

# Lamar Consolidated Independent School District

## Lamar Junior High

### 2023-2024 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

## Needs Assessment Overview

### Needs Assessment Overview Summary

Our first need assessment meeting was held on May 4, 2023 at 4:15 in the library at Lamar JH. The purpose the meeting meeting was to analyze campus data and discuss campus needs. The data discussed at the meeting were 232-3 MAP Growth Assessments, District Benchmark, Attendance Data, Special education failure reports and Campus climate survey. The data was examined by breakout groups and discussion was held on areas the campus might need to focus on for the upcoming school year. The meeting concluded and a second meeting campus/state assessment data was set for May 23, 2023.

During the second meeting, held on May 23, 2023 at 4:15 in the library at LJH, the Site Based committee spent time examining academic progress for students. The group focused on assessment data for the four core content areas and identified strengths and weaknesses. The committee discussed some possible root causes regarding the data. Documentation of the process include meeting minutes, agendas and sign in sheets.

Comprehensive Needs Assessment Committee Members

**Greg Tielke, Principal**

**Chamekia Fields, Assistant Principal**

**Denise Evans, Assistant Principal**

**Jon Maxwell, District Site Based Rep**

**Paloma Garrido, Art Teacher**

**Kristen Pritchett, Parent**

**Emely Placidon, Science Teacher**

**James Frazier, History Teacher**

**Imani Hopkins, SPED Teacher**

**James Greene, ELAR Teacher**

# Demographics

## Demographics Summary

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

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

Lamar Junior High, which serves students in grades 7 and 8, has a current student enrollment for the 2023-2024 school year of approximately 830 students, of which 416 are 7th graders and 414 are 8th graders. Lamar Junior High School services central and North Richmond and Rosenberg. Lamar Junior is on the Blue Track and receives students from elementary schools that include Smith, Pink, Long, Austin, Plelan and Hutchinson.

Our campus demographics have an approximate ethnic distribution of 55% Hispanic, 25% African American, 5% Asian, 12% White, and 2% identify as two or more races. The campus is also comprised approximately of 75% Economically Disadvantaged students.

Lamar Junior High special populations include 197 Emergent Bilingual (EB) students 24%, 172 Special Education students 21%. 518 students are recognized as At- Risk which makes up 63% of the student population and 7% of students are identified Gifted and Talented (GT).

Our campus is a Title One campus, with approximately 75% of our students considered Economically Disadvantaged. Our cultural and social issues of concern are with addressing the needs and closing the gaps for the 63% of our students that are considered At-Risk by implementing a culturally responsive atmosphere.

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

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

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

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 63% of our student population at LJH are designated At-Risk for various reasons which are contributing factors to academic and social emotional gaps. **Root Cause:** Contributing factors such as poor academic experiences, poor showing on academic assessments, poor behavioral choices, and other socio economical factors.

**Problem Statement 2:** Approximately 75% of our student population come from economically disadvantaged living environments which have an impact on the school to home pipeline experience, outside experiences, in school experiences both academically and social emotionally. **Root Cause:** Contributing factors can be the home environment, family diversity and hardship, and limited resources to create experiences outside of the school to further enrich the educational experiences.

**Problem Statement 3:** Approximately 25% of our student population are emergent bilingual students ranging from newcomers to the country or students identified as struggling learners due to the language barrier at both school and home. **Root Cause:** Houston in general is one of the most diverse cities in the country. This brings a wealth of diversity to the school setting. Language barriers arise both at school and at home due to English not being designated as a primary language used at home.

**Problem Statement 4:** Approximately 21% of our student population are receiving special education services at LJH and are identified as having a range of individualized needs and supports during their educational journey. **Root Cause:** Students through the schooling system or through outside entities have been identified as having a need for individualized support during their educational journey.

