activities and decision-making processes are low, suggesting a need for strategies to foster stronger partnerships with families. Increased engagement can lead to improved student outcomes and a supportive community atmosphere.

Effective communication between the school and families was identified as a concern. Strengthening communication channels can enhance transparency, increase parental involvement, and ensure that families are well-informed about their children's education and school events.

There is a pressing need for increased social-emotional learning (SEL) support for students. Implementing comprehensive SEL programs can help students develop essential skills such as emotional regulation, relationship building, and resilience, which are vital for their overall well-being and academic success.

The team noted a need to enhance student engagement in classrooms. Strategies to make learning more interactive and relevant can help capture student interest and motivation, ultimately leading to better academic performance.

Classroom management and control were identified as areas requiring improvement. Professional development for teachers on effective classroom management strategies can create a more conducive learning environment and minimize disruptions.

Finally, the importance of connecting classroom learning to real-world applications was highlighted. Integrating practical, hands-on experiences into the curriculum can enhance student relevance and interest in their education, fostering deeper understanding and retention of concepts.

The CNA highlighted critical areas for improvement, including enhancing attendance strategies, targeted academic interventions, supporting ELL students, and addressing discipline disparities. The Site-Based Decision Team will prioritize developing a comprehensive Campus Improvement Plan to address these needs, leveraging data-driven approaches to foster an inclusive and effective learning environment.

Members Present:

Michael Semmler, Principal

Chamekia Fields, Assistant Principal

Pablo Venturini, Assistant Principal

Dr. Brent Watson, Assistant Principal

Dr. Jon Maxwell, District Representative

Dr. Dawn Butler, Instructional Coach

Ryan Gusman, Teacher

Emely Placidon, Teacher

Vanessa Herrington, Teacher

Lilia Hernandez, Teacher

Demographics

Demographics Summary

Lamar Junior High is currently the oldest junior high school in Lamar Consolidated ISD. Our building was built in 1957. We are home to the mighty Lamar Mustangs.

We are in Rosenberg, Texas, which is a suburban city southwest of Houston, Texas.

Lamar Junior High, which serves students in grades 7 and 8, has a current student enrollment for the 2024-2025 school year of approximately 850 students, of which 416 are 7th graders and 434 are 8th graders. Lamar Junior High School services central and North Richmond and Rosenberg. Lamar Junior is on the Blue Track and receives students from elementary schools that include Smith, Pink, Long, Austin, Plelan and Hutchinson.

Our campus demographics have an approximate ethnic distribution of 53% Hispanic, 26% African American, 8% Asian, 10% White, and 0.03% identify as two or more races. The campus is also comprised approximately of 69% Economically Disadvantaged students.

Lamar Junior High special populations include 195 Emergent Bilingual (EB) students 25%, 157 Special Education students 20%. 518 students are recognized as At Risk which makes up 63% of the student population and 7% of students are identified Gifted and Talented (GT).

Our campus is a Title One campus, with approximately 69% of our students considered Economically Disadvantaged. Our cultural and social issues of concern are with addressing the needs and closing the gaps for the 63% of our students that are considered At-Risk by implementing a culturally responsive atmosphere.

Our faculty is comprised of teachers ranging in experience from 1st year to more than 20 years. The faculty at our campus consists of 47 classroom teachers, 15 professional support staff members (classroom or offices), 3 counselors, 2 instructional coaches, 1 testing coordinator, 1 campus behavior coordinator, and 4 administrators.

The campus instructional program is divided by departments and grade level teams in the areas of: 1) English Language Arts, 2) Mathematics, 3) Science, 4) Social Studies, 5) Physical Education/Health, 6) Fine Arts and Electives and 7) Career and Technical Education.

The campus improvement plan is available at Lamar JH front office, LCISD Administration building (Federal Programs) and campus website.

Demographics Strengths

- Our school community is very diverse and our staffing at LJH and our teacher and student demographics are closely aligned.
- Many students are legacy students, whose grandparents, parents or siblings attended LJH.
- There is a wide range of teaching experience at LJH ranging from 1st year teachers to veteran teachers with 15 or more years.
- Our school community members are very involved when it comes to extra-curricular activities outside the school day.
- Increased school community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 63% of our student population at LJH are designated At-Risk for various reasons which are contributing factors to academic and social emotional gaps. **Root Cause:** Contributing factors are underlying systemic issues that contribute to significant academic and social-emotional gaps. These gaps are exacerbated by a lack of targeted interventions and support systems tailored to the unique needs of At-Risk students. Addressing these root causes is essential to fostering an inclusive and supportive learning environment.

Problem Statement 2: Approximately 69% of our student population come from economically disadvantaged living environments which have an impact on the school to home pipeline experience, outside experiences, in school experiences both academically and social emotionally. **Root Cause:** This significantly impacts their school-to-home pipeline experience, as well as their academic and social-emotional development both within and outside of school. Addressing these disparities is crucial to fostering a supportive and equitable learning environment for all students.

