

# Lamar Consolidated Independent School District

## Lamar Junior High

### 2022-2023 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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# Comprehensive Needs Assessment

## 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 located 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 2022-2023 school year of approximately 865 students. 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 55% Hispanic, 25% African American, 5% Asian, 12% White, and 2% identify as two or more races. The campus is also comprised approximately of 74% Economically Disadvantaged students.

Lamar Junior High special populations include 19% or 260 Emergent Bilingual (EL) students, and 17% of students receive Special Education Services. At-Risk students make up 48% of the student population and 7% of students are identified GT.

Our campus is a Title One campus, with approximately 68% of our students considered Economically Disadvantaged. Our cultural and social issues of concern are with addressing the needs and closing the gaps for the 51% of our students that are considered At-Risk by implementing a culturally responsive atmosphere.

Our faculty is comprised of teachers ranging in experience from a few days to more than 20 years. The faculty at our campus consists of 53 classroom teachers, 9 professional support staff members, 2 facilitators/coordinators, 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.

### **Demographics Strengths**

- Our school community is very diverse.
- Teacher and student demographics are closely aligned.
- The average years of experience of teachers is 9 years, with the average years of experience of teachers with the district being 6 years.
- Many students are legacy students, whose grandparents, parents or siblings attended LJH.

# Student Learning

## Student Learning Summary

### May 2021 STAAR Mathematics, Grade 7

**Approaches Meets Masters**

Lamar Jr High School	51.54%	11.92%	2.69%
Economic Disadvantage	49.04%	11.54%	3.37%
American Indian/Alaskan Native	-	-	-
Asian	66.67%	16.67%	0%
Black/African American	37.93%	8.62%	3.45%
Hispanic	52.47%	12.35%	2.47%
Native Hawaiian/Pacific Islander	-	-	-
Two or More Races	80%	0%	0%
White	65.52%	17.24%	3.45%
Currently Emergent Bilingual	45.71%	7.14%	1.43%
First Year of Monitoring	100%	0%	0%
Second Year of Monitoring	83.33%	33.33%	0%
Special Ed Indicator	17.91%	0%	0%

### May 2021 STAAR Reading, Grade 7

**Approaches Meets Masters**

Lamar Jr High School	61.13%	36.19%	15.01%
Economic Disadvantage	52.29%	27.10%	11.83%
American Indian/Alaskan Native	-	-	-
Asian	93.33%	60%	46.67%
Black/African American	57.69%	33.33%	10.26%
Hispanic	57.41%	31.48%	12.04%

### May 2022 STAAR Mathematics, Grade 7

**Approaches Meets Masters**

Lamar Jr High School	43.03%	9.91%	0.62%
Economic Disadvantage	41.70%	8.10%	0.81%
American Indian/Alaskan Native	50%	0%	0%
Asian	77.78%	55.56%	0%
Black/African American	35.80%	8.64%	0%
Hispanic	44.10%	8.21%	1.03%
Native Hawaiian/Pacific Islander	-	-	-
Two or More Races	37.50%	25%	0%
White	46.43%	7.14%	0%
Currently Emergent Bilingual	49.37%	8.86%	0%
First Year of Monitoring	-	-	-
Second Year of Monitoring	50%	0%	0%
Special Ed Indicator	17.39%	5.80%	0%

### May 2022 STAAR Grade 7 Reading

**Approaches Meets Masters**

Lamar Jr High School	75.47%	44.39%	26.64%
Economic Disadvantage	74.34%	40.13%	23.68%
American Indian/Alaskan Native	100%	66.67%	33.33%
Asian	91.30%	65.22%	56.52%
Black/African American	76.64%	43.93%	31.78%
Hispanic	71.24%	38.63%	20.17%