# Student Learning

## Student Learning Summary

	May 2023 STAAR Reading Language Arts, Grade 7													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters								
Lamar Jr High School	416	30	1644	54.40%	72.36%	44.47%	18.75%	0%	11.30%	16.35%	12.50%	15.38%	25.72%	18.75%
Economic Disadvantage	293	28	1617	50.48%	65.53%	36.86%	11.95%	0%	14.33%	20.14%	12.63%	16.04%	24.91%	11.95%
American Indian/Alaskan Native	3	28	1621	50.60%	66.67%	33.33%	0%	0%	0%	33.33%	33.33%	0%	33.33%	0%
Asian	29	40	1766	71.80%	89.66%	82.76%	55.17%	0%	0%	10.34%	0%	6.90%	27.59%	55.17%
Black/African American	117	29	1631	52.49%	69.23%	37.61%	16.24%	0%	8.55%	22.22%	15.38%	16.24%	21.37%	16.24%
Hispanic	206	29	1625	51.93%	71.36%	40.29%	11.65%	0%	13.11%	15.53%	13.11%	17.96%	28.64%	11.65%
Native Hawaiian/Pacific Islander	3	32	1654	57.14%	66.67%	66.67%	33.33%	0%	33.33%	0%	0%	0%	33.33%	33.33%
Two or More Races	12	37	1733	65.62%	91.67%	58.33%	33.33%	0%	0%	8.33%	16.67%	16.67%	25%	33.33%
White	46	32	1664	56.44%	69.57%	52.17%	30.43%	0%	19.57%	10.87%	8.70%	8.70%	21.74%	30.43%
Currently Emergent Bilingual	99	29	1625	52%	71.72%	42.42%	11.11%	0%	15.15%	13.13%	13.13%	16.16%	31.31%	11.11%
First Year of Monitoring	10	43	1796	76.79%	100%	90%	80%	0%	0%	0%	10%	0%	10%	80%

	May 2023 STAAR Reading Language Arts, Grade 7													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
Special Ed Indicator	69	21	1529	37.73%	39.13%	10.14%	2.90%	0%	36.23%	24.64%	17.39%	11.59%	7.25%	2.90%

	May 2023 STAAR Mathematics, Grade 7													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters								
Lamar Jr High School	293	21	1726	45.03%	55.63%	25.26%	3.41%	0%	15.36%	29.01%	15.36%	15.02%	21.84%	3.41%
Economic Disadvantage	216	20	1715	43.36%	51.85%	21.76%	2.31%	0%	17.13%	31.02%	16.67%	13.43%	19.44%	2.31%
American Indian/Alaskan Native	3	19	1707	42.03%	33.33%	33.33%	0%	0%	33.33%	33.33%	0%	0%	33.33%	0%
Asian	14	30	1872	66.15%	85.71%	71.43%	28.57%	0%	7.14%	7.14%	0%	14.29%	42.86%	28.57%
Black/African American	88	20	1720	44.12%	53.41%	22.73%	2.27%	0%	13.64%	32.95%	18.18%	12.50%	20.45%	2.27%
Hispanic	151	20	1718	43.90%	55.63%	22.52%	1.32%	0%	14.57%	29.80%	17.22%	15.89%	21.19%	1.32%
Native Hawaiian/Pacific Islander	2	17	1667	35.87%	50%	0%	0%	0%	50%	0%	0%	50%	0%	0%
Two or More Races	4	24	1768	52.17%	75%	50%	0%	0%	0%	25%	0%	25%	50%	0%
White	31	20	1716	43.55%	48.39%	22.58%	6.45%	0%	25.81%	25.81%	9.68%	16.13%	16.13%	6.45%
Currently Emergent Bilingual	71	20	1719	44.03%	57.75%	23.94%	1.41%	0%	18.31%	23.94%	14.08%	19.72%	22.54%	1.41%



	May 2023 STAAR Mathematics, Grade 7													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
First Year of Monitoring	4	32	1878	68.48%	100%	100%	25%	0%	0%	0%	0%	0%	75%	25%
Special Ed Indicator	65	16	1668	35.85%	24.62%	6.15%	0%	0%	24.62%	50.77%	10.77%	7.69%	6.15%	0%

