

La Vernia Junior High



LA VERNIA INDEPENDENT SCHOOL DISTRICT

Junior High Campus Snapshot

Enrollment • Demographics • Student Programs

836

Total Students

271

6th Grade

287

7th Grade

278

8th Grade

Demographics	Number of Students	% of Students
Hispanic/Latino	301	36%
White	497	59%
African American	8	1%
Asian	1	.01%
American Indian/Alaska Native	3	.3%
Native Hawaiian Pacific Islander	0	0%
Two or More Races	26	3%

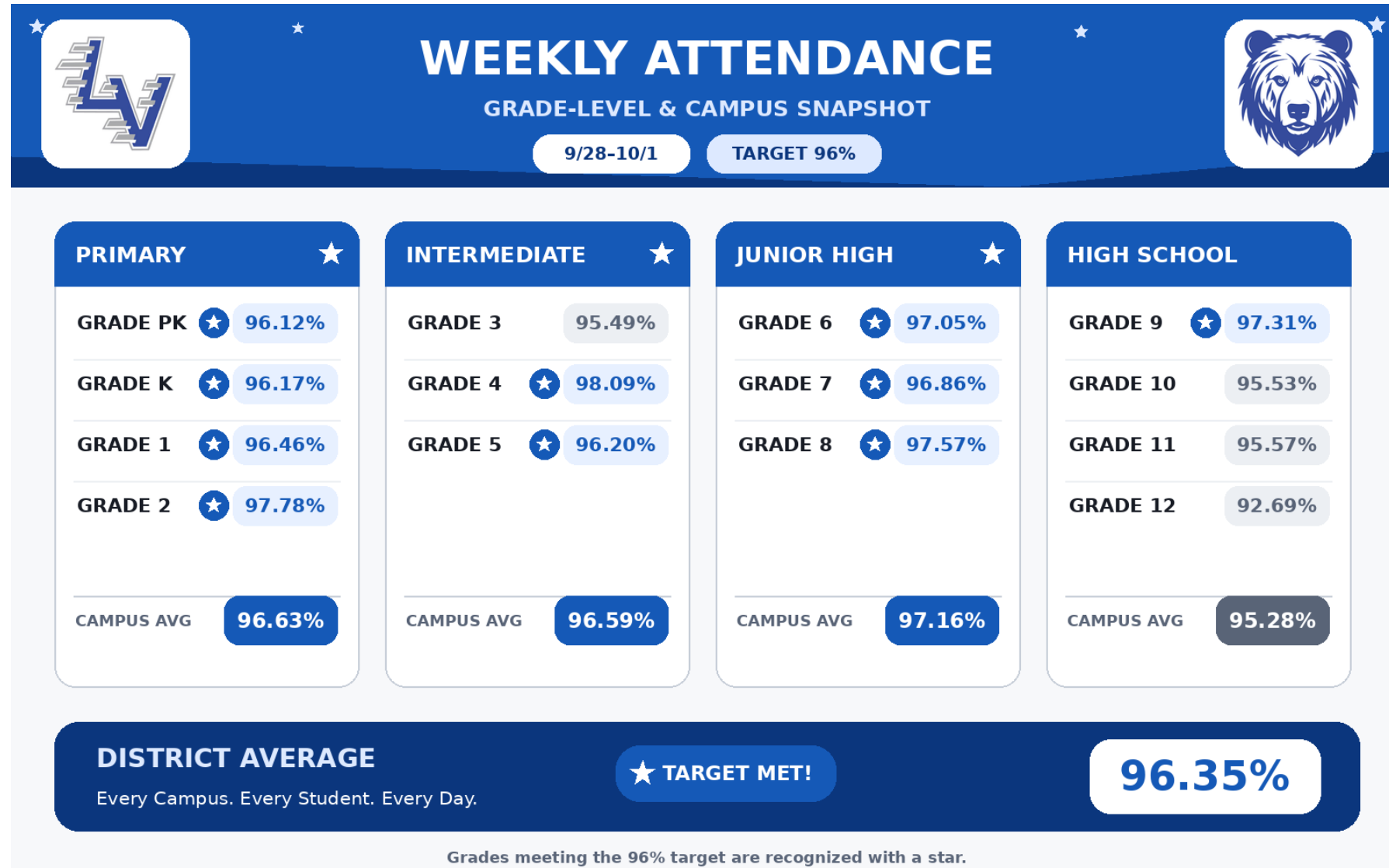
Student Programs	Number of Students	% of Students
Economically Disadvantaged	260	30%
Emergent Bilingual	31	4%
Special Education	171	20%
Section 504	100	8%
Gifted & Talented	101	12%
At-Risk	273	33%

