

Mirabeau B. Lamar High School

An International Baccalaureate World School

STATE^{OF} THE SCHOOL 2019-2020



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www.houstonisd.org/lamarhs



SMALL SCHOOL FEEL

The new Lamar campus was approved by voters under the 2012 Bond, and planning and design began in 2013. The Project Advisory Team worked closely with the architects and district personnel during the planning and design phase to ensure the building had elements that reflected the needs and desires of the greater school community.

The existing main building with the well-known art deco façade, which faces Westheimer, will remain the main entrance to the school. This building will undergo extensive renovations and will house the existing auditorium, performing arts areas, and spaces for our career-related programs.

Connected to the existing building by a second story concourse, the new building features a large covered transit center for bus and parent drop-off, a black box theater and music rehearsal facilities, a large banquet and food preparation space for the school's culinary program, a competition gymnasium, natatorium, and a multi-level parking garage.

A major focus in the design was to ensure the space was flexible and adaptable to the changing needs of learners. Another critical consideration was to create a design that targeted some of the constant and recurring challenges for large schools. Large comprehensive high schools, like Lamar, offer the benefits of having a variety of programs, clubs and course offerings. But with that comes the challenges of navigating a large system and finding places where you fit in. With the neighborhood design we can create smaller cohorts of students that share a common group of teachers. When students are grouped into smaller communities within the bigger community, teachers can provide more individualized support within the normal function of the school day.

The third and fourth floors of the new building serve as the home base for all students, where a student receives instruction for four of the eight periods over two days. Students will also have access to their Language B class and/or Business class through the neighborhood. Within each neighborhood there are up to six flexible work areas - specifically, a fully-equipped, enclosed science/maker lab, an enclosed presentation area, and two to four flexible learning areas with moveable walls.

Students will leave their neighborhood to access fine arts, athletics, physical education and our Career and Technical Education Programs, housed on the first floor of the new building and in the renovated North Bldg. The second floor is our student services area, which will include our school store, our College Corner, as well as Communities in Schools counselors.



BIG SCHOOL OPPORTUNITIES

Our new physical space allows us to enhance the way teaching and learning is happening on the Lamar campus. Students engage in true International Baccalaureate concept-based, interdisciplinary units through a variety of instructional techniques including flipped instruction with the support of Kagan cooperative structures. The new learning environment allows teachers and students to connect in our flexible learning spaces, rather than move from room to room. Students are grouped into neighborhoods of no more than 200 and work in smaller cohorts of students with similar academic course work. Six subject teachers facilitate interdisciplinary learning through inquiry-based projects connecting their content to real world problems. Students have access to their team of teachers throughout the day for additional instruction. Our physical space has finally caught up to the way that we've been teaching for many years.

The IB Middle Years Programme, the IB Career-related Programme and the IB Diploma Programme provide an instructional framework that focuses on the development of characteristics, our learner profile, providing students with the opportunity to learn through inquiry with a focus on the connectedness between disciplines.

Every student on the Lamar campus is issued a laptop with access to our online learning environment and online textbooks. Students use their laptops to engage in the first line, direct instruction piece of the content at home and will maximize their time in school working directly with their teachers and peers on application of the content.

Flipped Learning is an instructional design approach that puts an emphasis on having the teacher available as students begin to practice and gain expertise on curriculum. Teachers utilize technology and online tools to develop short lessons to frontload the basic knowledge students need to make sense of new material. Then, as with any good apprenticeship, the teacher is in class available to facilitate and offer support as the student begins to gain expertise on the material.

Kagan Cooperative Strategies provide a framework for working with others. When students work together and have a positive experience they boost academic understanding as well as emotional intelligence, or in the world of IB, they advance themselves in developing the characteristics of the learner profile. Kagan provides structures and routines for working in pairs, small groups or even larger groups.

While students at Lamar have long been engaging in projects, the project-based approach is an instructional approach that allows us to shift from using projects simply to measure understanding at the end of a unit of study, to creating opportunities for students to learn through the doing process. It relies on students to use inquiry and design theory to work together to explore and solve open-ended, real-world problems.





MISSION & VISION

The mission of Lamar High School is to develop inquiring, knowledgeable, and caring individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect.

The vision of Lamar High School is to provide a quality education in a safe, student-centered learning environment that facilitates high quality educational opportunities for every student. Both faculty and staff will generate teaching and learning that supports critical thinking, high achievement, ethical behavior, and respect for intercultural diversity. Leadership, service, and positive character traits will be nurtured by and for all. Teachers, administrators, staff, students, and parents alike are charged with preparing each student to be a productive citizen in a technological and global society.

