Lamar Consolidated Independent School District

Leaman Junior High

2022-2023 Campus Improvement Plan

Accountability Rating: A

Mission Statement

To create a campus where diversity is recognized and celebrated, students have multiple ways to be invested in the campus through clubs, activities, organizations and events, and where staff and student success is celebrated.

Vision

Leaman Junior High values the partnership between the teacher, student, and school. We developed a chart of success showing each person's role in that success and we share that with families in all of our newsletters.

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

This section provides demographic information about DEAN LEAMAN J H SCHOOL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus.

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

Demographics Strengths

The strengths of Leaman's demographics 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 (Prioritized): 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

	Approaches	Meets	Masters
7 Math	68%	32%	10%
7 ELA	89%	73%	55%
8 Math	87%	62%	29%
8 ELA	90%	71%	53%
8 Science	87%	59%	37%
8 History	81%	48%	29%

Student Learning Strengths

Leaman's student scores in ELA show much improvement of Meets and Masters growth from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When analyzing data from STAAR, Career Certification Test, PSAT, AP test, and district assessment data fewer students are reaching the highest level of achievement. Data shows students struggle with inferencing across grades 6-8. In classroom observations, student talk is often short and tasks given to students often evokes foundational level thinking (not high level thinking.) **Root Cause:** If students are asked to complete higher level tasks and asked open, higher level questions in class, they will perform at masters or college-ready level on high-stakes testing.

Problem Statement 2: When analyzing Domain III of STAAR, Leaman did not hit their growth status targets in Math for Special Ed. current, Special Ed. former, and 2 or more races. **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 (Math Department)

Lowman Resources (History Department)

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

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

ELA and Math teachers will identify students for a Zero Period and a WIN Time based on data from STAAR, MAP testing, etc. Classes will focus on accellerated instruction based on gaps identifed in the data. Special Education teachers will also be identifying students for small group intervention either through push-in or pull out from these intervention periods.

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

Monthly Classroom Lessons from Counselors

International Flag representation

New Student Tours

Welcoming students who are new to lunch tables. (Family Style Seating)

Student of the Week

Recognition of Academic Success (Pep Rallies, Certificates of Achievement, etc)

Perceptions Strengths

In December 2021, students were asked to fill out the Campus Climate Survey.

a) 91% of students responded they "strongly agree" or "agree" that "I respect teachers at this school."

b) 89% of students responded they "strongly agree" or "agree" that "I have good friends at this school."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students believe racial tension is a big problem at Leaman (46%) **Root Cause:** The influence of social media during the pandemic had a large affect on how students are treating each other.

Priority Problem Statements

Problem Statement 2: 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 2: Students are not specifically achieving Advanced High in speaking. This issue is related to the quality of student discourse in the classroom.

Problem Statement 2 Areas: Demographics

Problem Statement 1: When analyzing data from STAAR, Career Certification Test, PSAT, AP test, and district assessment data fewer students are reaching the highest level of achievement. Data shows students struggle with inferencing across grades 6-8. In classroom observations, student talk is often short and tasks given to students often evokes foundational level thinking (not high level thinking.)

Root Cause 1: If students are asked to complete higher level tasks and asked open, higher level questions in class, they will perform at masters or college-ready level on high-stakes testing.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Students believe racial tension is a big problem at Leaman (46%)

Root Cause 3: The influence of social media during the pandemic had a large affect on how students are treating each other.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local 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 2023, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70%, STAAR ELAR will increase to 80%, STAAR Science will increase to 65%, and History will increase to 60%.

By June of 2023, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 40%, STAAR ELAR will increase to 60%, STAAR Science will increase to 45%, and History will increase to 40%

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

Evaluation Data Sources: Current STAAR and EOC results
MAP Data
TELPAS Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Hand schedule students into 25 student ELAR and Math WIN time and Zero period classes with additional teacher support so that students are able to receive more individualized support and intervention time. This is revised each six weeks depending on MAP data.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III **Staff Responsible for Monitoring:** 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers 5. ELAR teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Core departments will utilize Mastery Connect 3 week and 6 week assessments to determine student progress and instructional gaps that need to be spiraled back to in order to increase mastery levels on STAAR.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved instruction and increase in mastery level of student learning. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Students will be assessed in the MAP program to determine their gaps and then use DreamBox and Blended Learning to help fill in the gaps in Math. Teachers will provide students with MAP reports and put students through an activity throughout the year to bring attention to their individual strengths and weaknesses. Teachers will meet with each student after each MAP assessment to set and review goals.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers **Staff Responsible for Monitoring:** The additional intervention time and support will increase student performance in Domain III **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy - Results Driven Accountability**	60%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Staff will pull and work with students in small group tutoring sessions to help with ELA and Math outside the school day.	**Formative**		
Strategy's Expected Result/Impact: To help improve student performance	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coordinator **Funding Sources:** Tutors and tutoring supplies and materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $7,456, Instructional Coordinator - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $36,397.60	60%		

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

Goal 1: By June of 2023, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70%, STAAR ELAR will increase to 80%, STAAR Science will increase to 65%, and History will increase to 60%.

