

Campus Plan Board Progress Update

Principal planning form | Complete with current campus data and use the responses to build a concise board presentation. Feel free to add/change any information you feel is necessary. BOY is more of presenting baseline data, but please celebrate successes!

Campus	Principal	Board meeting date	Reporting period
La Vernia Junior High	Caughlin	Oct. 19, 2026	Oct. 5, 2026 at Central Office

Campus Snapshot

	<u>Grade</u>	<u>Number</u>	<u>Percentage</u>
Enrollment	6th Grade	271	32.4%
	7th Grade	287	34.3%
	8th Grade	278	33.2%
Demographics	Hispanic/Latino	301	36%
	White	497	59%
	African American	8	1%
	Asian	1	0.01%
	American Indian/Alaska Native	3	0.3%
	Native Hawaiian Pacific Islander	0	0
	Two or More Races	26	3%
Student Programs/Groups	Economically Disadvantaged	260	31.1%
	Emergent Bilingual	31	3%

Special Education	171	20%
Section 504	100	8%
Gifted & Talented	101	12%
At-Risk	273	33%
CTE Courses	227	28%

Overall Current Campus Summary

<u>Grade</u>	<u>Academics</u>	<u>Attendance</u>	<u>Behavior</u>
6th Grade	41% Excelling, 26% On Track, 21% At Risk, 12% Critical	77% Excelling, 15% On Track, 7% At risk, 1 student Critical	86% Excelling, 7% At Risk, 7% Critical
7th Grade	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 Grade	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

Progress on campus plan goals

Student Achievement	Current result and status	Evidence
S1.1 LVJH will improve RLA performance from 64% to 70% at Meets Grade Level and from 31% to 35% at Masters Grade Level.	☒ On track ☐ Needs attention	
Student Achievement		
S1.2 LVJH will improve Mathematics performance at Meets Grade Level and at Masters Grade Level, as measured by official STAAR results.	☒ On track ☐ Needs attention	
School Progress		
S2. 1 LVJH will increase the percent of students demonstrating at least one year of growth in RLA and Math from 62% to 70% as measured by the STAAR assessment.	☒ On track ☐ Needs attention	
Relative Performance		

S3.1 LVJH will increase overall student performance in our Economically Disadvantaged subpopulation from 62% to 65% in Math.

- ☒ On track
☐ Needs attention

Closing the Gaps

S4.1 LVJH will decrease the gap between ALL students and the High Focus Group (SE, EBs, Eco Dis and Mobility) by 9% or less at the Approaches, Meets and Masters Level, as measured by 2026 STAAR result.

- ☒ On track
☐ Needs attention

Student Achievement

Assessment Data

	<u>Grade</u>	<u>BOY</u>
NWEA MAPS Screener <i>(performing on or above grade level)</i>	6th RLA	79%
	6th Math	71%
	7th RLA	74%
	7th Math	67%
	8th RLA	68%
	8th Math	62%
	8th Science	70%

	<u>Performance Level</u>	<u>Baseline</u>	<u>Target</u>
STAAR	6th RLA Approaches	81%	
	6th RLA Meets	53%	59%
	6th RLA Masters	26%	29%
	7th RLA Approaches	83%	
	7th RLA Meets	51%	54%
	7th RLA Masters	28%	31%
	8th RLA Approaches	87%	
	8th RLA Meets	68%	72%
	8th RLA Masters	36%	38%
	6th MATH Approaches	83%	
	6th MATH Meets	53%	58%
	6th MATH Masters	26%	29%

7th MATH Approaches	40%	47%
7th MATH Meets	18%	24%
7th MATH Masters	1%	3%
8th MATH Approaches	79%	
8th MATH Meets	52%	55%
8th MATH Masters	11%	14%
Algebra Approaches	99%	
Algebra Meets	88%	
Algebra Masters	40%	

*Insert any benchmark/unit assessment data here if applicable

School Progress- Academic Growth

(at least one year's growth)

<u>Subject</u>	<u>Percentage</u>	<u>Target</u>
RLA & Math	62%	70%

The **weighted Annual Growth percentage is 62.17%** (986 points ÷ 1,586 assessment records). This includes both full and half-point credit.

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	51	0.0	32	32.0	13	13.0	3	3.0	3	3.0	0	0.0	102	51.0
High Did Not Meet Grade Level	49	0.0	43	21.5	39	39.0	25	25.0	10	10.0	0	0.0	166	95.5
Low Approaches Grade Level	22	0.0	41	0.0	40	20.0	36	36.0	24	24.0	1	1.0	164	81.0
High Approaches Grade Level	5	0.0	42	0.0	38	0.0	59	29.5	65	65.0	7	7.0	216	101.5
Meets Grade Level	3	0.0	9	0.0	27	0.0	98	0.0	257	257.0	87	87.0	481	344.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	7	0.0	137	0.0	313	313.0	457	313.0
Total	130	0.0	167	53.5	157	72.0	228	93.5	496	359.0	408	408.0	1,586	986.0

2024-25 Performance Level

Percentage Earning 1 Growth Point

Low Did Not Meet	50.00%
High Did Not Meet	44.58%
Low Approaches	37.20%
High Approaches	33.33%
Meets	71.52%
Masters	68.49%
Overall	57.69%

School Progress- Relative Performance
(Eco-dis overall performance in math)

<u>Grade</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
6th	69%	36%	10%
7th	27%	4%	0%
8th	69%	40%	7%

At La Vernia Junior High, economically disadvantaged students' 2026 STAAR math results show a need to strengthen foundational skills and increase performance at higher levels.