**May 2021  
STAAR  
Reading,  
Grade 7**

**May 2022  
STAAR Grade  
7 Reading**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Native Hawaiian/Pacific Islander	100%	50%	0%	Native Hawaiian/Pacific Islander	-	-	-
Two or More Races	70%	50%	30%	Two or More Races	91.67%	66.67%	33.33%
White	69.23%	50%	23.08%	White	80%	56%	30%
Currently Emergent Bilingual	41.25%	17.50%	2.50%	Currently Emergent Bilingual	60%	25.88%	10.59%
First Year of Monitoring	100%	100%	75%	First Year of Monitoring	-	-	-
Second Year of Monitoring	100%	63.64%	36.36%	Second Year of Monitoring	100%	77.78%	55.56%
Special Ed Indicator	21.43%	8.57%	1.43%	Special Ed Indicator	38.24%	10.29%	4.41%

**April 2021 STAAR Mathematics, Grade 8**

**May 2022  
STAAR Grade 8  
Mathematics**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Lamar Jr High School	58.29%	29.90%	9.05%	Lamar Jr High School	432	70.37%	31.71%	6.25%
Economic Disadvantage	49.07%	22.30%	4.83%	Economic Disadvantage	297	66.33%	26.60%	5.72%
American Indian/Alaskan Native -	-	-	-	American Indian/Alaskan Native	1	100%	100%	0%
Asian	83.33%	38.89%	33.33%	Asian	29	93.10%	75.86%	24.14%
Black/African American	52.13%	21.28%	5.32%	Black/African American	109	61.47%	28.44%	3.67%
Hispanic	53.07%	26.32%	6.14%	Hispanic	227	69.16%	22.47%	4.41%
Native Hawaiian/Pacific Islander	100%	66.67%	0%	Native Hawaiian/Pacific Islander	-	-	-	-
Two or More Races	87.50%	62.50%	25%	Two or More Races	9	77.78%	44.44%	0%
White	78.72%	53.19%	19.15%	White	57	78.95%	49.12%	10.53%
Currently Emergent Bilingual	35.90%	11.54%	0%	Currently Emergent Bilingual	76	67.11%	21.05%	1.32%
First Year of Monitoring	100%	66.67%	66.67%	First Year of Monitoring	2	100%	0%	0%
Second Year of Monitoring	72.73%	45.45%	18.18%	Second Year of Monitoring	12	100%	66.67%	33.33%
Special Ed Indicator	35.56%	22.22%	6.67%	Special Ed Indicator	69	31.88%	1.45%	0%

**April 2021  
STAAR  
Reading,  
Grade 8**

**May 2022  
STAAR Grade  
8 Reading**

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Lamar Jr High School	63.14%	32.52%	14.91%	Lamar Jr High School	79.21%	49.88%	31.41%

	<b>April 2021 STAAR Reading, Grade 8</b>			<b>May 2022 STAAR Grade 8 Reading</b>			
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	
Economic Disadvantage	58.04%	24.71%	8.63%	Economic Disadvantage	75.96%	42.51%	25.78%
American Indian/ Alaskan Native	-	-	-	American Indian/ Alaskan Native	-	-	-
Asian	72.22%	44.44%	27.78%	Asian	84.62%	65.38%	57.69%
Black/African American	69.57%	33.70%	14.13%	Black/African American	79%	49%	28%
Hispanic	58.02%	25.94%	10.38%	Hispanic	77.31%	44.54%	28.15%
Native Hawaiian/Pacific Islander	0%	0%	0%	Native Hawaiian/Pacific Islander	100%	100%	50%
Two or More Races	66.67%	50%	16.67%	Two or More Races	92.31%	84.62%	53.85%
White	72.50%	57.50%	35%	White	81.48%	57.41%	33.33%
Currently Emergent Bilingual	40.28%	9.72%	0%	Currently Emergent Bilingual	61.84%	28.95%	15.79%
First Year of Monitoring	100%	100%	0%	First Year of Monitoring	100%	80%	60%
Second Year of Monitoring	85.71%	42.86%	0%	Second Year of Monitoring	100%	80%	70%
Special Ed Indicator	26.19%	11.90%	2.38%	Special Ed Indicator	46.48%	12.68%	2.82%