Problem Statement 3: Approximately 25% of our student population are emergent bilingual students ranging from newcomers to the country or students identified as struggling learners due to the language barrier at both school and home. **Root Cause:** The root cause stems from inadequate language support both at school and home. This lack of sufficient language resources and tailored instructional strategies hinders their ability to fully engage and succeed academically.

Problem Statement 4: Approximately 20% of our student population are receiving special education services at LJH and are identified as having a range of individualized needs and supports during their educational journey. **Root Cause:** There is a significant proportion of students requiring special education services, compounded by a high percentage of economically disadvantaged students. These factors collectively contribute to the need for tailored educational supports and resources to address the diverse and complex needs of the student population.

Student Learning

Student Learning Summary

	May 2024 STAAR Reading Language Arts, Grade 6			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School / Wessendorff	406	77%	56%	20%
Economic Disadvantage	266	76%	52%	17%
Asian	25	92%	76%	32%
Black/African American	86	73%	57%	20%
Hispanic	212	74%	50%	15%
Two or More Races	20	70%	35%	20%
White	59	85%	71%	37%
Currently Emergent Bilingual	118	73%	48%	15%
Special Ed Indicator	77	39%	14%	1%

	May 2024 STAAR Mathematics, Grade 6			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School / Wessendorff	407	77%	37%	10%
Economic Disadvantage	267	75%	32%	8%
Asian	25	92%	64%	32%
Black/African American	86	74%	34%	9%
Hispanic	213	74%	28%	7%

	May 2024 STAAR Mathematics, Grade 6			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Two or More Races	20	65%	35%	10%
White	59	92%	63%	17%
Currently Emergent Bilingual	119	77%	36%	9%
Special Ed Indicator	76	50%	4%	0%

	May 2024 STAAR Reading Language Arts, Grade 7			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	356	71%	54%	32%
Economic Disadvantage	251	67%	47%	26%
Asian	33	88%	73%	48%
Black/African American	95	71%	54%	32%
Hispanic	178	67%	47%	27%
Two or More Races	12	67%	50%	33%
White	36	81%	67%	39%
Currently Emergent Bilingual	91	67%	48%	25%
Special Ed Indicator	80	39%	19%	8%

	May 2024 STAAR Mathematics, Grade 7			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	269	38%	15%	2%
Economic Disadvantage	208	35%	13%	3%
Asian	19	53%	42%	16%
Black/African American	73	32%	12%	3%
Hispanic	146	36%	10%	1%
White	22	59%	27%	0%
Currently Emergent Bilingual	66	35%	12%	5%
Special Ed Indicator	77	22%	6%	0%

	May 2024 STAAR Reading Language Arts, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	380	78%	53%	26%
Economic Disadvantage	269	74%	47%	20%
Asian	25	96%	84%	68%
Black/African American	94	79%	57%	30%
Hispanic	211	76%	47%	18%
White	36	69%	44%	31%
Currently Emergent Bilingual	96	69%	47%	21%
Special Ed Indicator	58	48%	16%	7%

	May 2024 STAAR Mathematics, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	358	75%	38%	10%
Economic Disadvantage	247	71%	31%	7%
Asian	23	91%	65%	39%
Black/African American	88	78%	39%	7%
Hispanic	200	72%	32%	7%
White	37	81%	49%	11%
Currently Emergent Bilingual	98	74%	37%	8%
Special Ed Indicator	58	40%	14%	2%

	Spring 2024 STAAR EOC, Algebra I			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	104	100%	88%	54%
Economic Disadvantage	62	100%	85%	48%
Asian	16	100%	94%	88%
Black/African American	24	100%	92%	54%
Hispanic	44	100%	82%	41%
White	13	100%	92%	54%
Currently Emergent Bilingual	22	100%	91%	64%

	May 2024 STAAR Science, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	377	65%	34%	12%
Economic Disadvantage	267	60%	28%	9%
Asian	24	88%	71%	42%
Black/African American	93	66%	35%	11%
Hispanic	210	61%	25%	6%
White	36	69%	50%	28%
Currently Emergent Bilingual	96	53%	24%	5%
Special Ed Indicator	57	40%	11%	2%

	May 2024 STAAR Social Studies, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Lamar Jr High School	378	56%	26%	10%
Economic Disadvantage	267	49%	21%	9%
Asian	25	84%	56%	44%
Black/African American	93	63%	32%	9%
Hispanic	210	47%	17%	5%
White	36	58%	42%	14%
Currently Emergent Bilingual	96	43%	14%	7%
Special Ed Indicator	58	31%	14%	5%

Student Learning Strengths

Student Learning Strengths from the Spring 2024 STAAR testing:

- 6th Grade ELAR students showed gains in Meets (+3%)
- 6th Grade Math students showed gains in Approaches (+4%), Meets (+5%) and Masters (+2%)
- 7th Grade ELAR students showed gains in Meets (+8%) and Masters (+12%)
- 8th Grade ELAR students showed gains in Approaches (+6%), Meets (+9%), and Masters (+9%)
- 8th Grade Math students showed gains in Approaches (+7%)
- 8th Grade Science students showed gains in Approaches (+5%) and Masters (+1%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Approximately 62% of 7th graders did not meet the APPROACHES performance level in Math. (Spring 2024 STAAR). **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need.

