Coldspring-Oakhurst CISD

Lincoln Junior High School

2025-2026 Campus Improvement Plan

Accountability Rating: F



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 enviornments 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

Value Statement

Trojans:

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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Information: Demographics 4
Student Learning 6
School Processes & Programs 7
Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 9
Goals 11
Goal 1: Academic Achievement: LJH will ensure that students achieve at high academic levels and maintain high scholastic standings without socioeconomics' determining their success. 11
Goal 2: Community Engagement & Open Communications: LJH will improve parent and family engagement through effective communication and developing partnerships. 15
Goal 3: Safe & Orderly School Community: LJH will foster a positive, safe and drug free learning environment that supports academic achievement. 18
Goal 4: Human Capital: LJH will actively recruit, retain & train fully certified and effective staff, as well as provide sustained high quality professional development. 21
Goal 5: Efficient & Effective Operations: LJH will ensure fiscal responsibility through sound and transparent practices with our financial resources. 23
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 24
State Compensatory 26
Budget for Lincoln Junior High School 26
Personnel for Lincoln Junior High School 26
Title I 27
Title I Personnel 28
Campus Administrator 29
Campus Improvement Committee 30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information: Demographics

Total students- 2025-2026: 351

6th grade: 131 students

7th grade: 114 students

8th grade: 105 students

2023-2024 TAPR Report Lincoln JH

Ethnic Distribution:

African American: 46 (14.1%)

Hispanic: 45 (13.8%)

White: 209 (63.9%)

American Indian: 0 (0.0%)

Asian: 1 (0.3%)

Pacific Islander: 0 (0.0%)

Two or More Races: 26 (8.0%)

Female: 162 students

Male: 165 students

Economically Disadvantaged: 224 (68.5%)

Non-Educationally Disadvantaged: 103 (31.5%)

Section 504 students: 24 (7.3%)

EB Student/EL: 6 (1.8%)

Dyslexia: 31 (9.5%)

Homeless: 5 (1.5%)

Title 1: 326 (99.7%)

At-risk 162 (49.5%)

Gifted and Talented Education: 35 (10.7%)

Special Education: 66 (20.2%)

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).

2024-2025: Accountability Rating: F

Overall: 59 F

Student Achievement: 57 F

School Progress: 58 F

Closing the Gaps: 69 D

Problem Statements Identifying Student Learning Needs

Problem Statement 1: LJH earned an F rating due to, too few students underperforming in student achievement and closing the performance gap.
Root Cause: Curriculum rigor, Weak Tier 1 instruction, lack of HQIM in mathematics, turnover in tested subjects, 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, module and topic 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
- 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

- 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
- 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 2025-2026, 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1. Continued implementation of adopted curriculum (Amplify for RLA, Bluebonnet 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.				
Strategy's Expected Result/Impact: Result: Data increase in formative assessments: Mid-semester exams, STAAR assessments Students at Meets or Higher 6th Grade RLA 55% 6th Grade Math 30% 7th Grade RLA 45% 7th Grade Math 25% 8th Grade RLA 40% 8th Grade Math 35% 8th Grade Algebra 60% 8th Grade Social Studies 30% 8th Grade Science 40% Create incentive opportunities for successful lesson winners, academic STAAR Growth (grade levels) **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches RtI Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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 Cluster meetings to review instructional trends and provide targeted professional development, daily CBLC meetings for math and reading. **Strategy's Expected Result/Impact:** Result: Increased rigor and consistent classroom management, increased student performance on assessments, Teacher support/resources, deep data analysis, and lesson internalization **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Result: increase teacher effectiveness in using data, increase student performance on assessments: Mid semester exams, BOY/MOY/EOY assessments, STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches RtI Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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). **Strategy's Expected Result/Impact:** 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 formative assessments such as topic and module exams, for data collection, blended learning and small group instruction to help to close gaps for our struggling and at-risk students. Math/Reading Enrichment Classes scheduled for students Impact: Students at Meets or Higher 6th Grade RLA 55% 6th Grade Math 30% 7th Grade RLA 45% 7th Grade Math 25% 8th Grade RLA 40% 8th Grade Math 35% 8th Grade Algebra 60% 8th Grade Social Studies 30% 8th Grade Science 40% **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches RTI Specialist Classroom Teachers Paraprofessionals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to implement in-class support and learning labs with personalized targeted interventions for students that display academic deficiencies. **Strategy's Expected Result/Impact:** Result: Increase in mid semester exams, and State Assessment results Students at Meets or Higher 6th Grade RLA 55% 6th Grade Math 30% 7th Grade RLA 45% 7th Grade Math 25% 8th Grade RLA 40% 8th Grade Math 35% 8th Grade Algebra 60% 8th Grade Social Studies 30% 8th Grade Science 40% **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers RTI Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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 1: During the 2025-2026 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase Curriculum/Parent Involvement Nights: Art Shows in the Fall and Spring, Science Fair in Spring, Curriculum nights, Gear Up Opportunities, Extra-Curricular Opportunities for involvement (Student Council events, UIL Theater, Athletics) Develop a Parental Involvement Committee **Staff Responsible for Monitoring:** Campus Administration Campus Counselor GEAR UP Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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 app. **Strategy's Expected Result/Impact:** Result: Positive School culture/climate and more engagement/opportunities for parents **Staff Responsible for Monitoring:** Campus Administration Campus Counselor PEIMS Clerk Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 Truancy committee will meet weekly to review student absences and document excessive absences. Campus attendance committee will plan celebrations for students who are meeting the "Strive for Five" goal. *Student Handbooks *Parent Portal *Weekly Attendance Letters *Campus Communication **Strategy's Expected Result/Impact:** Result: Increased student attendance each nine weeks, semester, year which will result in increased student performance **Staff Responsible for Monitoring:** Principal PEIMS Clerk Attendance Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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 2025-2026 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reconstruct a campus matrix designed for secondary students (through a campus discipline committee) and implement systems to reduce referrals that include a set of expectations for students and teachers to include: Tardies/Dress code trackers Bathroom Usage Bus Etiquette Before/After school procedures (safe entry, cafeteria, gym) Hallway procedures (passing periods, warning bells, commons areas) Classroom Management techniques Technology checkout/use Cell phone policy Vape Policy After School/Lunch Detention ISS Policies Trojan Pride Posters **Strategy's Expected Result/Impact:** Result: decrease student behavior and out of classroom placements to increase student performance **Staff Responsible for Monitoring:** Campus Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement systems for safe reporting throughout campus programs such as Anonymous Alerts Reporting and online monitoring systems such as Go Guardian. **Strategy's Expected Result/Impact:** Increase in campus morale, decrease in student behavior **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Technology Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement safety programs across the campus for emergency procedures and student/staff safety *Red Ribbon Week for students to pledge to be drug free *Utilize drug dogs to maintain a drug-free campus. * Implement the districts threat assessment team policy and procedures * Continue to train all staff and students on Stop the Bleed. * Train students on "See something, Say something! * Follow the Crisis Management Plan for emergencies *Conduct monthly drill procedures and debrief each drill **Strategy's Expected Result/Impact:** Result: decrease student behavior and out of classroom placements to increase student performance Impact: **Staff Responsible for Monitoring:** Chief of Police Campus Administration Campus Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Create campus wide behavioral expectations through our Trojan Pride initiative. **Strategy's Expected Result/Impact:** CREW model implemented in each classroom, Trojan Pride strategies (Social contracts) Improved classroom/campus wide behavior, decrease in disciplinary referrals **Staff Responsible for Monitoring:** Campus Administration Classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2025-2026 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create monthly PD, weekly Cluster meetings, reserved Curriculum Based Learning Communities (CBLC) time, send weekly newsletters & emails to staff on a regular basis. **Strategy's Expected Result/Impact:** Result: More teachers remain at LJH. Teacher Feedback. Planned, collaborative instruction, higher TTESS evaluations Teacher Self- Reflections **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize weekly walk-throughs and evaluations (TTESS and TIA) to provide feedback to teachers. **Strategy's Expected Result/Impact:** Result: More teachers remain at LJH. Teacher Feedback. Planned, collaborative instruction. Teacher Self- Reflections Increase in TTESS evaluations, teachers have opportunity to receive TIA designations **Staff Responsible for Monitoring:** Campus Administration Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 2025-2026 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop campus level attendance incentive program to increase student attendance to at least 95%. Teacher Incentive Allotment (TIA) to improve teacher attendance. *Campus grade level challenges to celebrate winning cohort with highest attendance rates each semester *Semester challenge for students with top percentages **Strategy's Expected Result/Impact:** Result: Nine Weeks Attendance Reports; TAPR, Reflection in student performance. Campus reports, district PEIMS submission. State assessment results and higher campus morale. **Staff Responsible for Monitoring:** Campus Administrators, PEIMS Business Manager Superintendent **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement consistent recognition: Staff member awards, Campus spotlight students **Strategy's Expected Result/Impact:** Result: Nine Weeks Attendance Reports; TAPR, Reflection in student performance. Campus reports, district PEIMS submission. State Assessment Results and higher campus morale. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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 2025-2026 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide various programs/presentations for students such as suicide prevention, anti-bullying, and "Youth Equipped to Succeed" **Strategy's Expected Result/Impact:** Increase student's social emotional learning **Staff Responsible for Monitoring:** Campus Administration Campus Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Tier 1 SEL Instruction **Strategy's Expected Result/Impact:** Increased student social emotional learning which in turn will increase student performance **Staff Responsible for Monitoring:** Campus Counselor Campus Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer Tier 3 SEL instruction for referred students and families through TCHATT in our campus counseling center. **Strategy's Expected Result/Impact:** Increased student social emotional learning which in turn will increase student performance **Staff Responsible for Monitoring:** Campus Counselor GEAR UP Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Name	Position	FTE
Jennifer Lablue	Instructional Content Specialist	1
Thomas Boucher	Instructional Content Specialist	1

Title I

Title I Personnel

Name	Position	Program	FTE
Jennifer LaBlue	RTI/Data Specialist/Teacher	Rti	1

Campus Administrator

Committee Role	Name	Position
Administrator	Bryan Taulton	Superintendent
Administrator	Brandice Keel	Principal Apprentice
Administrator	Elizabeth Klammer	Principal in Residence/Asst Superintendent

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Jennifer Lablue	Instructional Coach
Community Member	Shawn Rhoden	Community Member
Community Member	Linda Currie	Community Member
Classroom Teacher	Cassandra Strong	Classroom Teacher
Classroom Teacher	Thomas Boucher	Instructional Coach
Administrator	Elizabeth Klammer	Principal in Residence/Asst. Sup
Administrator	Brandice Keel	Principal Apprentice
Business Representative	Jillian Foderaro	Business Owner
Business Representative	Rosie Franklin	Business Owner
Parent	Heather Wisenbaker	Parent
Parent	Shelly Sanchez	Parent
Classroom Teacher	Carrie Rickman	Teacher
Business Representative	Ila Bishop	Business Owner