By June of 2023, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 40%, STAAR ELAR will increase to 60%, STAAR Science will increase to 45%, and History will increase to 40%

Performance Objective 2: Students identified as EBs will receive additional intervention time and resources.

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional intervention time during advisory and after school tutorials for identified ELL students.	**Formative**		
Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. Math Teachers 4. 6th-12th Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Supplies and Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6399-00-045-24-0-B30 - $6,800, Tutoring/Extra Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-045-24-0-B30 - $9,502	10%		

Strategy 2 Details	Formative Reviews		
Strategy 2: ESL Teacher and ESL Coach will meet with content teachers in PLC's as an additional resource to address progress and/or weekly failures.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III **Staff Responsible for Monitoring:** 1. Principal 2. Secondary Math Coordinator 3. Math Teachers 4. 6th-12th Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Personnel-ESL Coach and Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $95,625	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: ESL Teacher and ESL Coach will attend Administrative Conferences on ELL students to determine if they are growing appropriately.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The additional intervention time and support will increase student performance in Domain III **Staff Responsible for Monitoring:** 1. Principal 2. Secondary Math Coordinator 3. Math Teachers 4. 6th-12th Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	10%		

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

Goal 1: By June of 2023, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70%, STAAR ELAR will increase to 80%, STAAR Science will increase to 65%, and History will increase to 60%.

By June of 2023, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 40%, STAAR ELAR will increase to 60%, STAAR Science will increase to 45%, and History will increase to 40%

Performance Objective 3: Administrators will administer Instructional Rounds with staff to determine the campus Problem of Practice and whether we are making improvements in questioning, wait time, student to student discourse, and student questioning.

Evaluation Data Sources: Instructional Rounds

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training will be given to the campus staff on Instructional Rounds	**Formative**		
Strategy's Expected Result/Impact: Improved instruction.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be chosen and given substitute teachers to allow them to observe classrooms with administrators and then debrief. One group will go in the AM and one in the PM to maximize the number of teachers who do instructional rounds.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve on the campus "Problem of Practice" and increase the number of students hitting MASTERY on STAAR. **Staff Responsible for Monitoring:** 1) Principal 2) Assistant Principal 3) Instructional Coaches 4) Department Chairs 5) Classroom teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%		

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

Goal 2: By June 2023, the number of students who exit the ESL program will increase from 5 to 25. (TELPAS & STAAR)

Performance Objective 1: Targeted students who were Advanced in 2021-2022 on TELPAS Speaking will be put in a special "WIN Time" period to allow them to work on Summit K-12.

    Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Identified EB students in the 7th and 8th grade were placed into a 7th grade 0-1 period and an 8th grade 0 period to incorporate Summit K-12.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The additional intervention time and support will increase student TELPAS performance. **Staff Responsible for Monitoring:** 1. Principal 2. Assistant Principal 3. One 7th grade teacher and one 8th grade teacher 4. ESL Instructional Coach **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $21,823	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: All students who were advanced on TELPAS in 2021-2022 will be tracked on a tracking sheet that is shared among staff. Meetings will be held every 3 weeks to review their academic progress and assessment data to ensure students are progressing with their TELPAS progress.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will get to advanced high in all areas of TELPAS and will exit. **Staff Responsible for Monitoring:** 1. Principal 2. Assistant Principal 3. ESL Coach 4. ESL teachers. **ESF Levers:** Lever 5: Effective Instruction	45%		
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Goal 3: By June of 2023, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 26% to 30%, the percentage of "Special Education" students who achieved "Meets" on STAAR Reading will increase from 28% to 35%. The Domain III growth of Special Education Math will increase from 58% to 68%.

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

Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: SpEd PLC's will occur to determine targeted intervention and address current IEP goals.	**Formative**		
Strategy's Expected Result/Impact: In PLC's, teachers will review data from 6 weeks assessments to identify students who are close to Meets.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1. Principal 2. Secondary Math Coordinator 3. 6th-12th Instructional Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	10%		

Strategy 2 Details	Formative Reviews

Strategy 2: Intervention materials will be purchased for students who are At-Risk of failing STAAR in Special Education.	Formative		
Strategy's Expected Result/Impact: Increase the passing rate of STAAR for students who are Special Education.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1) Principal 2) Assistant Principals 3) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $3,500	100%	100%	100%

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

Goal 3: By June of 2023, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 26% to 30%, the percentage of "Special Education" students who achieved "Meets" on STAAR Reading will increase from 28% to 35%. The Domain III growth of Special Education Math will increase from 58% to 68%.

