

**Coldspring-Oakhurst CISD**  
**Lincoln Junior High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Mission: The Coldspring-Oakhurst CISD is committed to working together with students and the community to inspire excellence in academics through creating learning environments that spark creativity and develop future-ready graduates.

The mission of LJH is to model and develop an equipped Trojan with the necessary traits and skills to be a successful servant leader in life.

## Vision

Trojans First...Shaping the Future Together

At LJH, we are Moving Forward with Purpose

## Core Beliefs

Trojans:

- - 
  - 
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  -
- Tireless pursuit of excellence  
Respect and consistent collaboration  
Open communication  
Judicious in making student-centered decisions  
We hold ourselves accountable  
Nurturing learning environment

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Information: Demographics

**Total students- 2024-2025: 325**

6th grade: 99 students

7th grade: 117 students

8th grade: 109 students

2022-2023 TAPR Report Lincoln JH

Ethnic Distribution:

African American: 54 (15.6%)

Hispanic: 45 (13.0%)

White: 226 (65.1%)

American Indian: 1 (0.3%)

Asian: 2 (0.6%)

Pacific Islander: 1 (0.3%)

Two or More Races: 18 (5.2%)

Female: 168 students

Male: 179 students

Economically Disadvantaged: 201 (57.9%)

Lincoln Junior High School  
Generated by Plan4Learning.com

Non-Educationally Disadvantaged: 146 (42.1%)

Section 504 students: 26 (7.5%)

EB Student/EL: 6 (1.7%)

Dyslexia: 22 (6.3%)

Homeless: 2 (0.6%)

Title 1: 347 (100%)

At-risk 51 (14.7%)

Gifted and Talented Education: 32 (9.2%)

Special Education: 55 (15.9%)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** According to state data, there are discrepancies in demographics with sub-populations out performing larger main population (white) in tested. **Root Cause:** Focus groups: Special Education, White, African American

# Student Learning

## Student Learning Summary

Accountability ratings: Texas assigns ratings to districts and campuses that designate their performance in relation to the state's accountability system.

The overall grades are based on three domains: student achievement (how well students perform academically), school progress (how well students perform over time and compared to students in similar schools) and closing the gaps (how well schools are boosting performance for subgroups such as students with special needs).

### 2021-2022: Accountability Rating: Not Rated

Overall: 59 Not Rated

Student Achievement: 56 Not Rated

School Progress: 59 Not Rated

Closing the Gaps: 67 Not Rated

Lincoln Junior High is not rated. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall score is less than a 70.

2022-2023 data has not yet been released.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** LJH earned a Not Rated rating due to, too few students underperforming in student achievement and closing the performance gap. **Root Cause:** Curriculum rigor, Weak Tier 1 instruction, a number of teachers being new to the profession, high at-risk population and lack of parental supports.

# School Processes & Programs

## School Processes & Programs Summary

LJH uses a screener iReady at BOY, MOY, and EOY as a diagnostic to gauge student growth, as well as, various formative assessments like Mid Semester exams, TTAP, and Interim exams to drive instruction and intervention through blended learning and small group instruction to help to close gaps for our struggling and at-risk students.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: Academic Achievement:** LJH will ensure that students achieve at high academic levels and maintain high scholastic standings without socioeconomics' determining their success.

**Performance Objective 1:** In 2024-2025, All students will show academic growth on all STAAR assessments in all student accountability groups and special programs.

**High Priority**

**Evaluation Data Sources:** Universal Screeners(iReady) for Reading and Math  
Data tracking through: Mid-semester exams/Interim exams/State Assessments