Problem Statement 2 (Prioritized): Approximately 33% of 6th graders did not meet the APPROACHES performance level in ELAR or Math. (Spring 2024 STAAR). **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. It was also identified that reporting category 2 was an area of concern.

Problem Statement 3: Approximately 39% of 7th graders did not meet the APPROACHES performance level in ELAR. (Spring 2024 STAAR). **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. It was also identified that reporting category 3 was an area of concern.

Problem Statement 4: Approximately 44% of 8th graders did not meet the APPROACHES performance level in History. (Spring 2024 STAAR). **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. Reporting category 2 was recognized to be an area of concern.

Problem Statement 5: Approximately 35% of 8th graders did not meet the APPROACHES performance level in Science. (Spring 2024 STAAR). **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need.

School Processes & Programs

School Processes & Programs Summary

Lamar JH is a community of dedicated professionals. Teachers regularly attend professional development provided by the district or the local ESC to enhance their teaching skills. Teams meet weekly to plan lessons collaboratively under the facilitation of our principal, assistant principals, district instructional coordinators, and instructional coaches. Teachers who aspire to leadership positions are invited to participate in a campus based leadership internship. These teachers are involved in site based decision making and providing professional development to their colleagues.

The administrative team conducts weekly classroom walk throughs (CWTs) to ensure teachers are implementing strategies learned during their PD sessions, and each administrator is expected to complete a minimum of 10 CWTs per week. The team provides teachers with feedback so they know what is going well and what should be improved.

Grade level core content teams coordinate Professional Learning Communities (PLCs), meeting on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, teachers collaborate on instruction to ensure academic success; with guidance and assistance from the instructional coaches and administration. This time is used to review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with the district instructional coaches on a regular basis. This time also provides peer support for teachers to build collegial teams with a focus on student learning.

Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession. New Teacher campus sessions are held monthly to support teacher with 0-3 years experience.

At Lamar JH, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques.

School Processes & Programs Strengths

At Lamar JH, the assistant principals and instructional coaches - with guidance from the principal - seek to strengthen the instructional programs and practices on campus, including collaborative planning and PLCs. The assistant principals meet with the instructional coaches to develop the campus focus and consistency of expectations.

Currently we have two instructional coaches and one behavior coordinator. Each of these staff members play an integral role in supporting teachers, staff, and students.

These team members:

- Facilitate the PLC process
- Develop best practices and strategies to share with teachers
- Develop and present professional development during PLCs or after school
- Model best practices and strategies for teachers
- Coach teachers
- Review student data
- Help develop assessments
- Research professional development opportunities and review instructional materials needed

Students participate in Mustang Time for 25 minutes on a daily basis to receive intervention or acceleration based on assessment data. We currently use MAPS and campus based screener to gather baseline data on students prior to beginning intervention/acceleration. Interventions are also assigned based off of the state assessment scores from the prior school year.

One time a month teacher teams receive a 1/2 day of planning to collaborate on data and scaffolded instruction based on essential standards. The ultimate goal is to identify clear learning

targets focused on essential standards to ensure tier 1 instruction is at the optimal level.

Our campus instructional leadership team continues to participate in coaching sessions with consultant David LaRose to fine tune our PLC process and to increase clarity and build capacity in our teaching staff on the power of professional learning communities. Teams have access to the Lamar CISD instructional playbook, Lamar CISD classroom expectations, and a PLC framework to guide the work of PLCs. The campus is utilizing a book study of 7 Steps to a Language Rich, Interactive Classroom to enhance classroom practices, increase student achievement and improve student engagement.

We have a robust PBIS program to which has created a systematic approach for us to further support both students and staff. This program has a committee that meets on a regular basis to continue the work and assess the implementation. We also added a campus behavior coordinator this school year to assist teachers with classroom management and also assist with building up our students social skills. Furthermore, our campus implemented a new approach to building positive relationships with both students and staff. We partnered with a consultant, Dr. Mercado who specializes in (TBRI) Trust Based Relationship Intervention. All staff have gone through a TBRI training to help us better serve our school community.

LJH continues to build strong partnerships with school community members. We have had an increase in partnerships including being adopted by a local church for supports, parent support through the Mustang Support Squad. With these partnerships we continue to create positive experiences for both students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are facing significant challenges in passing their classes and excelling in standardized tests, indicating a need for targeted academic support and resource enhancement to improve their educational outcomes. **Root Cause:** Students are unmotivated to work hard in school and achieve good grades because they lack recognition for their academic successes, leading to a cycle of disengagement and poor performance. This lack of acknowledgment diminishes their incentive to excel, thereby negatively impacting their educational outcomes and performance on standardized tests.