	<b>May 2021 STAAR Science, Grade 8</b>			<b>May 2022 STAAR Grade 8 Science</b>			
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	
Lamar Jr High School	62.23%	33.24%	15.43%	Lamar Jr High School	68.36%	40.18%	18.71%
Economic Disadvantage	54.79%	22.99%	8.81%	Economic Disadvantage	63.07%	29.62%	11.50%
American Indian/Alaskan Native	-	-	-	American Indian/Alaskan Native	-	-	-
Asian	85%	45%	20%	Asian	88.46%	69.23%	46.15%
Black/African American	58.70%	29.35%	10.87%	Black/African American	64%	36%	12%
Hispanic	56.94%	27.31%	10.65%	Hispanic	65.13%	32.77%	15.13%
Native Hawaiian/Pacific Islander	0%	0%	0%	Native Hawaiian/Pacific Islander	100%	50%	50%
Two or More Races	100%	66.67%	50%	Two or More Races	92.31%	69.23%	30.77%
White	82.93%	63.41%	43.90%	White	74.07%	59.26%	29.63%
Currently Emergent Bilingual	41.67%	12.50%	2.78%	Currently Emergent Bilingual	53.95%	21.05%	6.58%
First Year of Monitoring	100%	50%	0%	First Year of Monitoring	100%	60%	40%



**May 2021  
STAAR  
Science, Grade  
8**

**May 2022  
STAAR Grade  
8 Science**

**Approaches Meets Masters**

**Approaches Meets Masters**

Second Year of Monitoring	50%	37.50%	25%	Second Year of Monitoring	100%	90%	30%
Special Ed Indicator	31.71%	12.20%	2.44%	Special Ed Indicator	30.99%	8.45%	1.41%

**May 2021  
STAAR Social  
Studies, Grade  
8**

**May 2022  
STAAR Grade  
8 Social  
Studies**

**Approaches Meets Masters**

**Approaches Meets Masters**

Lamar Jr High School	49.06%	19.57%	8.31%	Lamar Jr High School	58.99%	24.65%	13.82%
Economic Disadvantage	39.77%	9.65%	3.09%	Economic Disadvantage	53.82%	18.40%	9.03%
American Indian/ Alaskan Native	-	-	-	American Indian/ Alaskan Native	-	-	-
Asian	68.42%	26.32%	21.05%	Asian	84.62%	57.69%	42.31%
Black/African American	45.65%	17.39%	4.35%	Black/African American	58.42%	18.81%	8.91%
Hispanic	43.46%	14.95%	4.21%	Hispanic	53.78%	17.65%	8.82%
Native Hawaiian/ Pacific Islander	0%	0%	0%	Native Hawaiian/ Pacific Islander	100%	100%	50%
Two or More Races	100%	50%	50%	Two or More Races	69.23%	46.15%	38.46%
White	70.73%	41.46%	26.83%	White	66.67%	42.59%	24.07%
Currently Emergent Bilingual	24.66%	2.74%	0%	Currently Emergent Bilingual	38.16%	7.89%	5.26%
First Year of Monitoring	100%	0%	0%	First Year of Monitoring	100%	60%	40%
Second Year of Monitoring	37.50%	25%	0%	Second Year of Monitoring	100%	40%	30%
Special Ed Indicator	31.71%	4.88%	2.44%	Special Ed Indicator	27.78%	5.56%	4.17%

**Spring 2021  
STAAR EOC,  
Algebra I**

**May 2022  
STAAR  
Algebra I  
EOC**

**Approaches Meets Masters**

**Approaches Meets Masters**

Lamar Jr High School	93.22%	65.25%	42.37%	Lamar Jr High School	100%	96.40%	80.18%
Economic Disadvantage	91.23%	50.88%	31.58%	Economic Disadvantage	100%	96.15%	82.69%