Changes in Selected Special Populations from 25/26 - 26/27 School Year
+ 7 Special Education Students
+14 Eco Dis Students
+12 At Risk Students

2026 STAAR Accountability Rating

	Scaled Score	Rating	Proportion of Overall Rating
Overall	80	B	
Student Achievement	84	B	70%
STAAR Performance	84		
School Progress	75	C	0%
Academic Growth	75	C	
Relative Performance (Eco. Dis. 27.4%)	66	D	
Closing the Gaps	70	C	30%

2026 Attendance Averages - JH Bears Are Coming To School!



2026 STAAR Data-Domain 1: Student Achievement

Ratings in this domain are based on how many students are Approaching, Meeting, and Mastering grade level STAAR

Math	Approaches (37%, 41%, 38%)	Meets (58%, 54%, 54%)	Masters (79%, 80%, 77%)
6th Grade	83%	53%	26%
7th Grade	40%	18%	1%
8th Grade	79%	51%	11%
Campus	77%	52%	18%

S1.2 LVJH will improve Mathematics performance from 52% to 57% at Meets Grade Level and 18% to 23% at Masters Grade Level.

Reading	Approaches (39%, 42%, 36%)	Meets (55%, 57%, 55%)	Masters (73%, 77%, 73%)
6th Grade	81%	56%	27%
7th Grade	83%	54%	28%
8th Grade	87%	68%	35%
Campus	84%	61%	32%

S1.1 LVJH will improve RLA performance from 61% to 66% at Meets Grade Level and from 32% to 35% at Masters Grade Level.

Social Studies	Approaches (45%)	Meets (63%)	Masters (76%)
8th Grade	68%	36%	13%

S1.2 LVJH will improve Social Studies performance from 36% to 41% at Meets Grade Level and 13% to 18% at Masters Grade Level.

Science	Approaches (40%)	Meets (57%)	Masters (74%)
8th Grade	84%	64%	27%

S1.2 LVJH will improve Science performance from 64% to 69% at Meets Grade Level and 27% to 32% at Masters Grade Level.

What Does The Data Tell Us?

Comparisons With The Region

- LVJH is one of the largest populated campuses along with Floresville
- Traditionally competing with Poth & Jourdanton as comparison schools
- Still holding second in numerous categories
- Slide in Math across region & state (leading to goal development)

Direction Based Off Last Year's STAAR Data Analysis

- Math
- Low Socioeconomic
- At Risk
- Special Ed

Direction Based Off This Year's BOY Data Analysis

- On a solid starting point
- BOY Data used to create MTSS Intervention Groups

ESC 20

La Vernia

Poth

Jourdanton

Pleasanton

Stockdale

Floresville

BOY MAP Student Achievement Data

	RED 1st-20th Percentile	ORANGE 21st-40th Percentile	YELLOW 41st-60th Percentile	GREEN 61st-80th Percentile	BLUE >80th Percentile
MATH	RED	ORANGE	YELLOW	GREEN	BLUE
All Students	12%	22%	22%	25%	19%
6th Grade	9%	20%	24%	25%	22%
7th Grade	11%	19%	18%	25%	27%
8th Grade	19%	32%	26%	22%	1%
READING	RED	ORANGE	YELLOW	GREEN	BLUE
All Students	9%	16%	26%	32%	17%
6th Grade	8%	13%	30%	32%	17%
7th Grade	10%	15%	26%	33%	16%
8th Grade	10%	21%	22%	31%	16%
SCIENCE	RED	ORANGE	YELLOW	GREEN	BLUE
All Students	9%	14%	19%	27%	31%
6th Grade	9%	12%	20%	24%	35%
7th Grade	10%	10%	21%	30%	29%
8th Grade	9%	20%	17%	25%	29%

Overall Current Campus Summary

Grade	 Academics	 Attendance	 Behavior
6th (271)	41% Excelling  26% On Track 21% At Risk  12% Critical	77% Excelling  15% On Track 7% At Risk  Critical- (one student)	86% Excelling 7% At Risk  7% Critical
7th (287)	56% Excelling  25% On Track 14% At Risk  6% Critical	73% Excelling  17% On Track 8% At Risk  2% Critical	86% Excelling 9% At Risk  5% Critical
8th (278)	53% Excelling  25% On Track 15% At Risk  7% Critical	73% Excelling  21% On Track 5% At Risk  1% Critical	87% Excelling 8% At Risk  5% Critical
SCALE	<i>Excelling: lowest grade is A or B</i>  On Track: lowest grade is a C <i>At Risk: lowest grade is a D</i>  Critical: lowest grade is an F	<i>Excelling: 95% or higher present</i>  On Track: 90-94% present <i>At Risk: 80-89% present</i>  Critical: less than 80% present	<i>Excelling: 0 incidents (major/minor)</i>  On Track: 1 incident (major/minor) <i>At Risk: 2-3 incidents (major/minor)</i>  Critical: 4 or more incidents (major/minor)

So How Does That Develop Our Campus Goals?

2026-2027 Goals for La Vernia Junior High

Goal #1 - Analyze and develop interventions to address student gaps within the Math Curriculum across the campus.

How? - Continual Analyzation of Assessment Data (BOY/MOY, Classroom Assessments, MTSS Progression)

Goal #2 - Address learning gaps of our Low Socioeconomic/At Risk Students to ensure 1 year worth of growth (Accountability Points)

How?

- Continual Analyzation of Assessment Data (BOY/MOY, Classroom Assessments)
- Intentional MTSS Intervention (PLCs, Instructional & Admin weekly meetings)
- Tier III MTSS - Intense small group setting to drill down specific learning deficiencies

How Do We Work Towards Our Goals?

Dual Approach

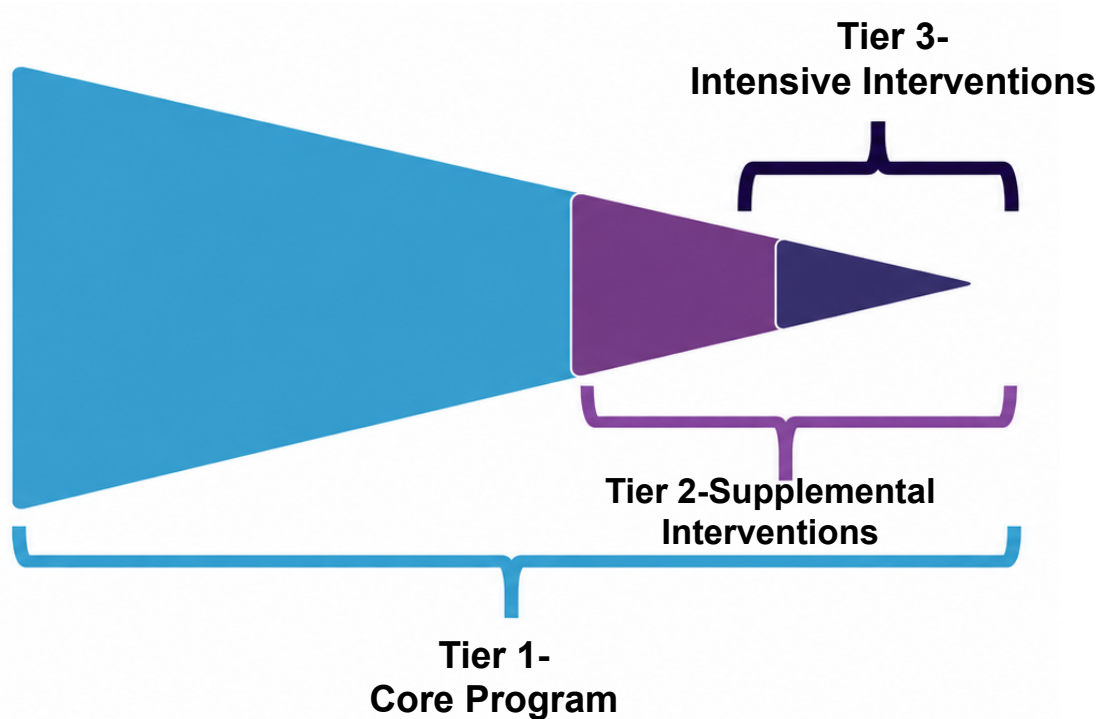
MTSS - Multi Tiered Systems of Support

- Intervention program that has evolved over the years. (Intervention **to** RTI (Response to Intervention) **to** MTSS)
- A systematic way to approach student intervention through continual discussions, tracking, and analyzing data points
 - Includes all areas of being a student in LVISD (Academic, Behavioral, and Social)

Shift The Culture of Student Success

- Renewed expectations and a realistic look at what our students are producing. Does that align with our goals?
- Are our students truly acquiring and developing the skills to be successful not only in high school but college as well?

MTSS Academic



Intervention Grouping & Schedule
Initial data is pulled from BOY Assessments, STAAR Results, and Prior Year Academic Progress
PLCs discuss student groupings for MTSS
Admin Team & Instructional Team place students into MTSS Tiers (Specific for student and teacher)
MTSS is every Tuesday and Thursday within its own 40 minute period

PLC

Campus Collaboration

What is it?

An opportunity for our staff to meet with academic teams to discuss:

- Lesson content (TEKs)
- Lesson sequence (Frameworks)
- Testing Data
- **Student trends (Specific to the individual)**

How Does Contribute to Campus Success

- Brings instructional consistency to the campus
- Allows for constant communication between staff and leadership team (Data, Direction, Modification)
- Promotes discussions on each and every student we have on campus within the realm of MTSS (Academic, Behavioral, Social)

How Does MTSS Work At The Junior High?

MTSS activities are created based on TEKs that data shows our students tend to struggle with and need additional practice

Assessment Data will continue to be added to the MTSS Master Spreadsheet and tracked

Admin, Instructional Coaches, and Teachers in PLCs will continue conversations on monitoring MTSS progression

Students can move MTSS Tiers as they show growth or regression based on data collection

C	D	E	F	G	H	I	J	K	L	M
				6th Math	6th RLA					
GT	SPED	ECO DIS	EB	STAAR	STAAR	Math Course	Math Teacher	RLA Teacher	Teacher Notes:	MTSS
No	No	No	No	60%	51.79%	Honors	Jenner, Amanda	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	No	No	40%	51.79%	On-Level	Ferrier, Stephen	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	No	No	67%	51.79%	Honors	Jenner, Amanda	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	No	No	51%	51.79%	Honors	Jenner, Amanda	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	No	No	72%	51.79%	Honors	Jenner, Amanda	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	Yes	Yes	56%	51.79%	Honors	Jenner, Amanda	Jacobs, Brittany	MTSS RLA	BJacobs
No	Yes	No	No	40%	53.57%	On-Level	Ferrier, Stephen	Jacobs, Brittany	MTSS RLA	BJacobs
No	No	Yes	Yes	37%	42.86%	On-Level	Ferrier, Stephen	Hydock, Heaven	EB	De Leon
No	No	Yes	Yes	74%	48.21%	Honors	Ferrier, Stephen	Jacobs, Brittany	EB	De Leon
No	Yes	Yes	No	28%	17.86%	Resource	Dye, Dawn	Pietka, Casey	SumRLA HB Math	Dye
No	No	Yes	No	35%	39.29%	On-Level, Foundations	Ferrier, Stephen	Jacobs, Jennifer	HB Math	Haslett
No	Yes	Yes	No	23%	53.57%	Resource	Dye, Dawn	Jacobs, Jennifer	MTSS RLA HB Math	Dye
No	Yes	No	No	33%	25%	On-Level	Ferrier, Stephen	Jacobs, Jennifer	SumRLA HB Math	Ferrier
No	No	No	No	38%	20.00%	On-Level, Foundations	Ferrier, Stephen	Hydock, Heaven	HB Math	Ferrier

Why Does Student Culture Matter?

What did our staff discuss when asked?
Has student accountability and quality remained at a high level post COVID?
Shift the norm from assignment competition to quality production
What does student accountability look like?
What does a “High School Ready” student look like?
What does a “Well Rounded La Vernia Graduate” look like?

What Were The Outcomes From Our Discussions?

Push for communication (Teacher to Student, Campus to Parents)

Hold students accountable for quality on everything they produce

Allow students to experience the “Productive Struggle”

Push the qualities a student needs for success

- Self Discipline
- Time Management
- Responsibility
- Perseverance & Resilience
- Accountability
- Organization
- Critical & Independent Thinking
- Adaptability
- Self-Advocacy
- Respect For The Process



JH Strategic Plan

Strategies	Actions/Monitoring Measures	Progress
Increased development and use of Tier I Instruction	PD - Kagan, Tier I Instructional Strategies PLCs Walkthroughs Resources (Curipod, Goblin, Lowman)	On Track
Identify specific/individual students based off of student data (MTSS)	PLCs (Teachers, Admin, Instruction) Leadership Team Meetings	On Track
Intensify Small Group Instruction; Tier II & III (Inclusion & MTSS)	PLCs (Teachers, Admin, Instruction) Leadership Team Meetings	On Track
Develop Enrichment program/activities (MTSS)	PLCs (Teachers, Admin, Instruction) Leadership Team Meetings	On Track
Increase depth and rigor of lessons through use of Lowman based strategies and suggestions	PLCs Tier I Instructional Strategies Walkthroughs	On Track
Close gaps of the subpopulation groups (MTSS Identification, PLC planning)	MTSS PLCs Assessment Data (District & Classroom)	On Track

JH Resources & Instructional Materials

	ELA	Math	Science	Social Studies
Grade 6	<p>Houghton Mifflin Harcourt: <i>Texas Into Literature</i></p> <p>Blooket LLC: Blooket</p> <p>Common Lit: Common Lit School Essentials</p> <p>Curipod Interactive Lesson Design Platform</p>	<p>Maneuvering the Middle for Grade 6 Student Centered Lessons</p> <p>Lowman Education, LLC: Math Gr 6- Alg</p> <p>Aha Moment: Goblins Math</p>	<p>Savvas/Pearson: Texas Experience Science</p> <p>Region 20 ESC: Living Science Cooperative</p> <p>Lowman Education, LLC: Gr6 -8 Science</p>	<p>McGraw-Hill: <i>World Cultures & Geography</i></p> <p>Lowman Education, LLC: Gr 6-8 Social Studies</p>
Grade 7	<p>Houghton Mifflin Harcourt: <i>Texas Into Literature</i></p> <p>Blooket LLC: Blooket</p> <p>Common Lit: Common Lit School Essentials</p> <p>Curipod Interactive Lesson Design Platform</p>	<p>Maneuvering the Middle for Grade 7 Student Centered Lessons</p> <p>Lowman Education, LLC: Math Gr 6- Alg</p> <p>Aha Moment: Goblins Math</p>	<p>Savvas/Pearson: Texas Experience Science</p> <p>Region 20 ESC: Living Science Cooperative</p> <p>Lowman Education, LLC: Gr6 -8 Science</p>	<p>McGraw-Hill: <i>Texas History</i></p> <p>Lowman Education, LLC: Gr 6-8 Social Studies</p>
Grade 8	<p>Houghton Mifflin Harcourt: <i>Texas Into Literature</i></p> <p>Blooket LLC: Blooket</p> <p>Common Lit: Common Lit School Essentials</p> <p>Curipod Interactive Lesson Design Platform</p>	<p>Maneuvering the Middle for Grade 8 and Algebra 1 Student Centered Lessons</p> <p>Lowman Education, LLC: Math Gr 6- Alg</p> <p>Aha Moment: Goblins Math</p> <p>All Things Algebra</p>	<p>Savvas/Pearson: Texas Experience Science</p> <p>Region 20 ESC: Living Science Cooperative</p> <p>Lowman Education, LLC: Gr6 -8 Science</p>	<p>McGraw-Hill: <i>United States History to 1877</i></p> <p>Lowman Education, LLC: Gr 6-8 Social Studies</p>
Electives	<p>TechApps: Learning.com</p> <p>Spanish: Lingco</p> <p>PE - Catch</p> <p>Art - Art Talk</p> <p>CTE Principles - ICEV</p>			