Problem Statement 2: Based on the Spring 2024 Climate Survey, only 55% of students at Lamar Junior High agreed or strongly agreed that they are interested in attending school-sponsored activities. **Root Cause:** The limited variety and number of school-sponsored events have not sufficiently captured student interest or excitement. By increasing and diversifying these activities, the campus can leverage student interest to create incentives for participation, rewarding good grades and behavior with engaging and enjoyable events.

Perceptions

Perceptions Summary

The Lamar Junior High staff is committed to improving student academic achievement. The master schedule includes a 30-minute intervention/extension period for students to receive accelerated instruction or remediation on essential standards. The master schedule also created common planning periods for teachers to attend PLC meetings, collaborate on instructional techniques and increase team teaching. The morning duty schedule has been designed to accommodate before school tutorials in all content areas, fine arts and electives. Students are offered additional learning opportunities outside the school day for tutoring and Accelerated Instruction. Lamar Junior High offers weekly interventions to students that are in need of additional support in all subject areas. In addition supports during the year we offer BLITZ STAAR Focused Approach in all STAAR tested areas in an effort to increase academic achievement on STAAR.

The library is open most mornings, so that students can work on the computers, read and checkout books and complete homework or participate in the campus book club. Student have the opportunity to join a variety of clubs that align with their interests, including Boys to Gents, Girls of Excellence, Chess Club, Student Council and NJHS. Clubs meet twice a month outside the school day and are run 100% by school staff.

Lamar Junior High utilizes a PBIS behavior matrix. Students are explicitly taught the expected behaviors for classrooms, hallway, assemblies and other areas critical to student behavior management. In addition, students can earn rewards and incentives for making good choices. Students input is used to design rewards and campus wide celebrations. Staff also have the ability to receive PBIS rewards and incentives to ensure that all members of our school community are being recognized.

As part of our effort to increase school and community pride, LJH has partnered with Lamar Consolidated High School to participate in blue track events. We also optimize recognizing our staff and students on theme days to which prizes are given to students and staff who show the most spirit.

Lamar Junior High is committed to honoring and celebrating the various cultures represented on campus. Celebrations, assemblies and Spirit Weeks are utilized to celebrate events such as Hispanic Heritage Month and Black History Month.

Student celebrations occur regularly to recognize student for outstanding academics, attendance and growth.

Perceptions Strengths

Campus climate survey information was reviewed by the leadership team. As a result, the following perception strengths were observed:

There was a significant increase in staff perceptions of enjoying working at Lamar JH. Staff members considered collaboration between team members to be encouraged by campus leadership. The staff reported being respected and supported by other teachers on campus, as well as principal/supervisor being consistently available when needs arise.

Student perceptions showed considerable improvement in student's belief that they are welcome on campus and that staff members respect families that speak other languages, are of different ethnicities, and economic backgrounds. Students also reported believing that teachers provide them with the skills they need to be ready for the next grade level and graduation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 42% of students report that their teachers' lessons relate to their life outside of school. **Root Cause:** Students often feel that their lessons are irrelevant to their lives due to the traditional curriculum structure, which emphasizes theoretical knowledge over practical application. Additionally, a lack of teacher training in modern instructional strategies and a focus on standardized testing can prevent educators from integrating real-life examples and current events into their lessons. The rapid

Problem Statement 2: Only 36% of students, parents, and staff felt the school should get a good grade for School Operations on the survey. **Root Cause:** The root cause stems from potential inefficiencies in communication, resource management, and responsiveness to community concerns. Addressing these areas could improve overall perceptions and satisfaction with the school's operational effectiveness.

Priority Problem Statements

Problem Statement 1: Approximately 33% of 6th graders did not meet the APPROACHES performance level in ELAR or Math. (Spring 2024 STAAR).

Root Cause 1: Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. It was also identified that reporting category 2 was an area of concern.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information

Parent/Community Data

- Parent surveys and/or other feedback





Goals

Goal 1: By May 2025, all students identified as At-Risk, including students identified as Special Education will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (39% to 50%), 6th Grade Math - Approaches (50% to 60%), 7th Grade Reading Approaches (39% to 50%), 7th Grade Math Approaches (38% to 50%), 8th Grade Reading Approaches (48% to 60%), 8th Grade Math Approaches (40% to 50%), 8th Grade Science Approaches (40% to 50%), and 8th Grade History Approaches (31% to 50%).

Performance Objective 1: Teachers will use data-driven approaches to identify gaps in knowledge and provide targeted interventions, including one-on-one small group within the classroom, providing adaptive technology tools. Progress will be monitored through formative assessments, and adjustments will be made to the goal setting plans for the individual students to help them show their growth.