The Mission of the International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. Every student, parent, and teacher at Lamar High School is a participant in the IB—it defines who we are, what we do, and who we want to be. From the moment a stakeholder steps foot onto this campus they are a member of the IB family. As we like to say, we are not just a school with an IB Programme, we are an IB World School. The International Baccalaureate Programme promotes responsible global citizenship, provides intercultural awareness to all members of the school community, and focuses on academic excellence while stressing the importance of synthesizing knowledge gained both in and out of the classroom. International Baccalaureate Programmes foster positive attitudes to learning by encouraging students to; ask challenging questions, critically reflect, develop research skills, and learn how to learn. The relationship between IB World Schools, IB Students, and IB Headquarters can be described as triangular, since each party assumes certain responsibilities toward the other two parties. The Houston Independent School District's mission to ensure that every graduate is ready for the world is reflected through the vision of Lamar High School and International Baccalaureate as presented in the IB Learner Profile. The aim of Lamar High School and all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The student characteristics exemplified by the IB Learner Profile affirm and sustain the HISD vision for a global graduate.





COLLEGE BOUND CAMPUS CULTURE

In its latest list of America's Most Challenging High Schools for 2018, *The Washington Post* listed Lamar High School at rank 155, once again placing it within the top 1% nationally. The ranking is based on a rating called the Challenge Index, created by *Washington Post* education columnist Jay Mathews.

Lamar High School aims to help every student have a plan for their postgraduate education. 90% of Lamar seniors graduate, and 76% of these graduates have enrolled in college within one year of graduation. The average SAT score for Lamar students is 1028 and the average ACT score is 23.

Lamar High School provides the College Corner which hosts college visits, career seminars, parent meetings, and advocacy programs. These initiatives are designed to give every student and family the information needed to maximize their high school academic experience and navigate the college admission and financial aid process.

Lamar was top-ranked among HISD schools for FAFSA completion, and in 2018, Lamar seniors were awarded \$46,379,588 in scholarships and ranked 3rd in HISD for FAFSA completion. Lamar graduates attend college in 43 of the 50 states, as well as universities in India, Japan, Germany, Spain, England, Israel, Canada, Italy, Mexico, Brazil, and Argentina.

College readiness for Lamar students:

- community involvement supports college-bound culture
- intellectual, social, and emotional preparation for every student
- provide all students the opportunity to complete classes earning college credit

College-Bound Strategies:

- superior academic preparation
- commitment to student work ethic
- College Corner with two full-time coordinators available to assist all students

College emphasis for all students includes:

- admission exams
- FAFSA (Free Application for Federal Student Aid)
- college application
- offering dual credit, Advanced Placement or IB Diploma courses

Prior to graduation students will:

- complete a college application
- sit for college entrance exams or qualify through SAT, ACT, EOC, or TSI
- complete the FAFSA
- experience a college campus visit

READY FOR THE WORLD

HISD GLOBAL GRADUATE

COLLEGE-READY LEARNER

Proficient in the core disciplines as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.

LEADER

Works collaboratively and leads by example, embraces new ideas and technologies and motivates others to be open to change.

CRITICAL THINKER

Identifies and dissects issues, seeks multiple solutions. Understands when additional information is needed and effectively uses technology (21st century literacies) to research.

SKILLED COMMUNICATOR

Reads, writes, speaks and listens effectively—adapts to diverse audiences and settings.

ADAPTABLE & PROUCTIVE

Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional, and community experiences.

RESPONSIBLE DECISION MAKER

Sets goals, develops action plans and works hard. When faced with challenges and obstacles is able to persist to achieve goals.



IB LEARNER PROFILE

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

RISK-TAKERS

We approach uncertainty with forethought, and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

REFLECTIVE

We thoughtfully consider the world and own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

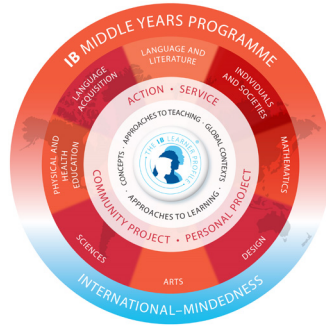
LAMAR IB



Grades: PreK - 5
Age range: 3 - 12
First offered: 1997

The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

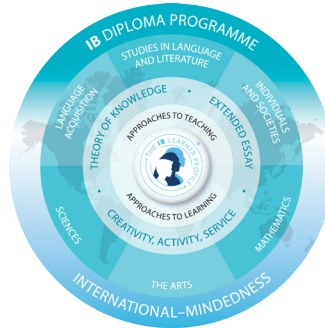
- Age-appropriate, moderated criterion-referenced assessments
- The inclusion of international mindedness in the curriculum
- A culminating product of student work—the exhibition
- Transdisciplinary initiatives within the curriculum
- Students to act in their communities as a result of their learning



Grades: 6 - 10
Age Range: 11 - 16
First offered: 1994

A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

- Samples of teachers' unit plans are monitored by IB with reports to the schools
- All students must study another language
- The Personal Project at the end of grade ten may be a piece of writing or may take other forms and is monitored by IB
- Global Contexts
- Service Learnings
- Community service is required



Grades: 11 - 12
Age range: 16 - 19
First offered: 1968

Research suggests many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge - students who flourish physically, intellectually, emotionally and ethically.