	Spring 2021 STAAR EOC, Algebra I				May 2022 STAAR Algebra I EOC		
	Approaches	Meets	Masters		Approaches	Meets	Masters
American Indian/ Alaskan Native	-	-	-	American Indian/ Alaskan Native	-	-	-
Asian	100%	83.33%	66.67%	Asian	100%	100%	81.82%
Black/African American	93.10%	55.17%	27.59%	Black/African American	100%	100%	88.89%
Hispanic	90.74%	55.56%	35.19%	Hispanic	100%	96.23%	83.02%
Native Hawaiian/Pacific Islander	-	-	-	Native Hawaiian/ Pacific Islander	100%	100%	50%
Two or More Races	100%	100%	100%	Two or More Races	100%	87.50%	62.50%
White	95%	90%	60%	White	100%	94.74%	73.68%
Currently Emergent Bilingual	80%	40%	40%	Currently Emergent Bilingual	100%	83.33%	66.67%
First Year of Monitoring	100%	50%	0%	First Year of Monitoring	100%	100%	100%
Second Year of Monitoring	66.67%	66.67%	33.33%	Second Year of Monitoring	100%	100%	100%
Special Ed Indicator	-	-	-	Special Ed Indicator	100%	100%	100%

### Student Learning Strengths

- 4% increase in Approaches grade level in 7th Math for Emergent Bilinguals
- 5% increase in Meets grade level in 7th Math for students identified as Special Education
- 14% increase in Approaches grade level in 7th Reading
- 11% increase in Masters grade level in 7th Reading
- 22% increase in Approaches grade level in 7th Reading for students identified as Economically Disadvantaged
- 17% increase in Approaches grade level in 7th Reading for students identified as Special Education
- 12% increase in Approaches grade level in 8th Math for all students
- 15% increase in Approaches grade level in 8th Math for students identified as Economically Disadvantaged
- 17% increase in Meets and Masters grade level in 8th Reading
- 20% increase in Approaches grade level in 8th Reading for student identified as Special Education

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 43% of all 7th Math students Approached grade level on the STAAR test. **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:** 8th Grade Math SPED students decreased by 20% in the "Meets" category on the Math STAAR. **Root Cause:** Additional training for Sped Teachers in PLC and effective co-teach models and deepening content knowledge and pedagogy for general education and special education teachers

**Problem Statement 3:** 58% of All Students Approached grade level in 8th Grade Social Studies **Root Cause:** Lack of learner centered instruction and emphasis on processing skills including analyzing charts, maps, graphs and images.

**Problem Statement 4:** 68% of All Students Approached grade level in 8th Grade Science **Root Cause:** Need for experiential/hands-on learning opportunities to move student understanding from abstract to concrete.

## 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 an Academic Facilitator. 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 12 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 Academic Facilitator. 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 Tuesdays 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. Reading and Math teams meet for vertical curriculum meetings with the elementary, 6th grade campus and high school to ensure alignment and continuity of instruction for our 7th and 8th graders.

### School Processes & Programs Strengths

At Lamar JH, the Assistant Principals - with guidance from the Principal - seek to strengthen the instructional programs and

practices on campus, including collaborative planning and PLCs. The APs meet with the the instructional coaches to develop the campus focus and consistency of expectations.

Currently we have one Academic Facilitator (ELAR/Social Studies/Math/Science), Reading Interventionist, and an ESL Instructional Coach. 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 30 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.

Every six weeks grading period we conduct a Vertical Alignment Meeting with feeder campuses (elementary, middle school and high school) to collaborate on data and scaffolded instruction based on aligned Essential Standards.

Our campus leadership team has participated in training 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 has access to the Lamar CISD Instructional playbook and PLC framework to guide the work of PLCs. Currently 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.

# 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 to ELA and Math Blitz, Science and Social Studies Blitz are offered to students 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. Students 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 called the Mustang Way. Students are explicitly taught the expected behaviors for classrooms, hallway, assemblies and other areas critical to student behavior management. In addition, students can earn Mustang Way cards as incentive to make good choices and follow the Mustang Way. Students input is used to design rewards and campus wide celebrations.

As part of our effort to increase school and community pride, LJH has partnered with Lamar Consolidated High School to participate in Theme Days to support our Blue Track Athletic Teams. 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.