	May 2023 STAAR Reading Language Arts, Grade 8													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters								
Lamar Jr High School	415	27	1666	47.56%	69.16%	42.41%	17.11%	0%	17.59%	13.25%	14.70%	12.05%	25.30%	17.11%
Economic Disadvantage	275	24	1640	43.62%	63.64%	36%	10.18%	0%	22.18%	14.18%	18.18%	9.45%	25.82%	10.18%
American Indian/Alaskan Native	3	42	1855	74.40%	100%	100%	66.67%	0%	0%	0%	0%	0%	33.33%	66.67%
Asian	25	37	1786	65.79%	92%	76%	48%	0%	4%	4%	4%	12%	28%	48%
Black/African American	101	27	1663	47.47%	68.32%	46.53%	17.82%	0%	18.81%	12.87%	14.85%	6.93%	28.71%	17.82%
Hispanic	232	25	1642	43.83%	64.66%	33.19%	10.78%	0%	20.26%	15.09%	18.53%	12.93%	22.41%	10.78%
Two or More Races	9	35	1766	62.10%	77.78%	77.78%	33.33%	0%	11.11%	11.11%	0%	0%	44.44%	33.33%
White	45	29	1695	52.14%	77.78%	51.11%	24.44%	0%	11.11%	11.11%	4.44%	22.22%	26.67%	24.44%
Currently Emergent Bilingual	85	22	1609	39.18%	57.65%	28.24%	4.71%	0%	32.94%	9.41%	16.47%	12.94%	23.53%	4.71%

	May 2023 STAAR Reading Language Arts, Grade 8													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
First Year of Monitoring	12	35	1776	62.80%	83.33%	66.67%	50%	0%	0%	16.67%	8.33%	8.33%	16.67%	50%
Special Ed Indicator	66	16	1545	29.17%	30.30%	6.06%	1.52%	0%	45.45%	24.24%	21.21%	3.03%	4.55%	1.52%

	May 2023 STAAR Mathematics, Grade 8														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Lamar Jr High School	458	22	1818	46.38%	66.81%	36.46%	8.30%	05/01/23	0%	16.81%	16.38%	16.16%	14.19%	28.17%	8.30%
Economic Disadvantage	321	21	1799	43.41%	62.62%	31.15%	5.61%	05/01/23	0%	19.31%	18.07%	18.69%	12.77%	25.55%	5.61%
American Indian/ Alaskan Native	1	28	1883	58.33%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%
Asian	25	33	1968	69.08%	100%	88%	48%	05/01/23	0%	0%	0%	8%	4%	40%	48%
Black/African American	113	21	1807	44.73%	65.49%	30.97%	6.19%	05/01/23	0%	18.58%	15.93%	14.16%	20.35%	24.78%	6.19%
Hispanic	259	21	1797	43.21%	61.39%	30.89%	4.25%	05/01/23	0%	20.08%	18.53%	17.76%	12.74%	26.64%	4.25%
Native Hawaiian/ Pacific Islander	1	35	1977	72.92%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%
Two or More Races	13	28	1903	59.13%	84.62%	61.54%	23.08%	05/01/23	0%	0%	15.38%	15.38%	7.69%	38.46%	23.08%
White	46	25	1855	51.54%	76.09%	43.48%	10.87%	05/01/23	0%	8.70%	15.22%	17.39%	15.22%	32.61%	10.87%
Currently Emergent Bilingual	108	22	1809	45.43%	68.52%	39.81%	6.48%	05/01/23	0%	20.37%	11.11%	17.59%	11.11%	33.33%	6.48%
First Year of Monitoring	11	29	1909	60.23%	72.73%	63.64%	36.36%	05/01/23	0%	9.09%	18.18%	0%	9.09%	27.27%	36.36%
Special Ed Indicator	69	16	1733	32.91%	36.23%	11.59%	2.90%	05/01/23	0%	40.58%	23.19%	18.84%	5.80%	8.70%	2.90%