| Strategy 1 Details   | Reviews                                   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1. Continued Implementation of adopted curriculum (Amplify for RLA, Eureka Math, Savvas for Science, and Lowman for Social Studies) as well as, utilizing instructional vertical alignment documents with internalizing lesson planning will be monitored and reinforced with teachers in all four core subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Dara increase in formative assessments: Mid-semester exams, STAAR assessments</p> <p>Students at Meets or Higher<br/>           6th Grade RLA 45%    6th Grade Math 40%<br/>           7th Grade RLA 40%    7th Grade Math 45%<br/>           8th Grade RLA 40%    8th Grade Math 35%    8th Grade Algebra 50%    8th Grade Social Studies 40%<br/>           8th Grade Science 40%</p> <p>Create incentive opportunities for successful lesson winners, academic STAAR Growth (grade levels)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Instructional Coaches<br/>RtI Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>           - <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>           - <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>           - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> | Formative                                 |     |     | Summative |
|  | Nov                                       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Conduct consistent monitoring of classroom instructional time by all campus leadership teams conducting walkthroughs and providing constructive and timely feedback. Weekly instructional leadership team meetings to discuss walkthrough results, weekly Team Talks (grade level) to review instructional trends/resources, Weekly CBLC meetings (department)</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Increased rigor and consistent classroom management, increased student performance on assessments, Teacher support/resources, deep data analysis, and lesson internalization</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Study disaggregated data using data analysis sheets during weekly grade level planning and CBLC's from STAAR, iReady, mid semester exams, and Interim assessments to drive instruction and implement appropriate interventions for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: increase teacher effectiveness in using data, increase student performance on assessments: Mid semester exams, BOY/MOY/EOY assessments, Interim Assessments, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Instructional Coaches<br/>RtI Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>  | Formative |     |     | Summative |
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| Strategy 4 Details  | Reviews   |     |     |           |
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| <p><b>Strategy 4:</b> Continue to implement an embedded enrichment time period for personalized targeted interventions for students that did not reach APPROACHES or did not take STAAR test(s) the previous school year (HB 1416 Compliance).</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Increase in Mid semester exams and State Assessment results. LJH uses Universal Screener iReady at BOY, MOY, and EOY as a diagnostic to gauge student growth. We also use Apex diagnostics, formative assessments such as Interim and TTAP exams, for data collection, blended learning and small group instruction to help to close gaps for our struggling and at-risk students.</p> <p>Math/Reading Enrichment Classes scheduled for students<br/>RTI Small Group pullout groups assigned</p> <p>Impact:<br/>Students at Meets or Higher<br/>6th Grade RLA 45%    6th Grade Math 40%<br/>7th Grade RLA 40%    7th Grade Math 45%<br/>8th Grade RLA 40%    8th Grade Math 35%    8th Grade Algebra 50%    8th Grade Social Studies 40%<br/>8th Grade Science 40%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Instructional Coaches<br/>RTI Specialist<br/>Classroom Teachers<br/>Paraprofessionals</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> | Formative |     |     | Summative |
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| Strategy 5 Details  | Reviews            |     |     |           |
|---|--------------------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Continue to implement RTI pull-outs and in-class support with personalized targeted interventions for students that display academic deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Increase in mid semester exams, Interim exams, and State Assessment results</p> <p>Students at Meets or Higher<br/>         6th Grade RLA 45%    6th Grade Math 40%<br/>         7th Grade RLA 40%    7th Grade Math 45%<br/>         8th Grade RLA 40%    8th Grade Math 35%    8th Grade Algebra 50%    8th Grade Social Studies 40%<br/>         8th Grade Science 40%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>         Classroom Teachers<br/>         RTI Specialist</p> <p><b>Title I:</b><br/>         2.4, 2.5, 2.6<br/>         - <b>TEA Priorities:</b><br/>         Build a foundation of reading and math, Improve low-performing schools<br/>         - <b>ESF Levers:</b><br/>         Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br/>         - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> | Formative          |     |     | Summative |
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**Goal 2: Community Engagement & Open Communications:** LJH will improve parent and family engagement through effective communication and developing partnerships.


**Performance Objective 1:** During the 2024-2025 school year LJH staff will work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. Promote and communicate campus opportunities for community/parent engagement at Lincoln Jr. High.


**Evaluation Data Sources:** Communicate through Monthly Parent Newsletters, Reminds, teacher parent contact logs, Curriculum Sign in Sheets

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Maintain district volunteer program to assist community members in serving all campuses, providing a local partnership for a campus mentoring program, and continue events such as curriculum nights, coffee with the counselor, GEAR UP engagement events, and school to career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Curriculum/Parent Involvement Nights: Art Shows in the Fall and Spring, Science Fair in Spring, Math Curriculum Night, Gear Up Opportunities, Extra-Curricular Opportunities for involvement (Student Council events, UIL Theater, Athletics)<br/>Develop a Parental Involvement Committee</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Campus Counselor<br/>GEAR UP Coordinator</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Open lines of communication with parents through parent/teacher contact or conferences for positive behavior and academic progress (2 (every 3 week) progress reports Ascender Parent Portal, 9 week report cards,) In addition parents will stay informed on school events/announcements and semester award ceremonies via monthly campus newsletters and Remind 101 app.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Positive School culture/climate and more engagement/opportunities for parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Campus Counselor<br/>PEIMS Clerk<br/>Classroom Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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|  |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 2: Community Engagement & Open Communications:** LJH will improve parent and family engagement through effective communication and developing partnerships.

**Performance Objective 2:** LJH will work to maintain a campus attendance rate of 95% or better by making consistent parent contacts when students have excessive absences and providing incentive opportunities for students/grade levels to boost attendance rates.