- Students are assessed in multiple, authentic ways in all subjects
- All diploma candidates must be assessed (speaking, reading, writing, listening) in a Language B
- The Extended Essay, a 4,000-word piece of written independent research
- Theory of Knowledge and Concurrency of Learning
- CAS portfolio consisting of creativity, activity, and service experiences



Grades: 11 - 12
Age range: 16 - 19
First offered: 2012

The CP is the framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment. The IBCP is specifically developed for students who wish to engage in career-related learning.

- IBCP requirements are assessed in accordance with rigorous international standards.
- IBCP students take written exams in, at least, 2 Diploma Programme courses
- Language Development Portfolio and the reflective project
- Personal and professional skills course
- Community & service

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. Our four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalized world. As of October 2018, there were 6,425 IB programmes being offered worldwide, across 4,960 schools. 59.1% of IB programmes are located in The Americas region. Between 2012 and 2017, the number of IB programmes offered worldwide has grown by 39.3%. The Lamar High School feeder pattern provides students the opportunity to participate in the complete IB continuum of education: PYP, MYP, DP, and CP.



IB MIDDLE YEARS PROGRAMME

Life in the 21st century places many changing demands on students making the transition through adolescence. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude toward learning. In order to meet the challenges of life in the 21st century, Lamar High School has chosen to adopt the International Baccalaureate Middle Years Programme as the curricular framework through which all students will learn.



The Programme consists of eight subject groups formed within a framework based on inquiry across these subjects, students are required to study the language of their community, a second language, health and individual & society sciences, mathematics, arts, physical education, and design.

The final component of the IB MYP program is the personal project at the end of the 10th grade year. The project is designed to be a culminating task to showcase

student's ability to learn on their own and utilize the skills they have been learning and practicing as an IBMYP student.

Aspects of IBMYP:

- encourage international-mindedness, starting with a foundation in students own language and culture
- encourage students to adopt a positive attitude through learning by solving problems, showing creativity and resourcefulness, and actively participating in their community through service
- reflect real life by providing a framework that allows students to see the connections among subjects, and connecting the relevance to life issues
- support the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- emphasize, through the IB Learner Profile, the development of the whole student—physically, intellectually, emotionally, and ethically



IB DIPLOMA PROGRAMME

The IB Diploma Programme is the most rigorous academic pathway offered at Lamar High School.

- Students experience a world-class education through a balanced two-year curriculum that is comprehensive and standardized worldwide.
- Student work is assessed by certified IB examiners and moderated by an international examining board.
- Students are required to engage in individual research and inquiry into the theory and nature of knowledge, and to participate in community service and action projects.
- Over 90 countries accept the IB diploma as undeniable proof of a quality pre-university education.
- Texas Senate Bill 111 states a minimum of 24 hours of college credit is to be awarded to any student who earns the IB Diploma and attends a public college or university in Texas. The student must earn a score of at least 4 in each IB subject studied for the IB Diploma. There is similar legislation in several other states.

The International Baccalaureate Diploma is earned by completing coursework and examinations in six different subject areas. Assessments are scored on a scale from 1-7 with a score of 4 generally considered passing. The core consists of enrollment in, and successful completion of, the Theory of Knowledge course, writing of the Extended Essay (a critical analysis of in-depth academic research), and the accumulation of CAS (creativity, activity, service) experiences.



During the 2019-2020 school year, 810 eleventh and twelfth grade students sat for at least one IB exam. The average subject score for the IB Diploma recipients was 4.55 and the average number of total points earned was 28. The highest diploma points awarded to a candidate was 37. In the class of 2020, 86 students earned the IB Diploma.





IB CAREER-RELATED PROGRAMME

The IB Career-related Programme (IBCP) is an innovative education framework for students in the eleventh and twelfth grades incorporating the vision and educational principles of the IB into a unique programme specifically tailored for students who wish to engage in career-related learning. The aim of the IBCP is to provide students with both an academic and practical foundation to support both their further studies and specialized training, thereby ensuring their success in the workforce.

IBCP students engage with a challenging programme of study that genuinely interests them while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. They are well prepared to succeed at institutions of higher learning. The IBCP provides a comprehensive link between the academic challenge of the Diploma Programme and the international-mindedness of the IB classroom into a tailored, career-focused pathway.