Performance Level	Economically Disadvantaged	All Students	Gap
Approaches Grade Level or Above	61%	77%	16 percentage points
Meets Grade Level or Above	32%	52%	20 percentage points
Masters Grade Level	7%	18%	11 percentage points

Overall, 39% performed below Approaches Grade Level, and approximately one-third reached Meets Grade Level or higher. The largest gap was at Meets, indicating a priority for targeted math support that builds foundational understanding while helping students advance to higher levels of achievement.

Source: 2026 STAAR Performance Report, page 4. Percentages are cumulative and based on 241 math tests for economically disadvantaged students.



Closing The Gaps
(All subjects)

Group
All Students
High Focus

Approaches
79%
61%

Meets
55%
32%

Masters
24%
10%

Progress At A Glance

PROGRESS UPDATE

What progress has been made toward your campus goals? Celebrations!

Student Achievement

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Academic Growth

•

Relative Performance

•

Closing the Gaps

•

EVIDENCE OF PROGRESS

Student Achievement

•

Academic Growth

•

Relative Performance

•

Closing the Gaps

•

HOW WILL YOU RESPOND?

If there is no progress, how do you plan to respond?

Excelling? What’s next?

Strategic Actions Update

Strategic Action	Progress / Result <i>(Complete, In- Progress, On-going, Not-yet, N/A)</i>
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- Increased development and use of high level Tier I instruction (Kagan, Curipod, Frameworks, PLC’s)
- Identify specific/individual students based off of student data (MTSS)
- Intensify Small Group Instruction; Tier II & III (Inclusion & MTSS)
- Develop Enrichment program/activities (MTSS)
- Increase depth and rigor of lessons through use of Lowman based strategies and suggestions
- Close gaps of the subpopulation groups (MTSS Identification, PLC planning)

Instructional Materials

 Instructional Materials

	ELA	Math	Science	Social Studies
Grade 6	Houghton Mifflin Harcourt: <i>Texas Into Literature</i> Blooket LLC: <i>Blooket</i> Common Lit: <i>Common Lit School Essentials</i>	Maneuvering the Middle for Grade 6 <i>Student Centered Lessons</i> Lowman Education, LLC: <i>Math Gr 6- Alg</i> Aha Moment: <i>Goblins Math</i>	Savvas/Pearson: <i>Texas Experience Science</i> Region 20 ESC: <i>Living Science Cooperative</i> Lowman Education, LLC: <i>Gr6 -8 Science</i>	McGraw-Hill: <i>World Cultures & Geography</i> Lowman Education, LLC: <i>Gr 6-8 Social Studies</i>
Grade 7	Houghton Mifflin Harcourt: <i>Texas Into Literature</i> Blooket LLC: <i>Blooket</i> Common Lit: <i>Common Lit School Essentials</i>	Maneuvering the Middle for Grade 7 <i>Student Centered Lessons</i> Lowman Education, LLC: <i>Math Gr 6- Alg</i> Aha Moment: <i>Goblins Math</i>	Savvas/Pearson: <i>Texas Experience Science</i> Region 20 ESC: <i>Living Science Cooperative</i> Lowman Education, LLC: <i>Gr6 -8 Science</i>	McGraw-Hill: <i>Texas History</i> Lowman Education, LLC: <i>Gr 6-8 Social Studies</i>
Grade 8	Houghton Mifflin Harcourt: <i>Texas Into Literature</i> Blooket LLC: <i>Blooket</i> Common Lit: <i>Common Lit School Essentials</i>	Maneuvering the Middle for Grade 8 and Algebra 1 <i>Student Centered Lessons</i> Lowman Education, LLC: <i>Math Gr 6- Alg</i> Aha Moment: <i>Goblins Math</i> All Things Algebra	Savvas/Pearson: <i>Texas Experience Science</i> Region 20 ESC: <i>Living Science Cooperative</i> Lowman Education, LLC: <i>Gr6 -8 Science</i>	McGraw-Hill: <i>United States History to 1877</i> Lowman Education, LLC: <i>Gr 6-8 Social Studies</i>
Electives	TechApps: <i>Learning.com</i> Spanish: <i>Lingco</i> PE - <i>Catch</i> Art - <i>Art Talk</i> CTE Principles - <i>ICEV</i>			
Gr 6-8 General	Texas Curriculum Management Program Cooperative (TCMPC): <i>TEKS Resource System for TEKS clarification, alignment, scope & sequence</i> TEKS aligned Teacher/Curriculum Specialist created lessons and activities Lead4ward Discovery Education Flocabulary ELA, Math and Science Unique Learning System (ALE) Summit K-12: <i>Accelerated Literacy and Language Development</i> Texas Instruments Math Resources			

Highlights & Impact

What is working well? Kagan

Impact on Students, Staff, or District Operations:

Challenges & Barriers

What challenges, if any, may impact achievement of the goal?

Math and Reading Improvement- Students are coming in with a wide range of skills, and many are struggling to work/attempt work. Campus push (staff and student) for engagement and

Next Steps

What will you focus on moving forward?

Board Slides

Please use the attached slides to make a draft presentation to review with ELT. Use this form as a guide for your presentation. Please keep the font at least 12 pt on the slides.

 Copy of 2026 10 19 Regular Board Meeting.pptx