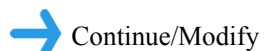
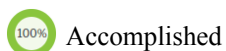
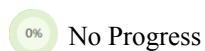
**High Priority**

**Evaluation Data Sources:** Incentive Challenges per grading period between all grade levels (6-8)

Weekly attendance meetings with campus committee

Attendance letters sent home frequently to prevent truancy/summer school/retention

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Inform parents of attendance policies and required documentation for absences, as well as, continued contact by campus administration or designee regarding "excessive" absences for their child(ren). Campus Attendance committee will meet weekly to review student absences and document excessive absences.</p> <p>*Student Handbooks<br/>*Parent Portal<br/>*Weekly Attendance Letters<br/>*Campus Communication</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Increased student attendance each nine weeks, semester, year which will result in increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal<br/>PEIMS Clerk</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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**Goal 3:** Safe & Orderly School Community: LJH will foster a positive, safe and drug free learning environment that supports academic achievement.

**Performance Objective 1:** In 2024-2025 Lincoln Jr. High will implement new procedures, programs, and systems for structured expectations, more consistent discipline, and an overall decrease in student incidents.

**Evaluation Data Sources:** Ascender Discipline data, Grade-Level Data reports/ Observations, Program/system data/Counseling center usage

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Reconstruct a campus matrix (through a campus discipline committee) and implement systems to reduce referrals that include a set of expectations for students and teachers to include:</p> <p>Tardies/Dress code trackers<br/>                     Bathroom Usage (5/5 rule)<br/>                     Bus Etiquette<br/>                     Before/After school procedures (safe entry, cafeteria, gym)<br/>                     Hallway procedures (passing periods, warning bells, commons areas)<br/>                     Classroom Management techniques<br/>                     Technology checkout/use<br/>                     Cell phone policy<br/>                     Vape Policy<br/>                     After School/Lunch Detention<br/>                     ISS Policies</p> <p><b>Strategy's Expected Result/Impact:</b> Result: decrease student behavior and out of classroom placements to increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>                     Teachers</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Results Driven Accountability</b></p> | Formative |     |     | Summative |
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| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Implement systems for safe reporting throughout campus programs such as Bark Alerts and Anonymous Alerts Reporting</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in campus morale, decrease in student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Campus Counselor<br/>Technology Director</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Continue to implement safety programs across the campus for emergency procedures and student/staff safety</p> <p>*Red Ribbon Week for students to pledge to be drug free</p> <p>*Utilize drug dogs to maintain a drug-free campus.</p> <p>* Implement the districts threat assessment team policy and procedures</p> <p>* Continue to train all staff and students on Stop the Bleed.</p> <p>* Train students on "See something, Say something!</p> <p>* Follow the Crisis Management Plan for emergencies</p> <p>*Conduct monthly drill procedures and debrief each drill</p> <p><b>Strategy's Expected Result/Impact:</b> Result: decrease student behavior and out of classroom placements to increase student performance</p> <p>Impact:</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police<br/>Campus Administration<br/>Campus Counselor</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> Create campus wide behavioral expectations through our Trojan Pride initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> CREW model implemented in each classroom, Trojan Pride strategies (Social contracts)<br/>Improved classroom/campus wide behavior, decrease in disciplinary referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>SEL Specialist<br/>Classroom teachers</p> <p><b>Title I:</b><br/>2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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| <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:** Human Capital: LJH will actively recruit, retain & train fully certified and effective staff, as well as provide sustained high quality professional development.





**Performance Objective 1:** In the 2024-2025 school year, Lincoln Jr. High will continue the practice of good hiring practices and coordinate professional development to ensure 100% of the teachers at Lincoln Junior High will be highly qualified/state certified.

**High Priority**

**Evaluation Data Sources:** Review of Exit Interviews/mentor logs, newsletters, agendas, TTESS evaluations  
Satisfactory completion or work towards certificate process for all DOI employees

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create monthly PD, schedule weekly Team Talks (grade level meetings), reserved Curriculum Based Learning Communities (CBLC) time, send weekly Bulletins &amp; emails to staff on a regular basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: More teachers remain at LJH. Teacher Feedback. Planned, collaborative instruction, higher TTESS evaluations<br/>Teacher Self- Reflections</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Utilize weekly walk-throughs and evaluations (TTESS and TIA) to provide feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Result: More teachers remain at LJH. Teacher Feedback. Planned, collaborative instruction.<br/>Teacher Self- Reflections<br/>Increase in TTESS evaluations, teachers have opportunity to receive TIA designations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Instructional coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue


**Goal 5:** Efficient & Effective Operations: LJH will ensure fiscal responsibility through sound and transparent practices with our financial resources.