## Student Learning Strengths

- 7th math students showed a 9% increase at the approach level in 2023.
- 7th math students showed a 13% increase at the meets level in 2023.
- 7th math students showed a 2% increase at the masters level in 2023.
- 8th math showed a 1% increase in both the meets and masters level in 2023.
- Incoming 7th grade students showed an increase of 2% in reading at the approaches level during 2023.
- Incoming 7th grade students showed an increase of 5% in reading at the meets level during 2023.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Approximately 29% 6th graders did not meet the standard performance level for math during 2023. **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. It was also identified that reporting category 2 was an area of concern.

**Problem Statement 2:** Approximately 32% of 7th graders did not meet the standard performance level for math during 2023. **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. It was also identified that reporting category 3 was an area of concern.

**Problem Statement 3:** Approximately 45% of 8th graders did not meet the standard performance level for math during 2023. **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 4:** Approximately 28% of 7th graders did not meet the standard performance level for reading during 2023. **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. Reporting category 2 was recognized to be an area of concern.

**Problem Statement 5:** Approximately 31% of 8th graders did not meet the standard performance level for reading during 2023. **Root Cause:** Need for quality Tier 1 instruction on mathematical problem solving and teaching for conceptual understanding. Purposeful planning and utilizing the PLC process to tailor instruction to student need. Reporting category 2 was recognized to be an area of concern.

## **School Processes & Programs**

### **School Processes & Programs Summary**

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

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

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

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

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

### **School Processes & Programs Strengths**

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

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

These team members:

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

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

One time a month teacher teams receive a 1/2 day of planning to collaborate on data and scaffolded instruction based on essential standards. The ultimate goal is to identify clear learning targets focused on essential standards to ensure tier 1 instruction is at the optimal level.

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

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

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

# Perceptions

## Perceptions Summary

The Lamar Junior High staff is committed to improving student academic achievement. The master schedule includes a 25-minute intervention/extension period for students to receive accelerated instruction or remediation on essential standards. The master schedule also created common planning periods for teachers to attend PLC meetings, collaborate on instructional techniques and increase team teaching. The morning duty schedule has been designed to accommodate before school tutorials in all content areas, fine arts and electives. Students are offered additional learning opportunities outside the school day for tutoring and Accelerated Instruction. Lamar Junior High offers weekly interventions to students that are in need of additional support in all subject areas. In addition supports during the year we offer BLITZ STAAR Focused Approach in all STAAR tested areas in an effort to increase academic achievement on STAAR.

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

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

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

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

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

# Priority Problem Statements

**Problem Statement 1:** Approximately 29% 6th graders did not meet the standard performance level for math during 2023.

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

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information

## **Parent/Community Data**

- Parent surveys and/or other feedback













# Goals

**Goal 1:** By May 2024, all students identified as At-Risk, including SPED and Emergent Bilingual students will increase academic performance in the Approaches Grade Level by 10% as measured by the 2024 STAAR results in Math, Reading, Science, and Social Studies.

**Performance Objective 1:** Ensure all 7th and 8th grade content area teachers receive resources and professional development towards high quality Tier 1 instruction that is both explicit and direct with an emphasis on high yield strategies and identified campus look-fors.

**Evaluation Data Sources:** Lesson Plans  
 Collaborative Planning  
 Walkthrough's (Formal / Informal - learning walks)  
 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 have the necessary tools/materials to use that are rigorous, engaging, and relevant to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principals            Instructional Coaches            Department Chairs            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources and Technology - 211 Title I, Part A - \$13,068.77</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hire additional human capital to assist in minimizing the achievement gap amongst at-risk students. In addition, provide quality PLC support and accountability with instructional team oversight and consultancy to enhance Tier 1 instruction (explicit and direct).</p> <p><b>Strategy's Expected Result/Impact:</b> Additional staff will help drive and provide quality Tier 1 (explicit and clear) 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 Instructional Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Supplemental Personnel-Testing Coordinator - 211 Title I, Part A - \$81,265.23</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will implement high yield Tier 1 (direct and explicit) instructional strategies such as identifying essential standards, collaborative grouping, student discourse, and using higher order thinking questions and sheltered strategies with an emphasis on listening, speaking, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be a reduction in the number of students needing intervention or tutorial.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional development on high yield instructional planning and strategies targeted to increasing student success with At-Risk, Emergent Bilinguals, and SPED students such as 7 Steps to a Language Rich Classroom and Specially Designed Instruction for Coteaching (emphasis on best practice co-teach models).</p> <p><b>Strategy's Expected Result/Impact:</b> We will see an increase in the use and capacity for teachers to provide differentiated and specialized instruction targeting specific subpopulations. This will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify










Discontinue

**Goal 1:** By May 2024, all students identified as At-Risk, including SPED and Emergent Bilingual students will increase academic performance in the Approaches Grade Level by 10% as measured by the 2024 STAAR results in Math, Reading, Science, and Social Studies.

**Performance Objective 2:** Ensure that all 7th and 8th grade content area students including At-Risk, receive supports and additional intervention time to address Tier 2 and Tier 3 needs.

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

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 learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress by mastering essential grade level standards. Proficient students will have the opportunity to expand upon enrichment activities tied to an area of interest or a previously acquired skill. More students will receive enrichment and extension.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coaches            Department Chairs            Counselors</p> <p><b>Title I:</b>            2.4, 2.6</p>	Formative		
	Nov	Feb	June
			






Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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 find success during intervention time to show mastery on deficient skills tied to essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Department Chair Counselors Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Tutors/ Extra Duty Pay/Supplemental Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$15,213</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Lamar Junior High will utilize universal strategies and learning opportunities that are clear and explicit tied to enhance academic vocabulary and literacy/numeracy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see an increase in student mastery of concepts at the Tier 1 instruction and during CFA's.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</p>	Formative		
	Nov	Feb	June
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All students will have access to Mustang Time during the school day, and tutoring opportunities offered both before or after school outside of the school day to address remediation and acceleration on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention time will be pre-planned, tailored to meet the needs of all students on essential standards. We will see an increase in student mastery of essential standards on summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Counselors Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** By May 2024, all students identified as At-Risk, including SPED and Emergent Bilingual students will increase academic performance in the Approaches Grade Level by 10% as measured by the 2024 STAAR results in Math, Reading, Science, and Social Studies.

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

**Evaluation Data Sources:** PLC Documentation  
Lesson Plans  
Classroom Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar Junior High will incorporate writing across the curriculum focus which will require all teachers to incorporate reading, writing, and listening opportunities 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> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.5</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 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 contend ideas based on students' written response.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</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 utilizing a rubric. Professional development will be provided to teachers to ensure cross curricular implementation. Data will be reviewed on both district and campus level assessments to determine strengths and weaknesses of student writing abilities, provide feedback, and utilize the information to reteach and reassess as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance on short answer response (SAR) questions on summative assessments and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			
















**Goal 2:** By May 2024, all 7th and 8th grade students will increase achievement performance at the Meets and Masters level by 5% as measured by the 2023 STAAR Reading, Math, Science, and Social Studies exams.