The IBCP framework is built around three interconnected elements:

- two or more Diploma Programme courses
- an IBCP core that includes approaches to learning, community and service, language development and a reflective project
- an approved career-related study with industry

The IB Career-related Programme enables schools to widen participation in an IB education. Schools retain the ability to choose the career-related courses that are most suited to local conditions and the needs of their students. Schools gain the added flexibility in direct curriculum development as well as the IBCP core to create an educational pathway that puts a strong focus on individual student needs.



The IBCP enables students to:

- develop a broad range of career-related competencies and to deepen their understanding in general areas of knowledge
- prepare for effective participation in an ever-changing world of work
- foster the attributes of the Learner Profile allowing students to become true lifelong learners willing to consider new perspectives
- engage in learning that makes a positive difference to future lives
- become a self-confident person ready for life in the 21st century



CTE PROGRAMS

The Career and Technical Education (CTE) programs offered at Lamar High School provide opportunities for students to acquire the necessary academic and technical skills needed to enter into a high-skill, high-wage, high-demand global workforce and/or continue their education at the postsecondary level. All CTE pathways are aligned with and complete the requirements of the IB Career-Related Programme.

CTE career pathways and Business and Industry and STEM endorsements include:

Business Management and Administration

- Banking and finance
- Accounting, career preparation, and internships
- Computer systems
- Smart Financial Bank on campus partnership

Culinary Arts

- Café M Restaurant
- ServSafe certification

Agriculture, Food, and Natural Resources

- Veterinary science
- Annual livestock show, cook-off, and auction
- Horticulture and greenhouse operations

Science, Technology, Engineering, and Mathematics

- Electronics and engineering research and design
- Robotics with local, state, and national competitions
- OSHA certification

Human Services

- Child Development
- Child Development Associate Certification
- Intern in Lamar Child Care Center

Arts, AV technology, and Communications

- Graphic design, illustration, and animation
- Journalism and yearbook production
- Daily cable television news production and broadcast





LAMAR MAGNET PROGRAM

The Lamar Business Administration Magnet Program is comprised of almost 1,000 students selected by application. Students engage in rigorous course work which emphasizes college-bound readiness and prepares students to compete in the global marketplace. With the enhancement of the IB students connect to the business content with an overarching international theme. Magnet students complete the requirements of the IB Diploma Programme. Students are encouraged seek out opportunities for work experience either through the Smart Financial Credit Union branch on the Lamar High School Campus or through other avenues with the help of the school.

Magnet courses include:

- Principles of Business, Marketing, and Finance
- Business Information Management
- AP Computer Science
- IB Economics
- IB Business Management
- IB Computer Science



Texas Education Agency
2019 Accountability Ratings Overall Summary
LAMAR H S (101912008) - HOUSTON ISD

Accountability Rating Summary

	Component Score	Scale Score	Rating
Overall		87	B
Student Achievement		89	B
STAAR Performance	58	88	
College, Career and Military Readiness	75	94	
Graduation Rate	94.9	80	
School Progress		88	B
Academic Growth	68	78	C
Relative Performance (Eco Dis: 45.5%)	67	88	B
Closing the Gaps	73	81	B

