Lamar Consolidated Independent School District

Leaman Junior High

2024-2025 Campus Improvement Plan

Mission Statement

Mission Statement

Our purpose as the Leaman Learning Community, is to:

- Learn and grow in the curriculum
- Hone problem solving skills
- Learn to think independently and critically
- Respect others, and
- Take pride in our work and actions.

Growth toward this charge will be evident by:

- Assessment of students' knowledge
- Evaluation of student products
- Dialogue and feedback
- Observation of interactions

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Vision

Vision

- All members of the Charger community have personal worth.
- Everyone can learn something every day.
- We are prepared, organized and energized to teach and learn each day.
- Every student has an equitable standing in our academic community.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leaman Junior High - Campus Demographics		
	Total #	Percentage
TOTAL ENROLLMENT	1842	100%
Female	944	51.25%
Male	898	48.75%
American Indian	10	0.01%
Asian	213	11.56%
Black/African American	461	25.03%
Hispanic/Latino	545	29.59%
Native Hawaiian/Pacific Islander	1	0.01%
White	524	28.45%
Two or More Races	88	4.78%
Special Programs		
504	156	8.05%
Special Education	230	12.49%
Emergent Bilingual (EB)	347	18.84%
English as a Second Language (ESL)	275	14.93%
Title 1 Homeless	1	0.01%

Leaman Junior High - Campus Demographics		
Gifted & Talented	159	8.63%
At-Risk	688	37.35%
Economically Disadvantaged	574	31.1%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

2023 - 2024 STAAR Scores

	Approaches	**Meets**	**Master**
7 Math	56.45%	23.05%	3.12%
7 Reading	82.11%	63.76%	36.47%
8 Math	83.95%	56.11%	22.05%
8 Reading	89.06%	72.2%	44.14%
8 Science	83.55%	57.84%	26.99%
8 Social Studies	71.98%	40.36%	22.36%
Algebra	99.6%	99.19%	88.71%

Student Learning Strengths

Leaman had strong scores in 8th Grade Math, Algebra, Science, and ELA based on the blended learning model, small group instruction, and individual group goal setting meetings with students about Formative and MAP data. We will continue using Blended Learning this upcoming year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: When analyzing Domain II of STAAR (School Progress), students at Leaman are not achieving as high of growth as are its comparison schools. **Root Cause:** Tier I instruction.

Problem Statement 2: When analyzing Domain III of STAAR (Closing the Gaps), EB/EL, Eco. Dis., and Sped. students at Leaman are not achieving the targets set by the state. **Root Cause:** Historically, special education students across the state of Texas under perform.

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

K-12 Summitt & Benchmark (ELL Students)

Language Rich Program (All Students)

New Teacher Classes by Admin Team

Charger Care Committee

Staff Members of the Month

Be the One Shout Outs during staff meetings.

School Processes & Programs Strengths

1. Continued use of Blended Learning and small group instruction.

2. A focus on classroom management.

3. Data conversations within PLC's.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Character Counts

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

According to the 23-24 Campus Climate Survey:

1. 94% of students rate our school an A (28%), B (41%), or C (25%).

2. 92% of parents rate our school an A (36%), B (33%), or C (23%.

3. 100% of staff rate our school an A (67%), B (24%), or C (9%).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 23-24 Campus Climate Survey, only 58% of parents "Strongly Agree" and "Agree" that Leaman Jr. High "promotes opportunities for families to volunteer".   **Root Cause:** Increased and improved parent communication will lead to increased family volunteer participation.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Math will increase to 85%, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 55%, and the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 25%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR ELAR will increase to 80%, the percentage of "All" students who achieved "Meets" on STAAR ELAR will increase to 73%, and the percentage of "All" students who achieved "Masters" on STAAR ELAR will increase to 45%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Science will increase to 90%, the percentage of "All" students who achieved "Meets" on STAAR Science will increase to 60%, and the percentage of "All" students who achieved "Masters" on STAAR Science will increase to 30%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR History will increase to 80%, the percentage of "All" students who achieved "Meets" on STAAR History will increase to 50%, and the percentage of "All" students who achieved "Masters" on STAAR History will increase to 25%.

Performance Objective 1: The campus will use Blended Learning to achieve improved Math, ELAR, Science, and History STAAR scores.