**Performance Objective 1:** Provide professional development, train, and optimize consultancy for all core teachers on effective PLC planning and implementation.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ongoing clear, common practices for the PLC process and how to utilize data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will work collaboratively to implement common practices identified by the campus with a focus on identifying and assessing essential standards. Teachers will use data to drive decisions on re-teach, re-assess, spiral back, and on intervention/extension activities tied to essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 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> Provide professional development and ensure the use/knowledge of LCISD's Instructional Handbook, Lead4ward, and Solution Tree resources/documents to guide PLC planning and teacher instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the LCISD Instructional Handbook, Lead4ward, and Solution Tree instructional strategies to enhance instruction by creating aligned, rigorous, and engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.5</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 and student artifacts that show learning to determine student strengths and weaknesses of individual objectives to focus on strategies needed to improve mastery of essential learning standards for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to analyze data to design reteaching lessons and plan for spiraling of essential standards. Students will receive intervention and show mastery on essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</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 identify essential standards and academic vocabulary for instruction and assessment that will be the focus of the six weeks for students to master. Resources such as Lead4ward and Solution Tree will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction and assessment will be aligned, rigorous, and purpose driven to help us as a campus identify students in need of intervention, remediation, and enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</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 learning of essential standards. All lessons will include an extension activity which in turn will provide re-teach or small group opportunities for students that didn't master essential learning standards. Professional development will be provided to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> This will create an experience for students to deepen their conceptual understanding of essential TEKS and apply learning in multiple ways.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Hire additional teaching staff to assist in minimizing the achievement gap amongst students.</p> <p><b>Strategy's Expected Result/Impact:</b> Smaller class sizes to increase teacher and student productivity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By May 2024, all 7th and 8th grade students will increase achievement performance at the Meets and Masters level by 5% 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 but not limited to higher order thinking/questioning techniques using Blooms 2, student discourse, collaborative grouping, small group instruction. The campus will also focus on "Visible Learning" to create high yield opportunities for students to show their learning.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The instructional leadership team will both model and provide professional development on strategies to aid teachers in development of the skills on effective high yield teaching strategies and campus look-fors such as but not limited to higher order thinking/questioning techniques using Blooms 2, student discourse, collaborative grouping, small group instruction. The campus will also focus on "Visible Learning" to create high yield opportunities for students to show their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement the best practice strategies learned which will in turn create an increase in student mastery at the Tier 1 level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			







Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lamar Junior High instructional leadership team will conduct formal and informal observations to assess the implementation of campus professional development and provide actionable feedback to individual teachers and campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be seen implementing their professional learning to improve Tier 1 instruction. Teachers will see/hear of other teachers finding success while implementing best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4, 2.5</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 and 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> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By May 2024, all 7th and 8th grade students will increase academic achievement at the Approaches level by 10 % as measured by 2024 STAAR Math.

**Performance Objective 1:** Lamar Junior High will ensure that all 7th and 8th grade Math teachers are provided professional development on developing effective formative and summative assessments (district and STAAR aligned), teaching conceptually, and implement quality Tier 1 instruction.

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

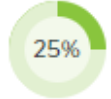



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 7th and 8th grade math teachers will be provided structures and supports on the PLC and Unit Planning Cycle to ensure Tier 1 (explicit and direct) instruction is both rigorous and aligned to essential standards.</p> <p><b>Strategy's Expected 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> Principal                      Assistant Principal                      Instructional Coaches                      Department Chairs                      Teachers</p> <p><b>Title I:</b>                      2.4, 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> Ensure 7th and 8th grade math teachers utilize Lead4ward and a variety of supplemental resources aligned with the district initiative and goals to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see an increase in Tier 1 instruction that is designed to meet the diverse needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Instructional Coaches                      Department Chairs                      Teachers</p> <p><b>Title I:</b>                      2.4</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, district and STAAR aligned, and has a writing component tied to it.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments will produce accurate data about student needs and be used to make instructional moves/decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.4</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







