

Lockhart Independent School District
Lockhart Junior High
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lockhart Junior High School currently serves 1,486 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 a consistent 7.2% growth rate from the 2017-18 school year with an increase of 101 students. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and ELL students.

The campus has three student groups that reflect most of student population.

- 72% of our students are Hispanic
- 19% of our students are White
- 3% of our students are African-American
- 71% of our students are Economically Disadvantaged
- 23% of our students are English Language Learners

As our population increases each year, we are receiving more students who are SPED, ELL 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 94.9%. 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 2018-19 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 ELL 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 94.9 attendance rate which is 2.1% 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 2017-2018 school year, Lockhart Junior High School received the following scores:

- Student Achievement - LJHS score: 69
- Academic Growth- LJHS score: 69
- Student Progress - LJHS score: 72
- Closing Performance Gaps - LJHS score: 62

These scores result in LJHS receiving a 2018 Texas Accountability Met Standard rating, with an overall score of 69%.

On the 2018 STAAR, the following scores for all grades show the percentage at the Approaches level:

- Reading (6th-8th) 66%
- Math (6th-8th) 69%
- Writing 51%
- Science 66%
- Social Studies 41%

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, 99% met expectations, and 80% mastered.
- We have increased the participation in our PreAP courses across all grade levels.
- We have developed an Accelerated Math program where a small group of 6th grade students will be taught the 7th grade Pre-Algebra curriculum and they will take the 8th grade STAAR test this school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th grade STAAR progress in Reading dropped from 35% in 2017 to 26% in 2018. **Root Cause:** 2 of 3 6th grade Reading teachers who were asked not to return to LJHS this school year.

Problem Statement 2: Consistent low math scores in 7th grade. **Root Cause:** High turnover in math teachers.

Problem Statement 3: Social Studies STAAR Approaches percentages have remained consistent in the 40th percentile. **Root Cause:** 2 new to career teachers and lack of consistency in teachers throughout several school years.

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 PLC's 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 Istation for reading and DreamBox for 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. ER data meetings are held after each checkpoint with administration and instructional coach. Teachers will keep data binders to monitor their students' progress and students will use data trackers to monitor their progress throughout the school year.

Instructional:

- Strategic Instructional Model (Research Validated Content Literacy Continuum Program)- Implemented School Wide
- 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.
- IStation- Reading data collection, instructional support and enrichment.
- DreamBox-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 8th graders and will follow them until their 1st year in college.

Curricular:

- The campus will implement the instructional model to implement rigorous curricula and assessments aligned with state standards, E3 Alliance SIM, and ensuring twice 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), and SIM routines/strategies.
- The campus will involve teachers in the utilization of local assessments to reflect on weekly SE checks using "ER" process of SMARTER planning 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, SIM, 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:

- ER 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 Istation and DreamBox 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 started 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. **Root Cause:** Parents have the perception that the Junior High does not want parental involvement or that their children do not want them to be involved.

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 and teachers send out weekly newsletters. The principal also has a quarterly parent meeting called Dialogue with Davis. We make every effort to communicate in both languages.

Lockhart Junior High School referral data indicates that there was an increase in Office Discipline Referrals last year. 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 24 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, Math and Science Nights, 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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LJHS ended the school year with 1,068 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.

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 2018-2019.

Performance Objective 1: During the 2018-2019 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, I-Station, and STAAR Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All teachers will meet in Professional Learning Communities twice a week to work with Instructional coach on SIM, TEKS Resource planning, alignment, lesson planning and data.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All)	<p>Administration will monitor weekly the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administration is also required at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal via Google Drive.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All)	Admin and IC's will monitor weekly lesson plans. Staff will electronically submit ER checklist forms to the google drive within three days after checkpoints are scanned. and meet with IC's and admin to review data. Teachers will use data to spiral and reteach TEKS not mastered.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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.</p>	Principal, Assistant Principal, and Instructional Coaches	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Administration will conduct 5 Power Walks daily.</p> <p>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.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will utilize Istation 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.</p>	<p>Principal, Assistant Principal, Instructional Coaches, Teachers (All)</p>	<p>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 .1 growth for each student per month of instruction.</p> <p>Administration, IC's and teachers will monitor student usage weekly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Strategic master scheduling at the junior high which will allow us to target students to provide daily intervention. We will use FUSION classes for our Level 3 students and Intense Reading Intervention for our Level 4 students.</p>	<p>Principal, Assistant Principal, Instructional Coaches, Teachers (All), Intervention teachers</p>	<p>Targeted groups of students will accelerate progress in reading.</p> <p>Monitoring of .1 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.</p> <p>Administration, IC's and teachers will monitor student I-Station progress weekly.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Every student (grades 6-8) will make 1.5 years of progress in Math in 2018-2019.