# Priority Problem Statements

**Problem Statement 1:** 43% of all 7th Math students Approached grade level on the STAAR test.

**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.

**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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information

## **Parent/Community Data**

- Parent surveys and/or other feedback







# Goals

**Goal 1:** By May 2023, all students identified as At-Risk, including SPED and Emergent Bilingual will increase academic performance in the Approaches Grade Level by 10% as measured by 2023 STAAR results in Math, Reading, Science, and Social Studies.

**Performance Objective 1:** Ensure all 7th & 8th grade content area teachers receive resources and professional development towards high quality Tier I Instruction with an emphasis on high yield strategies and campus look-fors.

**Evaluation Data Sources:** Lesson Plans  
 Collaborative Planning  
 Walk Throughs  
 Progress Monitoring Assessments  
 Interim Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will use materials that are rigorous, engaging and relevant to students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals            Teachers            Department Chairs</p> <p><b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$2,100</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hire additional teaching and administrative staff to assist in minimizing the achievement gap amongst at-risk students. In addition, provide quality PLC support and accountability to enhance Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional staff will help drive and provide quality Tier 1 instruction, intervention and instructional strategies that will contribute to overall student achievement and success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principals</p> <p><b>Title I:</b>            2.6</p> <p><b>Funding Sources:</b> Administrative and Teaching Staff - 211 Title I, Part A - \$143,850</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will implement high yield Tier 1 instructional strategies such as identifying essential standards, collaborative grouping, student discourse, using higher order thinking questions and sheltered strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of students needing intervention or tutorials.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Principals Dept. Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional development on high yield instructional planning and strategies targeted to increasing success with At-Risk, Emergent Bilinguals, and SPED students, such as 7 Steps to a Language Rich Classroom and Specially Designed Instruction for Coteaching</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity to provide differentiated and specialized instruction targeting specific subpopulations, leading to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** By May 2023, all students identified as At-Risk, including SPED and Emergent Bilingual will increase academic performance in the Approaches Grade Level by 10% as measured by 2023 STAAR results in Math, Reading, Science, and Social Studies.

**Performance Objective 2:** Ensure all 7th & 8th Grade content area students including at risk, receive supports and additional intervention time to address Tier II and Tier III needs.

**Evaluation Data Sources:** Progress Monitoring Assessments/Curriculum Checkpoints  
Interim Assessments  
MAP Growth 6+

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students, including at-risk students, will have access to Mustang Time to engage in enrichment activities or remediation to address the learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress in mastering essential grade level standards. Proficient students will have opportunities to expand upon previously acquired skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Assistant Principals</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> At-risk students in need of Tier 3 interventions will have access to differentiated instruction with campus personnel other than their classroom teacher during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students requiring intervention/acceleration to close achievement gaps will be identified and provided instructional support needed with multiple opportunities to practice with immediate high-quality feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lamar Junior High will provide tutorials to target students for additional interventions, utilize diverse materials, and provide additional learning opportunities for all students to meet state standards, including at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have extra time on task with deficient skills. Students will show growth in mastering essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Department Chairs Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$2,100</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Lamar JH will utilize universal strategies and learning opportunities to enhance literacy and numeracy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student capacity and confidence during Tier 1 instruction and on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Department Chairs Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All student will have access to Mustang Time during the school day, Mustang Learning Labs, before/after school tutorials outside of the school day to address remediation and acceleration of essential standards .</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention time, tailored to all students, will increase student mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Counselors Department Chairs Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 1:** By May 2023, all students identified as At-Risk, including SPED and Emergent Bilingual will increase academic performance in the Approaches Grade Level by 10% as measured by 2023 STAAR results in Math, Reading, Science, and Social Studies.

**Performance Objective 3:** Ensure all 7th & 8th grade students are writing in all content areas to enhance student comprehension on essential standards and important academic vocabulary.