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

Evaluation Data Sources: Current STAAR and EOC results
TEA Current STAAR Performance Data Table
Campus Discipline Reports
Teacher Retention Data
DLJH BOY and EOY School Safety
Character Counts Staff Survey
TELPAS Data
TEA School Report Card
Truancy/Dropout Data
PSAT

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Education teachers will be reviewing assessment data from Mastery Connect and meeting with students one-on-one to address student strengths and weaknesses.	**Formative**		
Strategy's Expected Result/Impact: To increase STAAR scores and higher order thinking in our Special Education Students. **Staff Responsible for Monitoring:** 1) Assistant Principal 2) Principal 3) LCISD Curriculum Coaches	**Nov**	**Feb**	**June**
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	60%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: By June of 2023, the percentage of "Special Education" students who achieved "Meets" on STAAR Math will increase from 26% to 30%, the percentage of "Special Education" students who achieved "Meets" on STAAR Reading will increase from 28% to 35%. The Domain III growth of Special Education Math will increase from 58% to 68%.

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

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: SpEd teachers will track SpEd students on all major assessments. They will be determine from the data which students need additional intervention time and will pull them into special advisory tutorials to help them fill in the gaps.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students will improve on common assessments and on STAAR. More students will get to the MEETS level on STAAR.
    Staff Responsible for Monitoring: 1) Teachers (Both General Ed and Special Ed)
2) Assistant Principal
3) Principal
4) Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	40%		

	0% No Progress		100% Accomplished		Continue/Modify		Discontinue

Goal 4: By June 2023, the percentage of students who "strongly agree" and "agree" that "Students here make it clear that bullying is not tolerated." will increase from 44% to 60% from the previous school year. (Question 1, EOY Student Survey)

Performance Objective 1: The counselors will create and provide instruction and events to teach students and staff about bullying, how to recognize bullying, and how to report bullying.

    Evaluation Data Sources: December 2022 Student Survey

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will be training the staff in the Character Counts program at the beginning of the school year.	Formative		
Strategy's Expected Result/Impact: By training staff, we will all be using the consistent language and strategies in every classroom.	Nov	Feb	June
Staff Responsible for Monitoring: 1. Counselors 2. Administrators 3. Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will provide monthly lessons to all students through classrooms.	Formative		
Strategy's Expected Result/Impact: By providing information to students, we will empower them to speak up and share information so we know exactly where to help them grow.	Nov	Feb	June
Staff Responsible for Monitoring: 1. Counselors 2. Administrators 3. Teachers **ESF Levers:** Lever 5: Effective Instruction	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will create events on campus which address the unification of student groups. These events will be submitted to the Anti-Defamation League to receive No Place For Hate status.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: A reduction bullying across the campus due to the No Place For Hate activities. **Staff Responsible for Monitoring:** 1) Counselors 2) Leaman Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	10%		

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

Goal 4: By June 2023, the percentage of students who "strongly agree" and "agree" that "Students here make it clear that bullying is not tolerated." will increase from 44% to 60% from the previous school year. (Question 1, EOY Student Survey)

Performance Objective 2: The counselors will educate students and staff on available student supports to help reduce depression.

    Evaluation Data Sources: Secondary EOY Wellness Screener

    Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will take information from the screener and set up groups for small group counseling based on their responses about depression.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions. **Staff Responsible for Monitoring:** 1) Counselors 2) Assistant Principals 3) Principals 4) Teachers	10%		

Strategy 2 Details	Formative Reviews		
Strategy 2: For students with ongoing concerns, they will be referred to HGI counselors for additional counseling support.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions.
     Staff Responsible for Monitoring: 1) Counselors
 2) Assistant Principals
 3) Principals
 4) Teachers
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote extracurricular activities and clubs for student engagement in school.	**Formative**		
Strategy's Expected Result/Impact: To create a safe place for kids to share information and get help with depression in the small group or individualized counseling sessions.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1) Counselors 2) Assistant Principals 3) Principals 4) Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	10%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

State Compensatory

Budget for Leaman Junior High

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

ESL Coach - Michelle Peterson. (1/2 paid by Leaman, 1/2 paid by Roberts)

Personnel for Leaman Junior High

Name	Position	FTE
Michelle Peterson	ESL Coach - JH	0.5

Campus Funding Summary

			199 PIC 24 State Compensatory Ed (SCE) Accelerated		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Coordinator		$36,397.60
1	1	4	Tutors and tutoring supplies and materials		$7,456.00
1	2	1	Tutoring/Extra Pay	1990-11-6118-11-045-24-0-B30	$9,502.00
1	2	1	Supplies and Materials	1990-11-6399-00-045-24-0-B30	$6,800.00
1	2	2	Personnel-ESL Coach and Teacher		$95,625.00
2	1	1			$21,823.00
3	1	2			$3,500.00
				Sub-Total	$181,103.60
				Budgeted Fund Source Amount	$38,125.00
				+/- Difference	-$142,978.60
				Grand Total Budgeted	$38,125.00
				Grand Total Spent	$181,103.60
				+/- Difference	-$142,978.60