Lockhart Independent School District

Lockhart Junior High

2019-2020 Campus Improvement Plan

Accountability Rating: C

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Demographics

Demographics Summary

Lockhart Junior High School currently serves 1,527 students in grades 6th-8th with the expectation of increased growth throughout the school year. LJHS has seen enrollment continually increase over the past four years. LJHS has consistent growth and is considered a fast-growing school district. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students.

The campus has three student groups that reflect most of student population.
• 76.4% of our students are Hispanic
• 18.5% of our students are White
• 3.2% of our students are African-American
• 70% of our students are Economically Disadvantaged
• 25.1% of our students are English Learners

As our population increases each year, we are receiving more students who are SPED, EL and on free/reduced lunch. Our teacher demographics do not represent our student demographics, so as a campus we are developing ways for our teachers to connect to our students and have our students connect to the school.

Our attendance data has been consistently low over the past 5 years. Last year our cumulative attendance was 94.6%. LJHS will continue to make attendance a priority and put systems and incentives in to place to increase student attendance. The campus leadership team has determined a goal and will implement attendance strategies for the 2019-20 school year including incentives for students and staff.

Demographics Strengths

At Lockhart Junior High, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our EL students add cultural experiences to our school.
3. Our students are very accepting of new students regardless of race, ethnicity, or need.
4. Our staff has high expectations for themselves and our students and work hard to provide rigorous instruction for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LJHS ended the school year with a 94.6 attendance rate which is 2.4% below district expectations. **Root Cause**: We need to create a school environment where students want to be at school.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Lockhart Junior High School received the following scores:

- Student Achievement - LJHS score: 70
- School Progress - LJHS score: 72
- Closing Performance Gaps - LJHS score: 67

These scores result in LJHS receiving a 2019 Texas Accountability *Met Standard* rating, with an overall score of 71%.

On the 2019 STAAR, the following scores for all grades show the percentage at the **Approaches** level:

- Reading (6th-8th) 65%
- Math (6th-Algebra I) 78%
- Writing 53%
- Science 59%
- Social Studies 49%

On the 2019 STAAR, the following scores for all grades show the percentage at the **Meets** level:

- Reading (6th-8th) 32%
- Math (6th-Algebra I) 44%
- Writing 26%
- Science 29%
- Social Studies 21%

On the 2019 STAAR, the following scores for all grades show the percentage at the **Masters** level:

- Reading (6th-8th) 13%
- Math (6th-Algebra I) 19%
- Writing 10%
- Science 10%
- Social Studies 12%

Student Academic Achievement Strengths

Lockhart Junior High has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- High achievement on 8th grade Algebra. 100% met approaches, 100% met expectations, and 98% mastered.
- We have increased the participation in our PreAP courses across all grade levels.
- We have introduced three distinct math pathways:
  - The on-level math pathway consists of students covering on-grade level math for grades 6, 7, and 8.
  - The PreAP math pathway consist of 6th grade students covering 7th grade math TEKS, 7th graders covering 8th grade math TEKS, and 8th graders covering Algebra I TEKS.
  - The accelerated math pathway consists of 6th graders covering 8th grade TEKS, 7th graders covering Algebra I TEKS, and 8th graders covering geometry TEKS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Passing rates in STAAR reading for the 2025 graduating cohort (current 7th graders) decreased by 20% **Root Cause**: Students have one opportunity to STAAR test in 6th grade compared to two opportunities to test in 5th grade. In addition, students transitioned from receiving 120 minutes of reading instruction a day in 5th grade to receiving 55 minutes of reading instruction a day in 6th grade

Problem Statement 2: From 2018 to 2019, LJHS saw a 9 point decrease in students meeting passing standards on the 8th grade Science STAAR. **Root Cause**: Inconsistency in staffing and new-to-profession teachers, lack of professional development opportunities.

Problem Statement 3: Social Studies STAAR approaches percentages have remained consistent in the 60th percentile. **Root Cause**: Students struggle with interpreting and understanding expository texts.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Lockhart Junior High is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during twice weekly PLCs to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements.

Lockhart Junior High is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self-confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Wednesday and allows students to reflect and write critically ultimately building positive, lifelong learners. We will use RenLearn for reading and math to support individualized learning and to provide data to impact small group instruction. District checkpoints by unit (approximately every 3 weeks) will provide the teachers and campus to track student growth. PLC meetings are held after each checkpoint with administration. Teachers will keep digital data sheets to monitor their students' progress.

Instructional:

- Fundamental 5 Instructional Framework - Implemented School Wide
- Powerwalks in conjunction with Fundamental 5 to help drive good instruction in the classroom and increase academic outcomes for all students.
- 7 Mindsets- Social, Emotional, & Learning
- Use of Common Assessments (District & Campus/PLC developed)
- Individual student's performance by SE (Used to group students to appropriately guide instruction for differentiated learning.
- RenLearn - Reading data collection, instructional support and enrichment.
- RenLearn - Math data collection, instructional support and enrichment.
- Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (6-8), resource, emergent, Redirection and Life Skills.
- Will support students identified as dyslexic by providing the Wilson reading program.
- Will provide supports to GT students through PreAP classes and all teachers who are teaching PreAP have received 30-hours of GT training and/or their 6 hour update.
- Teen Leadership for all 8th grade students
- GearUp-Provides support and college readiness for this year's cohort of 7th and 8th graders and will follow them until their 1st year of college.

Curricular:

The campus will implement the instructional model to implement rigorous curricula and assessments aligned with state standards, and ensuring

weekly DuFour's PLC Meetings.
- The campus will ensure the creation of LISD Lesson Plan and Unit Plan by successfully loading plans into the Google Drive.
- The campus will implement the research-based teaching practices while utilizing the district curriculum system (TRS).
- The campus will involve teachers in the utilization of local assessments to identify disparities in instructional design.

Lockhart Junior High is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills and create a learning environment where all students and families are made to feel welcome. The environment of Lockhart Junior High is one where teachers feel supported by their teams and administration. Due to growth of our student population, two additional teaching positions, a nurse's assistant and hall monitor were added.

Personnel:

- The campus will attract and retain highly qualified teachers who are aligned to the campus vision by offering solid mentoring, PLC model which provides support and ongoing awards and recognition.
- The campus will treat faculty/staff as a valuable resource and provide professional development opportunities such as DuFour, Digital Technology, 7 Mindsets, along with district support.
- The campus will implement collaborative structures (PLCs) to guide data driven decision making regarding instructional practices and provide collegial support.
- The campus will support teacher growth (T-TESS) in the areas of planning, instruction, learning environment, and professional practice and responsibilities by providing initial training and ongoing support with goal setting meetings.

School Processes & Programs Strengths

LJHS has identified the following strengths:
• PLC Data Conferences encouraged collaboration between administration, instructional coach and teachers to plan for next steps in meeting students' needs.

• The master schedule and calendar maximized the amount of time spent on instruction.

• Master teachers and Instructional Coaches on campus provide professional development to staff.

• Administering/Monitoring RenLearn Reading and Math for all students.

• Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

• The processes and program strengths will ensure that every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices.

• The processes and program strengths will ensure there are high-quality teachers and staff in every classroom and throughout the school.

• Differentiated instruction for all learners.

• Over 20 Free Professional Development Opportunities offered to staff through IPSI and GearUp.

• Created and implemented a schoolwide discipline and PBIS plan. All staff are part of the PBIS team.

• School librarian will continue a Project Lit community which will include students, parents and community members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: LJHS parent participation is low at campus-wide events. **Root Cause**: Campus-wide events for community members have not always been offered in Spanish.

Perceptions

Perceptions Summary

Parents, teachers, staff and students at Lockhart Junior High take pride in their school. The administration, teachers, and staff have worked hard to create a safe and positive environment with a strong focus on academic excellence. At LJHS we do not just focus on STAAR scores. We also focus on individual student growth. Our commitment is to keep student success at the center of all actions and decisions. Every Student, Every Day, Whatever It Takes is our motto. With the continued growth of our campus we have effectively used all spaces on campus to meet the needs of students, families and staff.

Lockhart Junior High strives to build positive relationships with the students and families of our students. LJHS works very hard to create a learning environment that includes all family and community members. We will be offering many daytime and evening activities throughout the year such as ESL night, Math, Science and Literacy nights, and in the spring we will be offering Girls and Boys night out. There has been an increased effort to ensure parent communication through updating the website, providing paper copies in notes in both languages, sending out messages by phone, and tweeting important events on our LJHS Twitter page. The principal also has a quarterly parent meetings. We make every effort to communicate in English and Spanish.

Lockhart Junior High School discipline referral data indicates that there was a 41 percent decrease in office discipline referrals from 2018 to 2019. We are implementing a very structured discipline plan and PBIS systems to help improve student outcomes both behaviorally and academically.

Perceptions Strengths

Strengths for Lockhart Junior High include:

- We have recruited several teachers this school year and this has allowed us to create a truly diverse teaching staff that brings a wide range of skills which will contribute to rigorous classroom instruction and high expectations for all of our students.
- The LJHS staff has worked diligently to provide a smooth beginning of the year for our new students as well as our returning students.
- Implemented Positive Behavior Interventions and Support (PBIS) to teach behavior, school wide expectations, ways to be a positive influence at school, and in the community.
- Continuation of 7 Mindsets
- Increased parent communication in both English and Spanish.
- A variety of family events including Veteran's Day Celebration, Science Fair, Literacy Nights, Latino Literacy, Boy and Girls Night Out and End of Year Award's Ceremony.
- LJHS has an open door policy and welcomes parent input and questions
- This year, LHJS admin will conduct grade level meetings every 6 weeks to reiterate campus-wide behavior policies and expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LJHS ended the school year with 1,496 office discipline referrals for students not following the Code of Conduct. **Root Cause**: Lack of clear PBIS systems and Discipline expectations for students and staff.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Every student (grades 6-8) will make 1.5 years progress in Reading in 2019-2020

Performance Objective 1: During the 2019-2020 school year, 70% of students in grades 6-8 will make at least 1.5 years of growth progress in reading.

    Evaluation Data Source(s) 1: Check Points, RenLearn, and STAAR Data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.	2.4	Content administrators, campus principal, ELAR department head.	Content administrator and department chairs will monitor the quality of lesson plans and accountability for use of TEKS RS on a weekly basis. Content administrator and department chairs will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support department chairs in the implementation of the PLC process.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and submit via Google Drive after every 6-week checkpoint.	2.4	Content administrators, campus principal, department heads.	Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary. Staff will electronically submit data forms to the Google drive within a week after checkpoints are scanned with PLC to review data during PLCs. Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.	2.4, 2.6	Principal, and content administrators.	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Students will utilize RenLearn to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.	2.4, 2.6	Principal, ELAR Administrator, ELAR teachers.	Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Strategic master scheduling at the junior high which will allow us to target students to provide daily reading intervention.	2.4, 2.6	Principal, ELAR administrator, intervention teachers.	Targeted groups of students will accelerate progress in reading. Monitoring of 10% growth for each student per month of instruction in these intervention classes will be done monthly with immediate intervention to keep students on track to meet their progress goal. FUSION is targeted, strategic intervention to push students to the next level of achievement.				

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

Goal 2: Every student (grades 6-8) will make 1.5 years of progress in Math in 2019-2020

Performance Objective 1: During the 2019-2020 school year, 70% of students in grades 6-8 will make at least 1.5 years of progress in math.

    Evaluation Data Source(s) 1: Check Points, RenLearn, and STAAR Data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.	2.4, 2.5	Principal and content administrators.	Content administrator and department chairs will monitor the quality of lesson plans and accountability for use of TEKS RS on a weekly basis. Content administrator will be at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support department chairs in the implementation of the PLC process.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and submit via Google Drive.	2.4	Principal and content administrators.	Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary. Staff will electronically submit data forms to the Google drive within a week after checkpoints are scanned with PLC to review data during PLCs. Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.	2.5	Principal and content administrators.	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				
4) Students will utilize RenLearn to accelerate learning in math skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.		Campus principal, math department head.	Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction. Administration and teachers will monitor student usage monthly.				

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

Goal 3: LJHS will increase their average daily attendance rate for the 2019-2020 school year.