**Evaluation Data Sources:** Lesson Plans  
Collaborative Plannings  
Classroom Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar JH will incorporate writing across the curriculum focus which will require all teachers to incorporate writing throughout the six weeks related to their six weeks curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to communicate more effectively, clarify thinking and demonstrate understanding of concepts and ideas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> For every summative classroom assessment and within a unit cycle, core content teachers will develop a short answer response (SAR) question.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate their understanding of core content through writing. Teachers will assess students ability to comprehend texts and content ideas based on students' written response.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Department Chairs Administrators Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will analyze student short answer response (SAR) data on district/classroom assessments to determine strengths and weaknesses of student writing abilities to focus on improving student writing skills and provide direction for reteach/reassess.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance on short answer response (SAR) questions on summative</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

assessments and benchmarks.

**Staff Responsible for Monitoring:** Teachers

Administrators

Instructional Coaches

Department Chairs



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** By May 2023, all 7th & 8th grade students will increase achievement performance at the Masters level by 10% as measured by the 2023 STAAR Reading, Math, Science and Social Studies exams.

**Performance Objective 1:** Develop and train the 7th and 8th Grade core content teachers on effective PLC planning and implementation.





**Evaluation Data Sources:** PLC Agendas

Lesson Plans

Walk throughs

Classroom Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ongoing clear, common practices for the PLC process and using data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will work collaboratively to implement the common practice identified by the campus with a focus on identifying and assessing essential standards, using data driven decisions on intervention and acceleration for students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Dept. Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure use and knowledge of LCISD Instructional Handbook and Lead4ward resources/documents to guide PLC planning and teacher instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use LCISD Instructional Handbook and Lead4wards instructional strategies to enhance instruction by creating aligned, rigorous and and engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers Department Chair Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The core content teams will meet weekly to review common formative assessment (CFA) data 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><b>Strategy's Expected Result/Impact:</b> Teachers will use data to design reteaching lessons and plan for spiraling of essential standards. Students will receive intervention on essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The core content teams will establish essential standards and academic vocabulary for instruction and assessment that will be the focus of the six weeks for student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction and assessments will be aligned, purposeful and beneficial in identifying students in need of intervention, remediation, and enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Instructional Coaches Administrators Dept. Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Core content teams will pre-plan and design lessons to extend students understanding of essential standards. (all lessons will include extensions)</p> <p><b>Strategy's Expected Result/Impact:</b> Create experiences for students to deepen their conceptual understanding of essential TEKS and apply learning multiple ways.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 2023, all 7th & 8th grade students will increase achievement performance at the Masters level by 10% as measured by the 2023 STAAR Reading, Math, Science and Social Studies exams.

**Performance Objective 2:** Develop and train all core content teachers through professional development on effective high yield teaching strategies and campus look-fors such as, high order thinking/questioning techniques using Blooms II, Student discourse, collaborative grouping and small group instruction.

**Evaluation Data Sources:** Lesson Plans  
Walk Throughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional leadership team will model and provide strategies to aid teachers in development and implementation of higher order thinking/questioning techniques using Blooms II, student discourse, collaborative grouping and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement high order thinking/questioning techniques using Blooms II, student discourse, collaborative grouping and small group instruction in the lesson cycle to improve students ability to think, process and retain information.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Department Chairs Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lamar Junior High instructional leadership team will conduct formal and informal learning walks to assess implementation of campus professional development and provide actionable feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will apply professional learning to improve Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lamar Junior High will highlight/recognize exemplar implementations of Tier 1 instruction that is tied to campus look-fors and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a campus culture of continuous improvement in professional practices to impact student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By May 2023, all 7th and 8th Grade Students will increase academic achievement at the Approaches level by 10% as measured by the 2023 STAAR Math.

**Performance Objective 1:** Lamar JH will ensure all 7th and 8th grade Math teachers are provided professional development on developing effective formative and summative assessments, teaching conceptually, and quality Tier 1 instruction.