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

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

**Evaluation Data Sources:** Parent Communication Logs  
Community Outreach Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar Junior High will utilize various forms of communication to provide information to all stakeholders. "Telling Our Story" through multiple means and avenues including but not limited to newsletters, skylert messaging, and social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will receive pertinent information and highlights that apply to Lamar Junior High.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Counselors Teachers</p> <p><b>Title I:</b> 2.5</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 will provide parent engagement events in the Fall and Spring semesters that will be tied to improving students academics, social-emotional well being, and cultural diversity.</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders will be more equipped to support and will be more informed on best practice strategies to ensure their students success while promoting a positive relationship with our school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Site Based - Decision Making Committee Members</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incentivizing and optimizing strategies to increase the participation experience for parents, students, and staff of our school community to get involved. We will utilize various methods to increase stakeholder participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and attendance at campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Optimize various forms of communication to inform all stakeholders in areas such as academic progress, academic focus, and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders will be involved in supporting the academic/behavioral success of their child. School to home pipeline of participation will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide community outreach through professional development opportunities tied to helping families find success in supporting their child ranging from academic, behavior, and social emotional approaches. TBRI strategies will be shared with the school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and guardians will take advantage of these opportunities to further support their child. We will see an increase in participation and school to home pipeline.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify













Discontinue

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

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar Junior High will engage in a variety of activities to increase staff and student morale, including but not limited to: Theme days, staff luncheons, teacher appreciation, student celebrations, student clubs, extra curricular activities all in an effort to provide a well rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive attitudes among staff and students which will in turn translate into a positive classroom and campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All activities tied to goal number four will be vetted or discussed in leadership team and PBIS committee meetings. Feedback will be provided as guidance to support both students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> This targeted approach will increase buy in and increase participation in celebrating success. Staff will be involved in assisting with decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Department Chairs Counselors Teachers</p> <p><b>Title I:</b> 2.5</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 implement "Wellness Wednesday's" throughout the school year to push out wellness information, focus on elements of wellbeing, and create opportunities for staff to participate in wellness activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will learn about best practices and find what would apply best to continue to grow their well being.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors</p> <p><b>Title I:</b> 2.5</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lamar Junior High will provide various opportunities for students to express concerns pertaining to social and emotional areas in the school environment. This can be done through but not limited to counselor outreach and small groups, utilizing district reporting apps to receive support.</p> <p><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 safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselors            Campus Behavior Coordinator            Auxiliary Staff            Teachers</p> <p><b>Title I:</b>            2.5</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 will implement PBIS (Positive Behavior Intervention and Support/Initiative) focused on both students and staff. This will be an ongoing project to which we will utilize multiple venues to implement and educate students to find success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will understand campus behavior expectations and will receive positive reinforcement for preferred behavior presentations. We will have a decrease in office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselors            Campus Behavior Coordinator</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 has acquired a (Campus Behavior Coordinator) to provide supports to ensure our campus is meeting the needs of all stakeholders and to provide necessary interventions to ensure the social, emotional, and academic needs of students are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more tailored support to their needs. We will see a decrease in office referrals and an increase in students being able to maintain in the Tier 1 setting. Teachers will receive coaching and feedback tied to classroom management.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Campus Behavior Coordinator</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$85,366</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Lamar Junior High will acquire and implement supports provided through a consultant with a focus on the TBRI (Trust Based Relationship Intervention). The support will be tailored to the success of all stakeholders. Teachers, students, and even families will be provided opportunities to learn and implement TBRI strategies to ensure students needs are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders will be more equipped with education and strategies to build stronger relationships with the students on our campus. Teachers will be equipped to de-escalate situations at a Tier 1 level (classroom management).</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Counselors Teachers Department Chairs</p> <p><b>Title I:</b> 2.5, 4.2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Title I Personnel

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

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and Technology		\$13,068.77
1	1	2	Supplemental Personnel-Testing Coordinator		\$81,265.23
4	3	3			\$85,366.00
<b>Sub-Total</b>					\$179,700.00
<b>Budgeted Fund Source Amount</b>					\$179,700.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutors/ Extra Duty Pay/Supplemental Instructional Materials		\$15,213.00
<b>Sub-Total</b>					\$15,213.00
<b>Budgeted Fund Source Amount</b>					\$15,213.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$194,913.00
<b>Grand Total Spent</b>					\$194,913.00
<b>+/- Difference</b>					\$0.00