Distinction Designation

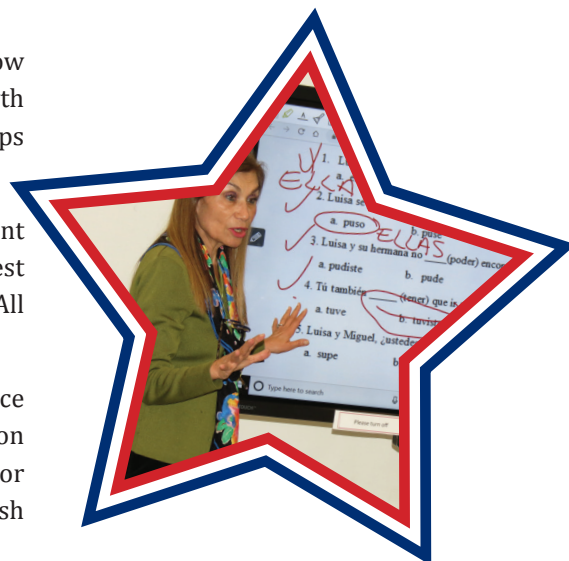


Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED

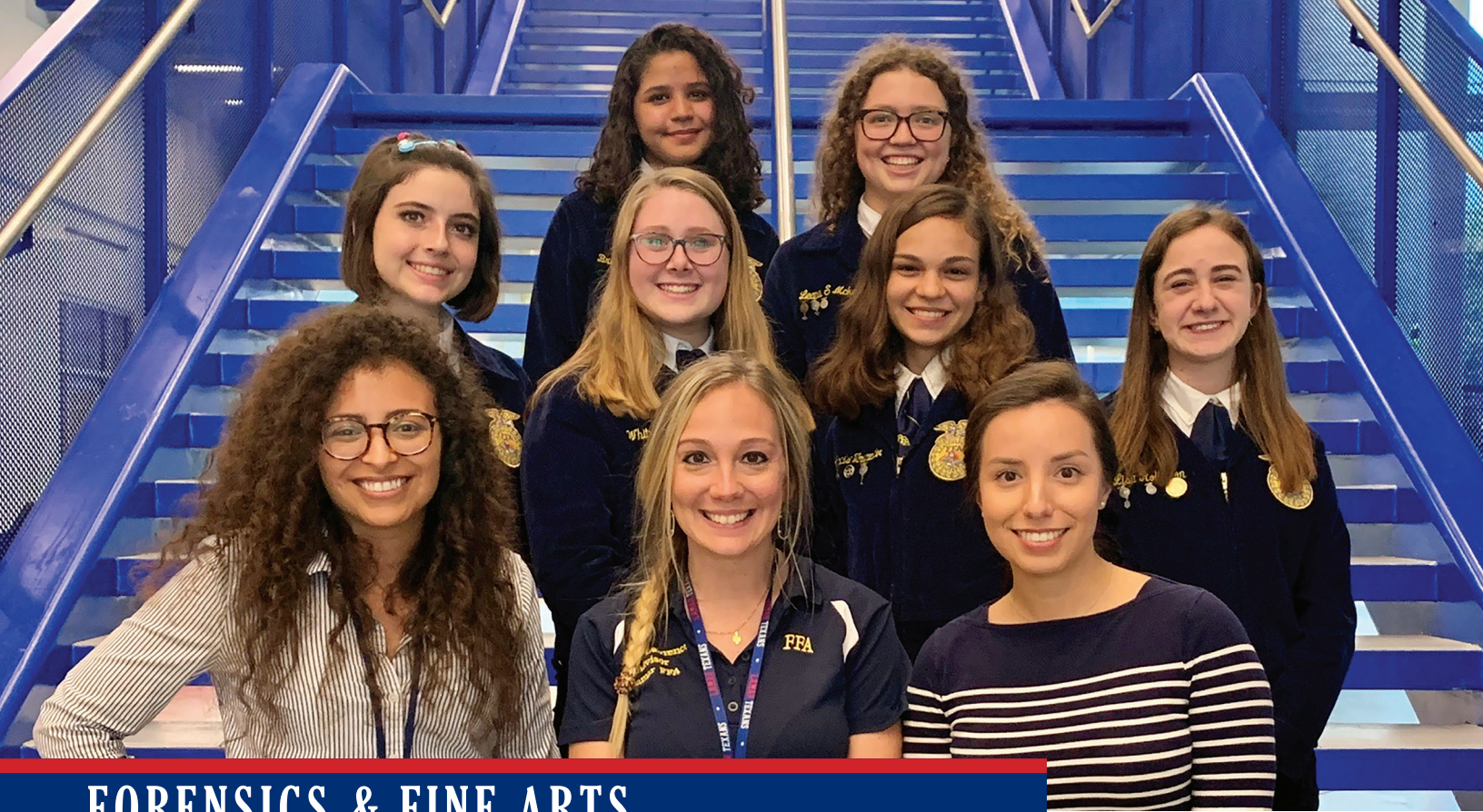
ACADEMIC PERFORMANCE

Lamar High School met standards for the 2019-20 school year, earning a 5 star rating of distinction in Student Achievement for Academic Achievement in ELA/Reading, Mathematics, Science, and Social Studies, according to the Texas Education Agency's Accountability Rating System. Student performance on the five tested core areas of Algebra I, Biology, English I, English II, and U.S. History was used to determine the rating.

- Student Achievement – Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. (All Students)
- Student Progress – Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student group. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)
- Closing Performance Gaps – Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. (All Students; Student Groups by Race/Ethnicity)
- Postsecondary Readiness – This measure emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training program or the military. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)



Lamar is perennially ranked in the top 1% of all the nation's high schools in the Washington Post's America's Most Challenging High Schools, largely due to the IB programs offered at the school. In the 2019-2020 school year, 810 juniors and seniors at Lamar sat for the IB Diploma written and oral exams. The average exam score for IB Diploma recipients was 4.55, and the average number of total points earned was 28.



FORENSICS & FINE ARTS

Lamar sees the arts as a form of human expression and a means to explore the human condition. Through active participation in the arts, students learn to be imaginative and open-minded thinkers who can work individually and collaboratively to create artistic experiences. Lamar students can choose from a wide array of arts and communication studies that will prepare them to be performers, as well as knowledgeable patrons and supporters of the arts in their communities.