**Evaluation Data Sources:** Formative and Summative Assessment Data  
 Benchmarks  
 Lesson Plans  
 Walk throughs (Application of Professional Development

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 7th and 8th Grade Math teachers will be provided structures and support on the PLC and Unit Planning Cycle to ensure Tier 1 instruction is both rigorous and aligned to essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a clear plan to deliver quality Tier 1 instruction with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers            Instructional Coaches            Department Chairs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure 7th and 8th grade Math teachers will utilize Lead4ward and a variety of supplemental resources to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction that is designed to meet the diverse needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Coaches            Department Chairs            Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 7th and 8th Grade Math teachers will be provided professional development geared toward creating effective formative and summative assessments that are aligned to essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments will produce accurate data about student needs and be used to make instructional</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

decisions.

**Staff Responsible for Monitoring:** Administrators

Instructional Coaches

Department Chairs

Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 4:** Lamar JH will cultivate a school community that supports the needs of all stakeholders and addresses the social, emotional and academic needs of students.

**Performance Objective 1:** Lamar JH will provide multiple opportunities for parents to engage with school personnel on how to support their students in the areas of academics and social and emotional for a well rounded education.





**Evaluation Data Sources:** Parent communication logs  
Community Outreach Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar JH will utilize various forms of communication to provide information to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will receive pertinent information and highlights that apply to Lamar Junior campus life.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Facilitators Counselors Teachers Dept. Chairs</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lamar JH will provide parent engagement events in the fall and spring semesters that will be tied to improving students academics and social-emotional well being.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent will feel more equipped and informed on best practice strategies to support their children and school community.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Dept. Chairs Site Based Decision Making Committee</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Lamar JH will cultivate a school community that supports the needs of all stakeholders and addresses the social, emotional and academic needs of students.

**Performance Objective 2:** Lamar JH will support the emotional needs of teachers/students and work to foster a school climate that celebrates success.





**Evaluation Data Sources:** Various teacher and student surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar JH 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 and extracurricular activities (to provide a well-rounded education), and use the feedback from staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive attitudes among staff and students that will translate into a positive classroom/campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Dept. Chairs Teachers</p> <p><b>Title I:</b> 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Lamar JH will cultivate a school community that supports the needs of all stakeholders and addresses the social, emotional and academic needs of students.

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

**Evaluation Data Sources:** Student and Parent Surveys  
Discipline Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar JH will provide various opportunities for students to express concerns pertaining to social and emotional areas in the school environment, including Counselor small groups and visiting HGI counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> School staff providing support in areas of student concerns creating a culturally responsive environment that provides an atmosphere of security and safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals; Counselors; Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lamar JH will implement Positive Behavior Intervention and Supports through Mustang Way Behavior Standards, Mustang Way Reward Cards and Character Counts Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be taught campus behavior expectations and receive positive reinforcement, leading to a productive school environment and less office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lamar JH will promote and celebrate academic excellence and student achievement through a variety of methods including assemblies, buy-outs, and award ceremonies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement, school pride and ownership of student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Department Chairs Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Lamar Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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## Personnel for Lamar Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Casey Chapman	Instructional Coordinator	0.5
Melba Garcia	Aide Bilingual/ESL	1

# Title I

## **1. Comprehensive Needs Assessment (CNA)**

## **2. Campus Improvement Plan**

### **2.2: Regular monitoring and revision**

Site Based Committee will meet on the following dates:

9/29/22

10/27/22

11/10/22

1/26/22

2/23/22

4/13/22

## **3. Annual Evaluation**

## **4. Parent and Family Engagement (PFE)**

## **5. Targeted Assistance Schools Only**



# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Administrative and Teaching Staff		\$143,850.00
<b>Sub-Total</b>					\$143,850.00
<b>Budgeted Fund Source Amount</b>					\$164,175.00
<b>+/- Difference</b>					<b>\$20,325.00</b>
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,100.00
1	2	3			\$2,100.00
<b>Sub-Total</b>					\$4,200.00
<b>Budgeted Fund Source Amount</b>					\$4,200.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$168,375.00
<b>Grand Total Spent</b>					\$148,050.00
<b>+/- Difference</b>					<b>\$20,325.00</b>