Evaluation Data Sources: Lesson Plans
 Collaborative Planning
 Walkthrough's (Formal / Informal - learning walks)
 Progress Monitoring Assessments
 Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase resources to enhance instruction, including classroom libraries/book club sets, classroom magazines, and instructional technology and software, hands-on manipulatives, supplies and materials.</p> <p>Strategy's Expected Result/Impact: Teachers will have the necessary tools/materials to use that are rigorous, engaging, and relevant to students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources and Technology - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$7,253</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education inclusion staff will pull students during "Mustang Time" to provide extra support for content areas they are struggling with, as well as provide additional resources for them to be successful when they are in the regular classroom.</p> <p>Strategy's Expected Result/Impact: During "Mustang Time," Special Education inclusion staff will offer targeted support to students who are struggling in specific content areas. This support will include personalized instruction and additional resources designed to help these students succeed in the regular classroom environment. The aim is to enhance their understanding and performance through focused interventions and tailored assistance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lamar JH will provide tutorials to target students for additional interventions and utilize diverse materials and provide additional learning opportunities for all students to meet grade level state standards.</p> <p>Strategy's Expected Result/Impact: Students show increased proficiency on campus based assessments and mastery of essential standards.</p> <p>Funding Sources: Extra Duty Pay - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$4,673</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May 2025, all students identified as At-Risk, including students identified as Special Education will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (39% to 50%), 6th Grade Math - Approaches (50% to 60%), 7th Grade Reading Approaches (39% to 50%), 7th Grade Math Approaches (38% to 50%), 8th Grade Reading Approaches (48% to 60%), 8th Grade Math Approaches (40% to 50%), 8th Grade Science Approaches (40% to 50%), and 8th Grade History Approaches (31% to 50%).

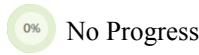
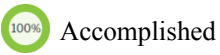
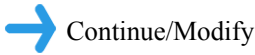

Performance Objective 2: By May 2025, provide ongoing professional development for all educators, focusing on inclusive teaching practices and effective strategies for supporting Special Education students. This includes training on differentiated instruction, co-teaching models, and the use of assistive technologies.

Evaluation Data Sources: Progress Monitoring Assessments
Curriculum Checkpoints
Interim Assessments
MAP Growth Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will include workshops and seminars on differentiated instruction. These sessions will provide educators with practical techniques and methodologies to tailor their teaching strategies to the varied learning styles and abilities of SPED students. Educators will learn how to create adaptive lesson plans that address individual learning needs, ensuring that every student has access to the curriculum in a way that resonates with them.</p> <p>Strategy's Expected Result/Impact: A significant enhancement in the quality of education provided to Special Education (SPED) students. By equipping educators with the skills to implement differentiated instruction effectively, we anticipate a more inclusive and supportive learning environment where every student's unique needs are met. This approach will not only improve academic outcomes for SPED students but also foster greater engagement and confidence in their abilities. Ultimately, the tailored teaching strategies will ensure that all students have equitable access to the curriculum, promoting a more dynamic and diverse educational experience for the entire school community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Counselors</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extensive training will be provided on co-teaching models. Educators will be given opportunities to collaborate and learn from one another through team-teaching exercises and peer observation. This will foster a collaborative environment where general education and special education teachers can work together seamlessly to support SPED students. Training will cover various co-teaching approaches, such as parallel teaching, station teaching, and alternative teaching, emphasizing the strengths and best practices of each model.</p> <p>Strategy's Expected Result/Impact: As a result of the extensive training on co-teaching models, educators will be better equipped to collaborate effectively, leading to a more inclusive and supportive learning environment for SPED students. This collaborative approach will enhance instructional quality, ensuring that all students receive personalized and comprehensive educational support tailored to their unique needs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hands-on training in the use of assistive technologies will be provided. Educators will be exposed to a range of tools and resources designed to aid SPED students in their learning journey. This will include training on software applications, adaptive devices, and other technological innovations that can enhance learning and accessibility. By equipping educators with the knowledge and skills to effectively utilize these technologies, we aim to create a more inclusive and supportive learning environment for all students.</p> <p>Strategy's Expected Result/Impact: By providing hands-on training in assistive technologies, educators will be empowered to effectively utilize a variety of tools and resources tailored to the needs of SPED students. This will lead to enhanced learning experiences, improved accessibility, and a more inclusive educational environment, ultimately supporting the academic and personal growth of all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Goal 1: By May 2025, all students identified as At-Risk, including students identified as Special Education will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (39% to 50%), 6th Grade Math - Approaches (50% to 60%), 7th Grade Reading Approaches (39% to 50%), 7th Grade Math Approaches (38% to 50%), 8th Grade Reading Approaches (48% to 60%), 8th Grade Math Approaches (40% to 50%), 8th Grade Science Approaches (40% to 50%), and 8th Grade History Approaches (31% to 50%).

Performance Objective 3: Professional Learning Communities (PLCs) will be established where teachers can collaborate, share best practices, and analyze student data to inform instruction. The goal is to create a supportive and cohesive learning environment that fosters academic growth for Special Education students. Success will be measured by an increase in teacher efficacy, as indicated by pre- and post-training surveys, and a 10% improvement in classroom engagement and participation among Special Education students, as observed through regular classroom evaluations and student feedback.