Courses offered include:

- Forensics
- Band
(Marching, Concert, Jazz)
- Choir
(Mens, Womens, Varsity)
- String Orchestra
- Class Piano
- Visual Arts
(Art 1 and 2, IB Diploma)
- Theatre
(Performance, Technical, IB Diploma)
- Dance Theatre
- Varsity Rangerettes





ATHLETICS

Lamar offers a diversified and comprehensive athletics program with a variety of opportunities for all of our student athletes. The athletic programs foster team spirit and good sportsmanship within the framework of rigorous competition. Student athletes excel personally in their sport and in their academics, and many receive significant scholarship awards. In addition to athletics classes, Lamar sponsors sports clubs that include Lacrosse, Field Hockey and Rugby.

Courses offered include:

- Baseball (Boys)
- Basketball (Boys and Girls)
- Cross-Country (Boys and Girls)
- Football (Freshman, JV, and Varsity)
- Golf (Boys and Girls)
- Soccer (Boys and Girls)
- Softball (Girls)
- Swimming (Boys and Girls)
- Tennis (Boys and Girls)
- Track (Boys and Girls)
- Volleyball (Girls)
- Water Polo (Boys and Girls)
- Wrestling (Boys and Girls)





ALUMNI ASSOCIATION

The Lamar High School Alumni Association was chartered in July 1998 to raise funds and to support the school, its students, and its teachers, as well as provide services for its alumni. Their generous gifts through the years continue to provide scholarships for current students, facility improvement, and alumni connections. They commissioned *The History of Mirabeau B. Lamar High School* by Anne Sloan.

- On March 20, 2017, the Lamar High School Alumni Association sponsored a Groundbreaking Ceremony for the new school building being built with HISD Bond Funds. Representatives from the Class 1938 to the Class of 2018 were gathered on the front lawn holding shovels decorated in red or blue, with the class's year in gold or silver, to turn over the dirt for the new wing.
- The association awarded \$80,000 in college scholarships to 30 Lamar graduates. The association also awarded a \$1000 Teacher of the Year Award to Sergio Arjon, Biology, and a \$1000 Miss Red Award to Rebecca Becnel, Math.
- Hosted the 2018 Distinguished Alumni Luncheon honoring five Lamar alumni: Dr. John Wolf '57, Howard Tellepsen '62, Tracy Vaught '73, Rev. Dr. Michael Waters '98, and Margana Wood '13.
- Held its annual HOPE Scholarship Dinner for the six new HOPE Scholarship winners and former winners.
- Assisted several classes with tours and other activities during their reunion weekends.
- Hired five Lamar seniors to conduct historical research work over the summer and add to the school's historical records.
- Funded a monthly landscaper service to maintain the front lawn of the school.
- The Capital Campaign volunteers continued soliciting donations from alumni to support the construction of the new wing of the school, the creation of five new sports fields, the construction of a new FFA Ranch Center, and for teacher training.

Fran Callahan, Executive Director

Lamar Alumni Association
www.lamarhsalumni.com



THE LAMAR PTO

Lamar PTO includes 400 parents who work diligently to raise funds for major school initiatives that benefit students. In addition, they volunteer as monitors for school activities and testing, assist with hospitality for school cultural exchanges and college night, and host parent/student campus visits throughout the year.

- PTO volunteers staff the School Store. The funds generated from the School Store sales support the Student Assistance Fund that provides qualified students with transportation allowances, school uniforms and supplies, testing fees, and needed expenses.
- PTO volunteers fund teacher “wish lists” twice a year for classroom materials not otherwise provided by HISD.
- PTO volunteers host teacher appreciation lunches and provide teacher-support gifts throughout the year.
- PTO volunteers fund, organize, and staff Lamar’s annual College Night, which welcomes over 100 colleges and universities, as well as over 1,000 students and parents.
- PTO volunteers plan and staff a theme-based Homecoming dance, as well as provide food, drinks, and decorations for a festive evening.
- PTO volunteers have raised funds in excess of \$75,000 for Safe-Prom and senior activities.