Performance Objective 1: Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2018-2019 school year.

    Evaluation Data Source(s) 1: ADA report

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Nov	Jan	Mar	June
1) Grade levels will be recognized weekly for outstanding attendance during Monday morning announcements.	2.4, 2.6, 3.1	Principal, Attendance Clerk	LJHS ADA will rise from 94.6% to 97%.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Students will be provided incentives to encourage meeting Attendance Challenges throughout the year. Incentives will be based on student input and will be awarded at the end of every grading period during grade-level meetings.	2.4, 2.6	Principal, Attendance Committee, Attendance Clerk	LJHS ADA will rise from 94.6% to 97%.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Provide attendance information to students through grade-level meetings, to parents and teachers through weekly newsletters.	2.4, 2.6, 3.1	Principal, Attendance Committee, Attendance Clerk	LJHS ADA will rise from 94.6% to 97%.				
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 4: LJHS will maintain a safe and positive environment for students, staff, and community stakeholders by increasing behaviors that promote learning and respectful interactions.

Performance Objective 1: LJHS will decrease negative behaviors by 20% for the 2019-2020 school year.

Evaluation Data Source(s) 1: Discipline referral data, perception surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 1) Teachers and Staff will implement, use, and monitor campus-wide PBIS for all common areas including restrooms, hallway, cafeteria, and assemblies.	2.6	All Staff	PBIS posters will be posted in all common areas throughout campus.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Teachers and staff will follow school-wide discipline plan including strategies for office versus classroom managed behavior, tiers of behavior and behavioral intervention strategies.	2.4, 2.5	All Staff	Decrease in discipline referrals that should be managed by classroom teacher.				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 3) Implementation of Social and Emotional Curriculum (7 Mindsets) to help improve the decisions students make and the actions they take on a daily basis.	2.5, 2.6	All Staff	Improved school culture and climate. Decrease in discipline referrals. 7 Mindsets lessons taught weekly. Administration will conduct walkthroughs to ensure that teachers are following the curriculum. Student survey will be used in December and at the end of the year about 7 mindsets.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Develop and implement incentives for students who display rule following behavior.	2.6	PBIS Committee	Students will receive tickets/coupons when displaying positive behaviors. Teachers will nominate Lions of the Week and 2 students, per grade level, will be selected at random for a prize. Student Climate survey at the end of the year.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Increase student access to socio-emotional support systems including, No Place for Hate, Red Ribbon Week Programming, and Domestic Violence Awareness campaigns.	2.5, 2.6, 3.1	SEL Counselor, CIS social worker, campus behavior coordinator, school counselors.	Improved school culture and climate, decrease in discipline referrals, improved self-regulation, overall social-emotional competency.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Implement the SBLE Framework with the support of The Texas School Safety Center at Texas State University	2.6, 3.1	Texas School Safety Center - Texas State University, Campus behavior coordinator, School Resource Officer.	Improved relationships between students, schools, and law-enforcement to increase safety and greater respect for authority.				
TEA Priorities Connect high school to career and college Improve low-performing schools 7) Increase opportunities for parental involvement and engagement while recognizing parental efforts through various events.	2.5, 2.6, 3.1	Principal, Communities in Schools, school counselors, PBIS Committee	Greater buy-in and participation from parents. Improved school culture and climate, decreased negative behaviors leading to discipline referrals, increase in leadership skills in students through modeling.				

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and submit via Google Drive.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Edgar Torres	Principal
Business Representative	Sarah DeShay	Business Owner
Classroom Teacher	Stefani Evans	Teacher
Classroom Teacher	Patricia Barrientos	Teacher
District-level Professional	Barry Bacom	Director of Secondary Education
Classroom Teacher	Daniel Martinez	Teacher
Community Representative	Ada Gonzalez	Social Worker
Classroom Teacher	Julia Riecss	Teacher
Non-classroom Professional	Colette Ruppert	Counselor
Classroom Teacher	Jeffrey Baker	Teacher
Classroom Teacher	Teara Duranleau	Teacher
Classroom Teacher	Graciela Osuna	Teacher
Parent	Jessica Hutchess	Parent
Parent	Derick Bryant	Parent