Evaluation Data Sources: Progress Monitoring Assessments
Curriculum Checkpoints
Interim Assessments
MAP Growth Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To support the establishment of Professional Learning Communities (PLCs), we will implement weekly collaborative meetings where Special Education teachers can systematically review student data and share evidence-based instructional strategies. During these sessions, teachers will engage in peer observations and provide constructive feedback, fostering a culture of continuous improvement and collective efficacy.</p> <p>Strategy's Expected Result/Impact: By implementing weekly collaborative meetings for Special Education teachers, we anticipate a significant enhancement in instructional quality and student outcomes. The consistent review of student data and sharing of evidence-based strategies, coupled with peer observations and feedback, will cultivate a culture of continuous improvement, leading to increased collective efficacy and improved educational experiences for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Counselors</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	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 2: By May 2025, ALL students will improve in the following content areas on STAAR: 6th Grade Reading - Meets (56% to 66%), 6th Grade Math - Meets (37% to 47%), 7th Grade Reading Meets (54% to 64%), 7th Grade Math Meets (15% to 25%), 8th Grade Reading Meets(53% to 60%), 8th Grade Math Meets (38% to 48%), 8th Grade Science Meets(34% to 44%), and 8th Grade History Meets (26% to 40%).

Performance Objective 1: Provide professional development for all core teachers on effective PLC planning and implementation.

Evaluation Data Sources: PLC Agendas
Lesson Plans
Walkthrough's (Formal and Informal)
Classroom Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing clear, common practices for the PLC process and how to utilize data to drive instruction, provided by instructional support team. (ELAR Coach/Testing Coordinator). In addition, provide quality PLC support and accountability with instructional team oversight to enhance Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively to implement common practices identified by the campus with a focus on identifying and assessing essential standards. Teachers will use data to drive decisions on re-teach, re-assess, spiral back, and on intervention/extension activities tied to essential standards.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$83,644.35</p>	Formative		
	Feb	Apr	June





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development and ensure the use/knowledge of LCISD's Instructional Handbook, Lead4ward, and Solution Tree resources/documents to guide PLC planning and teacher instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use the LCISD Instructional Handbook, Lead4ward, and Solution Tree instructional strategies to enhance instruction by creating aligned, rigorous, and engaging lessons.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The core content teams will meet weekly to review common formative assessment (CFA) data and student artifacts that show learning to determine student strengths and weaknesses of individual objectives to focus on strategies needed to improve mastery of essential learning standards for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to analyze data to design reteaching lessons and plan for spiraling of essential standards. Students will receive intervention and show mastery on essential standards.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2025, ALL students will improve in the following content areas on STAAR: 6th Grade Reading - Meets (56% to 66%), 6th Grade Math - Meets (37% to 47%), 7th Grade Reading Meets (54% to 64%), 7th Grade Math Meets (15% to 25%), 8th Grade Reading Meets(53% to 60%), 8th Grade Math Meets (38% to 48%), 8th Grade Science Meets(34% to 44%), and 8th Grade History Meets (26% to 40%).

Performance Objective 2: Provide professional development, train, and optimize consultancy for all core teachers on Blended Learning teaching strategies and implementation.

Evaluation Data Sources: Lesson Plans
Walkthrough's (Formal and Informal)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide comprehensive professional development and ongoing support to all core teachers, focusing on the effective implementation of Blended Learning strategies to tailor instruction and engage students more effectively.</p> <p>Strategy's Expected Result/Impact: By providing comprehensive professional development and ongoing support, teachers will be able to create more engaging and personalized learning experiences, thereby improving student understanding and retention of core material. This, in turn, is likely to lead to higher student achievement and overall academic success.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development and Resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Feb	Apr	June





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lamar Junior High's instructional leadership team will conduct formal and informal observations to assess the integration of Blended Learning teaching strategies in the classroom. They will provide targeted, actionable feedback to individual teachers and the entire campus to enhance the implementation of professional development initiatives and optimize instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively integrate Blended Learning teaching strategies into their classrooms, leading to increased student engagement and improved academic outcomes. Additionally, the targeted, actionable feedback provided will foster a culture of continuous improvement and professional growth, ultimately enhancing the overall quality of instruction at Lamar Junior High.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative		
	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 May 2025, students identified as Emergent Bilingual will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (73% to 80%), 6th Grade Math - Approaches (77% to 85%), 7th Grade Reading Approaches (48% to 58%), 7th Grade Math Approaches (12% to 30%), 8th Grade Reading Approaches (69% to 75%), 8th Grade Math Approaches (74% to 80%), 8th Grade Science Approaches (53% to 60%), and 8th Grade History Approaches (43% to 50%).

Performance Objective 1: Lamar Junior High will provide targeted professional development for all classroom teachers, focusing on evidence-based strategies to support Emergent Bilingual Students.

Evaluation Data Sources: Formative and Summative Assessment Data
 Benchmarks
 Lesson Plans
 MAP Data
 Walkthroughs (Formal and Informal)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar Junior High will engage staff in a comprehensive book study of "Growing Language & Learners" by Andrea Honigsfeld. This initiative will equip educators with evidence-based strategies specifically designed to enhance the learning experiences and outcomes of Emergent Bilingual Students. By fostering a collaborative and informed approach, the school aims to create an inclusive and effective educational environment for all students.</p> <p>Strategy's Expected Result/Impact: Educators at Lamar Junior High will be better equipped with evidence-based techniques to support Emergent Bilingual Students, leading to improved academic outcomes and more inclusive classroom environments. This initiative will foster a collaborative culture among staff, ultimately enhancing the overall educational experience for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lamar Junior High will implement instructional rounds in collaboration with the Multi-Lingual Department. These rounds will allow teachers to observe and share best practices for evidence-based strategies, fostering a collaborative environment that supports the academic success of Emergent Bilingual Students. This approach will ensure continuous professional growth and the consistent application of effective teaching methods across all classrooms.</p> <p>Strategy's Expected Result/Impact: To enhance the quality of teaching by facilitating the exchange of evidence-based strategies. This collaborative approach will lead to improved academic outcomes for Emergent Bilingual Students and ensure that effective teaching methods are consistently applied across all classrooms, fostering an inclusive and supportive learning environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	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 May 2025, students identified as Emergent Bilingual will improve in the following content areas on STAAR: 6th Grade Reading - Approaches (73% to 80%), 6th Grade Math - Approaches (77% to 85%), 7th Grade Reading Approaches (48% to 58%), 7th Grade Math Approaches (12% to 30%), 8th Grade Reading Approaches (69% to 75%), 8th Grade Math Approaches (74% to 80%), 8th Grade Science Approaches (53% to 60%), and 8th Grade History Approaches (43% to 50%).

Performance Objective 2: Targeted Emergent Bilingual students identified through TELPAS and STAAR data will receive tailored interventions designed to improve their academic performance. Progress will be monitored continuously to ensure alignment with the set benchmarks.


Evaluation Data Sources: Formative and Summative Assessment Data
 Benchmarks
 Lesson Plans
 MAP Data
 Walkthroughs (Formal and Informal)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement small group instruction sessions in their CORE content areas. These sessions will be tailored based on TELPAS and STAAR data, allowing for focused, personalized interventions. Continuous progress monitoring will ensure that each student's development aligns with our established benchmarks.</p> <p>Strategy's Expected Result/Impact: The implementation of small group instruction sessions, tailored to the specific needs of Emergent Bilingual students using TELPAS and STAAR data, is expected to significantly enhance their academic performance in CORE content areas. By providing focused, personalized interventions and continuous progress monitoring, each student's development will be aligned with our benchmarks, leading to measurable improvements in their overall academic achievement and language proficiency.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches District C & I staff Teachers</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To help Advanced Emergent Bilingual students advance to Advanced High on TELPAS, we will implement a structured schedule for these students to engage with the Summit K-12 program for at least 30 minutes daily. This program will provide targeted language development activities and practice opportunities tailored to their specific needs, with ongoing progress monitoring to ensure they are meeting the set benchmarks.</p> <p>Strategy's Expected Result/Impact: By dedicating 30 minutes daily to the Summit K-12 program, Advanced Emergent Bilingual students will receive targeted language development support, accelerating their progress toward Advanced High proficiency on the TELPAS. This structured and personalized approach will lead to measurable improvements in language skills, ensuring students meet and exceed set benchmarks.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches District C & I staff Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To enhance the academic performance of our Targeted Emergent Bilingual students, we will purchase a variety of leveled texts for our ELAR teachers' classrooms. These texts will be carefully selected to match the students' reading abilities and linguistic needs, providing tailored reading materials that facilitate language acquisition and comprehension. Regular assessments will be conducted to ensure these resources effectively contribute to meeting our performance benchmarks.</p> <p>Strategy's Expected Result/Impact: Improvement in the academic performance of Targeted Emergent Bilingual students, as they will have access to reading materials that are better suited to their individual linguistic and reading proficiency levels. This tailored approach is anticipated to enhance both language acquisition and comprehension, ultimately leading to higher performance benchmarks in assessments.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches District C & I staff Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - 211 Title I, Part A - \$1,553.77</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: By May 2025, Lamar Junior High will cultivate a school community that supports the needs of all stakeholders and address the social, emotional, and academic needs of students as evidenced by students, parents and staff Campus Climate Survey perceptions of campus support. (36% to 60%)


Performance Objective 1: Lamar Junior High will provide multiple opportunities for parents to engage with school personnel on how to support their students in the areas of academics, social and emotional well being, in order to ensure students receive a well rounded education.

Evaluation Data Sources: Parent Communication Logs
Community Outreach Events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar Junior High will provide parent engagement events in the Fall and Spring semesters that will be tied to improving students academics, with an emphasis on College and Career Readiness (CCMR), social-emotional well being, and promoting cultural diversity.</p> <p>Strategy's Expected Result/Impact: All stakeholders will be more equipped to support and will be more informed on best practice strategies to ensure their students success while promoting a positive relationship with our school community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Site Based - Decision Making Committee Members</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lamar Junior High School will foster a positive relationship with all stakeholders to increase active involvement of parents, students, and community partners through increased campus communication and outreach.</p> <p>Strategy's Expected Result/Impact: Parents and guardians will take advantage of these opportunities to further support their child. The campus will see an increase in participation and school to home pipeline.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 4.2</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: By May 2025, Lamar Junior High will cultivate a school community that supports the needs of all stakeholders and address the social, emotional, and academic needs of students as evidenced by students, parents and staff Campus Climate Survey perceptions of campus support. (36% to 60%)

Performance Objective 2: Lamar Junior High will support the emotional needs of teachers and students to foster a school climate that celebrates success.