Gloria Periera and Gretchen Himsl

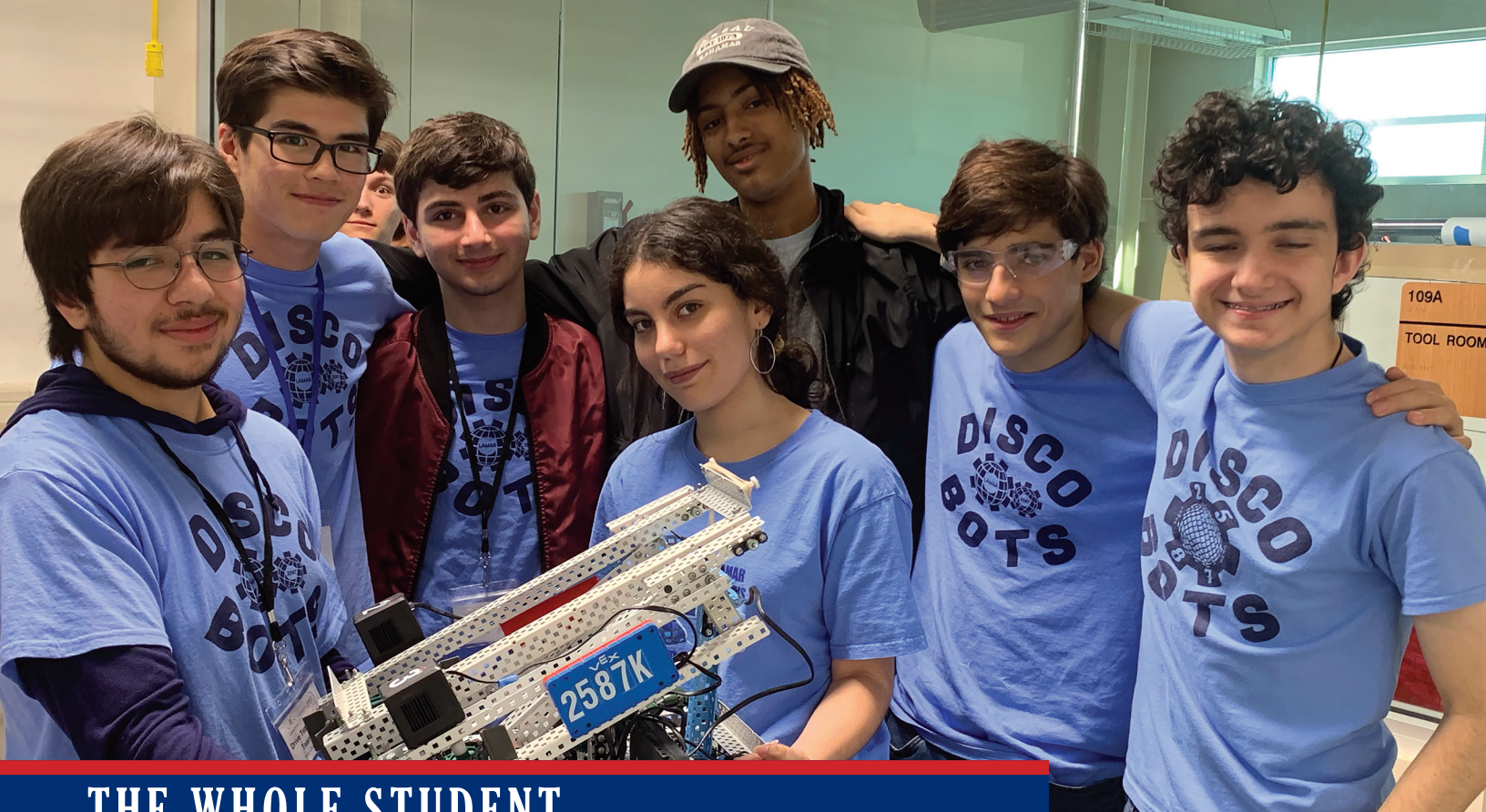
PTO President and President-Elect, 2018-2019

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www.houstonisd.org/lamarhs

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THE WHOLE STUDENT

The mission of the Student Service Center is to remove any obstacle that is impeding the progress of any Lamar High School student. The center's ultimate goal is to assist students with getting back on track—academically and/or emotionally. By providing flexible scheduling, the Student Service Center assists students to transition from services received beyond the campus to their regular campus schedule. Through a partnership with Community in Schools (CIS), two full-time and two part time licensed social workers coordinate with more than 100 outside agencies to provide social services for students and parents. CIS and Lamar provide numerous social worker internships for local universities and medical schools.

Lamar Booster Clubs provide financial support for many activities and departments at Lamar High School. Lamar Athletic Booster Club membership dues and contributions fund transportation to events and equipment for our athletic teams including baseball, basketball, cheerleading, cross country, diving, drill team, football, lacrosse, golf, soccer, softball, swimming, tennis, track and field, volleyball, water polo, and wrestling. Lamar Fine Arts Booster Club has purchased art talk textbooks, auto-lock table easels, sheet music, orchestra and color guard uniforms, wireless microphones for the theater, and other requested items for art, band, color guard, choir, dance, orchestra, and theater departments.