High Priority

Evaluation Data Sources: Current STAAR and EOC results
MAP Data
District 3 and 6 weeks assessments
Formal and informal data

Strategy 1 Details	**Formative Reviews**		
Strategy 1: We will use formal and informal assessment data to create small group mini lessons that are differentiated to meet the individualized needs of students.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show growth in district and state data. **Staff Responsible for Monitoring:** Administration Instructional Coach Testing Coordinator Department Chair Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: To increase CCMR accountability at the high school, counselors will meet with all students, during course selection, to inform them of college and career options.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased CCMR accountability at the high school level. **Staff Responsible for Monitoring:** Administration Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** technology - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $22,539			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: To increase student engagement and performance, the campus will implement a structure, data drive PLC process.	**Formative**		
	Feb	**Apr**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: To increase teacher understanding of TEKs, the campus will implement a structure SE analysis process which will increase instructional practices.	**Formative**		
	Feb	**Apr**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: To increase team collaboration and understanding, DLJH will implement a data tracking system that shows glows and grows of TEKs that can be addressed in PLC impacting instruction.	**Formative**		
	Feb	**Apr**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: To increase team collaboration and understanding, DLJH will implement a data digging process that increases team/department understanding of data and how it should impact instruction.	**Formative**		
	Feb	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Math will increase to 85%, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 55%, and the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 25%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR ELAR will increase to 80%, the percentage of "All" students who achieved "Meets" on STAAR ELAR will increase to 73%, and the percentage of "All" students who achieved "Masters" on STAAR ELAR will increase to 45%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Science will increase to 90%, the percentage of "All" students who achieved "Meets" on STAAR Science will increase to 60%, and the percentage of "All" students who achieved "Masters" on STAAR Science will increase to 30%.

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR History will increase to 80%, the percentage of "All" students who achieved "Meets" on STAAR History will increase to 50%, and the percentage of "All" students who achieved "Masters" on STAAR History will increase to 25%.

Performance Objective 2: The campus will increase student discourse to ensure access to engaging, rigorous, real world learning opportunities at or above grade level for all Emergent Bilingual students and Special Education students within Blended Learning Studio Activities to increase STAAR student achievement.

High Priority

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

Strategy 1 Details	**Formative Reviews**		
Strategy 1: Administrators will conduct yearlong walkthroughs and instructional rounds and provide feedback that focuses on student discourse.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show growth in district and state data. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: EB students will be taught and learn how to have student discourse that will increase engagement and understanding.	**Formative**		
	Feb	**Apr**	**June**
Funding Sources: EB Specialist - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $34,225			

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

Goal 2: By June of 2025, the percentage of ISS, OSS, and ALC placements will decrease by 10%.

Performance Objective 1: Leaman Jr. High will provide a safe and disciplined learning environment conducive to student learning.

High Priority

HB3 Goal

Evaluation Data Sources: Skyward discipline reports
Live School data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will use PBIS Charger Cash points for positive behavior reinforcement.	**Formative**		
Strategy's Expected Result/Impact: Fewer ISS, OSS, and ALC placements	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Administration will provide classroom management professional development throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Fewer ISS, OSS, and ALC placements	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will frequently and consistently monitor students throughout the school day.	**Formative**		
Strategy's Expected Result/Impact: Fewer ISS, OSS, and ALC placements	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Administration will conduct daily door sweeps for entry access points and classroom entry points.	**Formative**		
Strategy's Expected Result/Impact: Improved campus safety and discipline.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

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

Goal 3: By June of 2025, the percentage of parents who "Strongly Agree" and "Agree" that Leaman Jr. High "promotes opportunities for families to volunteer" will increase from 58% to 70%. (23-24 Parent School Climate Survey, Question 12h)

Administration team will monitor.

Performance Objective 1: Increased and improved parent communication will lead to increased family volunteer participation.

    High Priority

    Evaluation Data Sources: 24-25 Parent School Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Social media (Facebook and Twitter), e-mails, SMORE, and the campus website will be used to promote family volunteer opportunities throughout the year.	**Formative**		

Strategy's Expected Result/Impact: Increased family volunteer participation
    Staff Responsible for Monitoring: Administration
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: DLJH will send out a week news letter to the parents/community.	**Formative**		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: DLJH will host a yearly Charger Fest/Fall Festival for community involvement.	**Formative**		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: DLJH will open more opportunities for parents to join the PTO an support the campus with parent/campus collaborations.	**Formative**		
	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Leaman Junior High

Total SCE Funds: $22,539.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

Tutoring and Technology for campus.

Personnel for Leaman Junior High

Name	Position	FTE
Lynda Morgart	EB Specialist	0.5

Campus Funding Summary

			199 PIC 24 State Compensatory Ed (SCE) Accelerated		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	technology		$22,539.00
1	2	2	EB Specialist		$34,225.00
				Sub-Total	$56,764.00
				Budgeted Fund Source Amount	$56,764.00
				+/- Difference	$0.00
				Grand Total Budgeted	$56,764.00
				Grand Total Spent	$56,764.00
				+/- Difference	$0.00