Evaluation Data Sources: Campus Climate Survey





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar Junior High will engage in a variety of activities to increase staff and student morale, including but not limited to: Theme days, staff luncheons, teacher appreciation, student celebrations, student clubs, extra curricular activities all in an effort to provide a well rounded education.</p> <p>Strategy's Expected Result/Impact: Increase in positive attitudes among staff and students which will in turn translate into a positive classroom and campus environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p>Title I: 2.5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PBIS committee and leadership team will meet regularly to discuss Campus climate/discipline data to provide feedback, support and guidance to both students and staff.</p> <p>Strategy's Expected Result/Impact: Increase in proactive approaches to decreasing discipline infractions and while increasing student engagement and positive campus climate and culture.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Behavior Coordinator Counselors Teachers</p> <p>Title I: 2.5</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2025, Lamar Junior High will cultivate a school community that supports the needs of all stakeholders and address the social, emotional, and academic needs of students as evidenced by students, parents and staff Campus Climate Survey perceptions of campus support. (36% to 60%)

Performance Objective 3: Lamar Junior High will support the social and emotional needs of students in a safe and secure school environment.

Evaluation Data Sources: Student and Parent Surveys
 Discipline Data
 Wellness Screener Data
 Social Emotional Wellness Data
 MTSS Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar Junior High will provide various opportunities for students to express concerns pertaining to social and emotional areas in the school environment. This can be done through but not limited to counselor outreach and small groups, utilizing district reporting apps to receive support.</p> <p>Strategy's Expected Result/Impact: School staff providing support in areas of student concerns creating a culturally responsive environment that provides an atmosphere of safety and security.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Campus Behavior Coordinator Auxiliary Staff Teachers</p> <p>Title I: 2.5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lamar Junior High will implement PBIS (Positive Behavior Intervention and Support/Initiative) focused on both students and staff. This will be an ongoing project to which we will utilize multiple venues to implement and educate students to find success.</p> <p>Strategy's Expected Result/Impact: Students and staff will understand campus behavior expectations and will receive positive reinforcement for preferred behavior presentations. We will have a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Campus Behavior Coordinator</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lamar Junior High has acquired a (Campus Behavior Coordinator) to provide supports to ensure our campus is meeting the needs of all stakeholders and to provide necessary interventions to ensure the social, emotional, and academic needs of students are being met.</p> <p>Strategy's Expected Result/Impact: Students will receive more tailored support to their needs. We will see a decrease in office referrals and an increase in students being able to maintain in the Tier 1 setting. Teachers will receive coaching and feedback tied to classroom management.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Campus Behavior Coordinator</p> <p>Title I: 2.5</p> <p>Funding Sources: - 211 Title I, Part A - \$85,501.88</p>	Formative		
	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>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brian Porter	Campus Behavior Coordinator	Title I	1.0
Stephanie Thomas	Campus Testing Coordinator	Title 1	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Campus Staff	Jennifer Wagner	Librarian
Parent	Vanessa Wortham	Parent
Parent	Cessna Chavez	Parent
Parent	Carmen Benavidez	Parent
Parent	Veronica Gonzales	Parent
Parent	Kristal Pritchett	Parent
Parent	Kristy McClay	Parent
Classroom Teacher	Russell Wagner	Math Teacher
Classroom Teacher	Nicole Lintz	SPED Teacher
Classroom Teacher	Devon Hertzler	Science Teacher
Classroom Teacher	Tyrese Junious	History Teacher
Classroom Teacher	Shawna Ronspiez	Fine Arts Teacher
Classroom Teacher	Marie De Asis	ELAR Teacher
District-level Professional	Jon Maxwell	District Representative
Classroom Teacher	Deborah Korenek	CTE Teacher
Administrator	Pablo Venturini	Assistant Principal
Administrator	Michael Semmler	Principal
Administrator	Chamekia Fields	Assistant Principal
Administrator	Brent Watson	Assistant Principal

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$83,644.35
3	2	3	Instructional Resources		\$1,553.77
4	3	3			\$85,501.88
Sub-Total					\$170,700.00
Budgeted Fund Source Amount					\$170,700.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and Technology		\$7,253.00
1	1	3	Extra Duty Pay		\$4,673.00
2	2	1	Professional Development and Resources		\$2,000.00
Sub-Total					\$13,926.00
Budgeted Fund Source Amount					\$13,926.00
+/- Difference					\$0.00
Grand Total Budgeted					\$184,626.00
Grand Total Spent					\$184,626.00
+/- Difference					\$0.00