**Performance Objective 1:** In 2024-2025 Lincoln Jr. High will develop systemic reward programs that target and celebrate growth of staff and students achievement. Assure budgets, spending and professional developments are for the benefit of students.

**Evaluation Data Sources:** Walk-through/Annual Audits/ Central Office Oversight

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Develop campus level attendance incentive program to increase student attendance to at least 95%. Teacher Incentive Allotment (TIA) to improve teacher attendance.<br/>                     *Campus grade level challenges to celebrate winning cohort with highest attendance rates each grading period<br/>                     *Semester challenge for students with top percentages</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Nine Weeks Attendance Reports; TAPR, Reflection in student performance. Campus reports, district PEIMS submission. State assessment results and higher campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>                     Business Manager<br/>                     Superintendent</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Implement consistent recognition: Staff member awards, Campus spotlight students</p> <p><b>Strategy's Expected Result/Impact:</b> Result: Nine Weeks Attendance Reports; TAPR, Reflection in student performance. Campus reports, district PEIMS submission. State Assessment Results and higher campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>                     Campus Counselor</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







**Goal 6:** Responsive to student needs: Safeguard social-emotional learning to ensure that students develop and build skills as it pertains to managing emotions, establishing and maintaining relationships, making sound/responsible decisions, and promote SEL for overall student well-being

**Performance Objective 1:** In 2024-2025 Lincoln Jr. High will implement Social emotional learning opportunities to ensure the overall well being our student population regardless of socioeconomic status.

**Evaluation Data Sources:** Campus presentations, Google Classroom assignments, Counseling center sign ups

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide various programs/presentations for students such as suicide prevention, anti-bullying, and "Youth Equipped to Succeed"</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's Social emotional learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Campus Counselor</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Implement Tier 1 SEL Instruction: "Monday Minutes" through first period classes each week with the WhyTry Program, Lunch Bunch groups</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student social emotional learning which in turn will increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor<br/>Campus Administration<br/>SEL &amp; Behavioral Specialist</p> <p><b>Title I:</b><br/>2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Offer Tier 3 SEL instruction for referred students and families through MD Live (8th grade students) and TCHAT (6th-7th grade students) in our campus counseling center.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student social emotional learning which in turn will increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor<br/>GEAR UP Coordinator</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | 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>   |           |     |     |           |

# State Compensatory

## Budget for Lincoln Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

|  |
|--|
|  |
|--|

## Personnel for Lincoln Junior High School

| <u>Name</u>    | <u>Position</u>                  | <u>FTE</u> |
|----------------|----------------------------------|------------|
| James Smith    | Instructional Content Specialist | 1          |
| Thomas Boucher | Instructional Content Specialist | 1          |

# Title I

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Principal (C. Robison)

Assistant Principal (B.Keel)

Campus Counselor (K. Eubanks-Harris)

Campus teachers (C. Rickman/A. Vandver-Wright)

Parents (S. Sanchez/H. Wisenbaker)

Community Members (B. Shields/D. Williams)

Business Owners (R. Franklin/I. Bishop/Jillian K.)

# Title I Personnel

| <u>Name</u>     | <u>Position</u>             | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------------------|----------------|------------|
| Jennifer LaBlue | RTI/Data Specialist/Teacher | Rti            | 1          |

# Campus Administrator

| <b>Committee Role</b> | <b>Name</b>      | <b>Position</b>     |
|-----------------------|------------------|---------------------|
| Adminsitrator         | Brandi Keel      | Assistant Principal |
| Administrator         | Courtney Robison | Principal           |

# Campus Improvement Committee

| <b>Committee Role</b>    | <b>Name</b>             | <b>Position</b>     |
|--------------------------|-------------------------|---------------------|
| Business Representative  | Jillian Foderaro        | Business Owner      |
| Business Representative  | Rosie Franklin          | Business Owner      |
| Community Representative | Bruce Shields           | Community Member    |
| Community Representative | Damarcus Williams       | Community Member    |
| Parent                   | Heather Wisenbaker      | Parent              |
| Classroom Teacher        | Angela Vandver-Wright   | Classroom Teacher   |
| Parent                   | Shelly Sanchez          | Parent              |
| Classroom Teacher        | Carrie Rickman          | Teacher             |
| Administrator            | Courtney Robison        | Principal           |
| Business Representative  | Ila Bishop              | Business Owner      |
| Counselor                | Kimberly Harris-Eubanks | Counselor           |
| Administrator            | Brandice Keel           | Assistant Principal |