CLUBS AND ORGANIZATIONS

American Sign Language Club
Art Club
Best Buddies
Biology Club
Books for All
Cheerleading
Chess Team
Chinese Culture Club (Huawen Club)
Creative Writing and Storytelling
Cycling Club
DECA (Distributive Education Club of America)
Disco Bots
Environmental Club
French Club
Future Business Leaders of America

Gay/Straight Alliance
Girls Who Code
Interact
JROTC
Know Thyself
Lamar Cable Television
Lamar Ladies of Excellence
Lone Star Society
Math Club
Mock Trial
National Honor Society
National Speech and Debate Association
Nomi Human Trafficking Awareness Club
Photography & Film Club
Pre-Med HOSA

Rangerettes Drill Team
Rangers
Smart Financial Credit Union Student Advisory Board
Spanish Club
Student Wellness Club
UIL (university Interscholastic League) Academics
Ultimate Frisbee
UNICEF Club
Yoga Club
Young Democrats
Young Republicans



Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

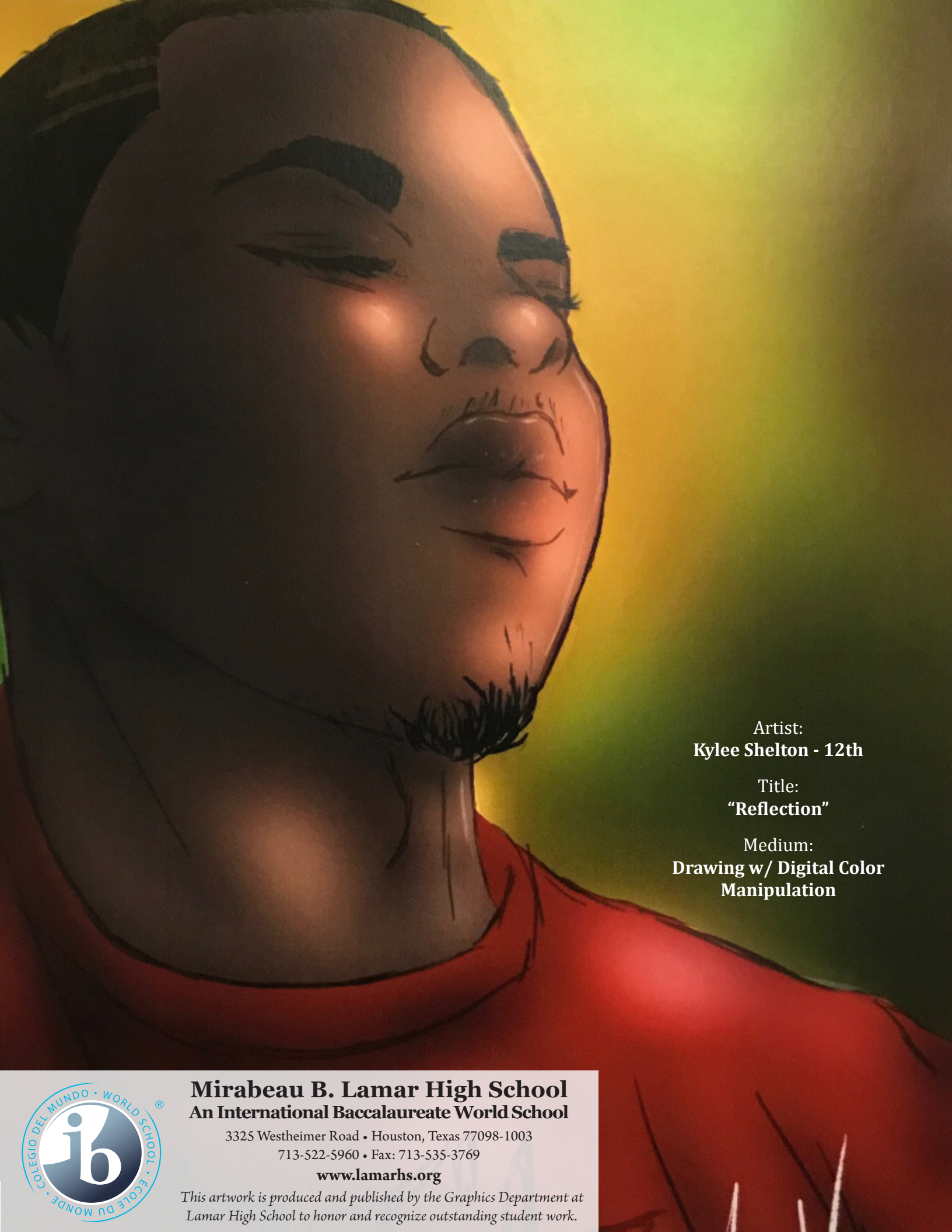
Board of Education

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Artist:
Kylee Shelton - 12th

Title:
"Reflection"

Medium:
**Drawing w/ Digital Color
Manipulation**

Mirabeau B. Lamar High School
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*This artwork is produced and published by the Graphics Department at
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