Performance Objective 1: During the 2018-2019 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, I-Station, and STAAR Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All teachers will meet in Professional Learning Communities twice a week to work with Instructional coach on SIM, TEKS Resource planning, alignment, lesson planning and data.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All)	<p>Administration will monitor weekly the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administration is also required at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal via Google Drive.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All)	Admin and IC's will monitor weekly lesson plans. Staff will electronically submit ER checklist forms to the google drive within three days after checkpoints are scanned. and meet with IC's and admin to review data. Teachers will use data to spiral and reteach TEKS not mastered.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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.</p>	Principal, Assistant Principal, and Instructional Coaches	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Administration will conduct 5 Power Walks daily.</p> <p>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.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Students will complete Dream Box math lessons 4-5 times per week.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All)	Math teachers will monitor monthly computer Dream Box goals for each student to demonstrate expected growth. Individual student growth percentages will be 15% monthly. Teachers will assign long term lessons for students who have not mastered grade level TEKS. Administration will monitor student growth monthly.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: LJHS will increase their average daily attendance rate for the 2018-2019 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Classroom and grade levels will be recognized weekly for outstanding attendance. This will be shown by grade level and top classes and will recongized.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All), Counselors, Attendance Clerk	LJHS ADA will rise from 94.9% to 97%.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Students will be provided incentives to encourage meeting Attendance Challenges throughout the year. Incentives will be based on student input.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All), Counselors, Attendance Clerk	LJHS ADA will rise from 94.9% to 97%.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>3) Information will be shared with students and parent to explain attendance policies, procedures and regulations. This information will be shared through grade-level assemblies, daily announcements, weekly parent newsletters, Dialogue with Davis and PTO meetings.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All), Counselors, Attendance Clerk	LJHS ADA will rise from 94.9% to 97%.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Weekly/Monthly/Semester/EOY incentives for students with perfect and improved attendance.</p>	Principal, Assistant Principal, Instructional Coaches, Teachers (All), Counselors, Attendance Clerk	LJHS ADA will rise from 94.9% to 97%.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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 office discipline referrals by 50% for the 2018-2019 school year.

Evaluation Data Source(s) 1: Office Discipline Referral Data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers and Staff will use Campus-Wide PBIS for all common areas: restrooms, hallway, cafeteria, and assemblies.</p>	All Staff	Decrease in Office Discipline referrals.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>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,</p>	All Staff	Decrease in Office Discipline referrals.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will use CHAMPS for classroom expectations and will follow school-wide consequences for classroom behaviors.</p>	All Staff	<p>Teachers will consistently use the same rules/consequences with students so they know expectations and follow them, thus reducing the number of referrals.</p> <p>Monthly PD will be provided geared towards best behavior practices and supports.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Implementation of Social and Emotional Curriculum (7 Mindsets) to change the way students think about themselves, their environment and their future, and will improve the decisions they make and the actions they take throughout their lives.</p>	ALL Staff	<p>Improved school culture and climate. Decrease in Office Discipline referrals.</p> <p>7 Mindsets lessons taught every Wednesday during Lion Lab.</p> <p>Administration will conduct walkthroughs during advisory to ensure that teachers are following the curriculum.</p> <p>Student survey will be used in December and at the end of the year about 7 mindsets.</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Develop and implement Daily/Weekly/Monthly/Semester/EOY incentives for students who display rule following behavior.</p>	<p>ALL Staff (PBIS committees)</p>	<p>PBIS Incentive calendar will be developed and Implemented.</p> <p>Each teacher will name a Lion of the week and the student will have their name displayed outside the classroom. Every grade will vote on a male and female PRIDE student of the week and PRIDE staff of the week. Students will be announced on Friday during announcements and staff will be announced after school on Friday. Everyone's picture will be displayed for the week on the bulletin board at the front of the school.</p> <p>Student Climate survey at the end of the year.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue