

Houston Independent School District
008 Lamar High School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement

M. B. Lamar High School encourages ALL students to be inquiring and knowledgeable individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding and mutual respect.

Vision

Vision

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 productive citizens in a technological and global society.

Value Statement

Lamar High School

Small School Feel, Big School Opportunities,

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Comprehensive Needs Assessment

Revised/Approved: August 3, 2021

Demographics

Demographics Summary

Lamar High School is an International Baccalaureate (IB) school with one of the largest IB programs in North America. Currently, Lamar High School serves a diverse student body, made up of 2900 students. The demographic breakdown is 5% Asian, 26% African-American, 39% Hispanic, 26% White, 3% Two or More races, 0.3% Pacific Islander, and 0.4% American Indian. 262 students are currently identified as ELL students. 50% of the student qualify as low socio economics. 830 students are currently classified as Gifted and Talented students. Approximately 45% of our students are zoned to Lamar and 55% are transfer students. The certified teaching staff consists of 135 highly qualified teachers. The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Membership in the SDMC includes all stakeholders.

Demographics Strengths

Strengths:

The number of students receiving the full IB diploma has increased from 35 diplomas awarded in 2018-19, to 87 diplomas awarded in 2019-20 to 108 diplomas awarded in 2021-22.

The Lamar master schedule and instructional model is a strength. The master schedule and instructional model allow for consistent common planning periods for teachers. The instructional model allows for targeted intervention and enrichment time to be built in to every class period.

The Lamar Student Service Center provides comprehensive support for all student SEL needs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 2: Student achievement data in English 1 declined for the 2020-21 school year **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment.

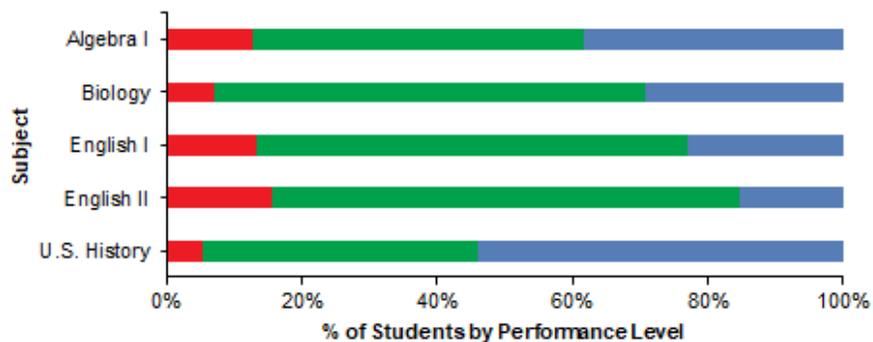
Problem of Practice 3 (Prioritized): Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Student Learning

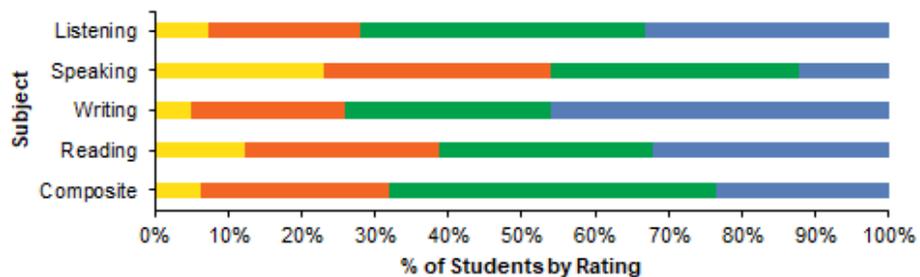
Student Learning Summary

• Spring 2021 EOC	# of Students tested	# of students Met Standards	Passing %
English 1	766	600	73.8%
English 2	664	544	81.9%
Algebra 1	533	346	64.9%
Biology	720	621	86.2%
US History	603	563	93.3%

STAAR Data



TELPAS Data



Discipline Data

2018-19 discipline data

Out of School Suspensions as February 19, 2019

123

ISS as of 2/19/19

5

Number of Second Semes

Total out of school suspensions during 2018 - 19

183

Student Learning Strengths

Lamar students performed strongly on state assessments in US History, Biology and English 2.

The number of students receiving the full IB diploma as increased from 35 diplomas awarded in 2018-19, to 87 diplomas awarded in 2019-20 to 108 diplomas awarded in 2021-22.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student achievement data in English 1 declined for the 2020-21 school year **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment.

Problem of Practice 2 (Prioritized): Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 3 (Prioritized): Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Problem of Practice 4 (Prioritized): During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

School Processes & Programs

School Processes & Programs Summary

Lamar High School follows an instructional cycle which maximizes student engagement and ownership in learning. Before the 90 minute in-class instruction, students are assigned a flipped assignment which provides direct instruction and essential background knowledge. The in-class session begins with a guided practice/inquiry based lesson of approximately thirty minutes in length. During guided practice/inquiry the teacher leads students in cooperative group activities which allow students to interact with and process the content. The next thirty-minute section is designed for teachers to differentiate instruction and provide targeted support or enrichment based on student need. Teachers provide intervention and reteach to students in need of extra support. The final thirty minutes of the class period is dedicated to independent practice. Students can demonstrate mastery of the content while they still have direct access to their teacher and peers if they need support or clarification.

In order to ensure the Lamar instructional cycle is implemented, teachers have weekly PLC meetings with their subject area teams and an administrator who acts a facilitator and resource support. The Lamar master schedule allows for all teachers in core subjects to have common planning time for both horizontal and vertical planning across grade levels multiple times per week.

The neighborhood concept at Lamar groups students in to one of four neighborhoods in each grade level. Each neighborhood has a Science, Math, English and Social Studies teacher. Neighborhood teachers collaborate to support students and communicate with parents. The neighborhood concept allows for students to receive the individual attention and support they would receive in a small school environment. Neighborhood teams and grade level teams have common planning times each week to collaborate or meet with parents as needed.

Lamar High School provides students with a Student Support Center for assistance with all emotional needs. The Student Support Center includes trained counselors through Communities in Schools, Wrap Around Services for assistance family needs outside the school, College Corner for assistance with scholarships and post secondary pathways, ReVision- a partnership with area churches providing mentor-ship and support for homeless students and incarcerated students and students in the juvenile justice system.

School Processes & Programs Strengths

The Lamar master schedule and instructional model is a strength. The master schedule and instructional model allow for consistent common planning periods for teachers. The instructional model allows for targeted intervention and enrichment time to be built in to every class period.

The Lamar Student Service Center provides comprehensive support for all student SEL needs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

Problem of Practice 2 (Prioritized): Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 3: Student achievement data in English 1 declined for the 2020-21 school year **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment.

Problem of Practice 4 (Prioritized): Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:**

Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Perceptions

Perceptions Summary

Staff SWOT Analysis Survey- May 2021 (Strengths, Weaknesses, Opportunities, Threats)

All Lamar instructional staff participated in this perception survey.

Areas of growth as identified in the 2021 IB evaluation of the Lamar IB programs (MYP, CP, DP)

- Teachers not aware of whole learning experience
- Assessment policy not used to inform teaching
- Time set aside for collaborative planning, but limited evidence of standardization; more structure needed for this to take place
- Limited structure for responsible action and service learning

Perceptions Strengths

Teachers overwhelmingly felt that the Lamar neighborhood concept builds strong relationships and a sense of community between students, teachers and administrators on neighborhood teams. Teachers feel supported and part of a team. Teachers agree that the block schedule format allows for sufficient class time to dive in deep to concepts and provide intervention as needed. The teaching staff sees the diversity among staff and students as a strength.

All three of Lamar IB programs were evaluated by IB in 2021. Below is a summary of the strengths from the IB evaluation.

- Proud to provide opportunities and proud to support a diverse student body
- Devotion to students
- Teachers and students demonstrate attributes that are in sync with IB philosophy – reflective, recognize the value of differentiation, strong culture of collaboration
- Commitment to IB with shared beliefs and values
- Facilities
- Wide array of programs within the CP
- Access

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Learning gaps due to time away from in person instruction caused gaps in learning which will have to be addressed this school year. **Root Cause:** Students engagement among virtual students decreased mastery for many students.

Priority Problems of Practice

Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year.

Root Cause 1: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 3: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects.

Root Cause 3: A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

Problem of Practice 3 Areas: Student Learning - School Processes & Programs

Problem of Practice 2: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets.

Root Cause 2: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH: Algebra 1- Lamar High School will increase student performance Algebra 1 STAAR EOC by 10 percentage points from 64.9% to 75% meets standard.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Lamar High School will increase student performance Algebra 1 STAAR EOC by 10 percentage points from 64.9% in 2020-21 to 75% meets standard in 2021-22.

Evaluation Data Sources: State Assessment Data, Formative Assessment Data, Classroom Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement rigorous Algebra 1 lessons aligned to Algebra 1 TEKS. Strategy's Expected Result/Impact: Increase in Algebra 1 STAAR EOC passing percentage Staff Responsible for Monitoring: Keri King Action Steps: Weekly planning meetings to ensure lessons are aligned and effective across the grade level Administration of frequent formative assessments Formative assessment data analysis Intervention planning and implementation for students not mastering standards</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In compliance with HB4545, targeted interventions will be provided to students who did not pass Algebra I EOC in 9th grade or 8th grade STAAR math Strategy's Expected Result/Impact: Increase in Algebra 1 STAAR EOC passing percentage Staff Responsible for Monitoring: Donna Mann Action Steps: 1. Contract with Catapult Learning to provide Algebra 1 targeted intervention in groups of no more than 6 students to 1 tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Student Learning

Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 4: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

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Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS- The percentage of Lamar graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 64% for 2017-18 graduates to 72% for 2022-2023 graduates reported in 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of Lamar graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 64% for 2017-18 graduates to 72% for 2022-2023 graduates reported in 2024.

Evaluation Data Sources: State accountability data, CCMR indicators, classroom grades and formative assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: CATE teachers will write updated curriculum in all courses in pathways leading to industry certification. Students will be engaged in rigorous instruction preparing them to meet industry certification standards.</p> <p>Strategy's Expected Result/Impact: Increase in industry certifications, increase in the number of students meeting CCMR criteria</p> <p>Staff Responsible for Monitoring: Reesa Turner</p> <p>Action Steps: Weekly PLC meetings with all subject area teams Development of IB unit plans based on rigorous instruction aligned to industry standards Planning protocol implementation includes a cycle of unit reviews and revision</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>
Student Learning
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Student Learning

Problem of Practice 4: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

School Processes & Programs

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Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS-The percentage of Lamar High School students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard STAAR EOC English I and II assessments will increase 8 percentage points from 25% in spring 2019 to 33% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard STAAR EOC English I and II assessments will increase 8 percentage points from 25% in spring 2019 to 33% in spring 2024

Evaluation Data Sources: State Assessment Data, classroom grades and formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education Co-Teachers will participate in subject area planning to assist teachers with accommodating assignments to meet the needs of special education students.</p> <p>Strategy's Expected Result/Impact: Increase in student outcomes in English I and II</p> <p>Staff Responsible for Monitoring: Carol Rivers</p> <p>Action Steps: Attend weekly English meetings Monitor grades and accommodation implementation Meet with teachers to adjust instruction or provide intervention as needed</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In compliance with HB4545, Lamar High School will partner with Houston Baptist University to train forty College of Education Students in Neuhaus Reading Intervention strategies. These tutors will provide targeted reading intervention to students performing in the lowest quartile based on reading assessment data. Students will receive intervention in groups of no more than three students with one tutor.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on STAAR EOC English I and II.</p> <p>Staff Responsible for Monitoring: Donna Mann</p> <p>Action Steps: University students will be trained by Neuhaus Students will be grouped and scheduled based on BOY assessment data Progress will be monitored</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Student Learning

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Problem of Practice 4: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. **Root Cause:** A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.

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Problem of Practice 4: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE Lamar overall attendance percentage for the 2021-22 school year will increase from the 2018-19 rate of 94.5% to 95.0%. (using 2018-19 as the baseline due to the pandemic)

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Lamar overall attendance percentage for the 2021-22 school year will increase from the 2018-19 rate of 94.5% to 95.0%. (using 2018-19 as the baseline due to the pandemic)

Evaluation Data Sources: school attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant Principals will monitor attendance weekly and call parents of students with excessive absences</p> <p>Strategy's Expected Result/Impact: Increase attendance rate</p> <p>Staff Responsible for Monitoring: Ricardo Lozano</p> <p>Action Steps: Print weekly attendance reports APs meet with students APs contact parents</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
<p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>
Student Learning
<p>Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
<p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>

School Processes & Programs

Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 4: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE- Lamar High School will continue to provide a safe and secure environment for all students by maintaining a student disciplinary placement rate for 2020-2021 for serious offenses at 2% or less as evidenced by the AEIS/TAPR Report

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Lamar High School will decrease the number of out of school suspensions by 10% from 183 in 2018-19 to 165 in 2021-22

Evaluation Data Sources: Campus discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant principals will utilize campus SEL resources to assist students with the root causes of disciplinary offenses.</p> <p>Strategy's Expected Result/Impact: Decrease in out of school suspension</p> <p>Staff Responsible for Monitoring: Johnnie Jackson</p> <p>Action Steps: Regular assistant principal meetings to discuss disciplinary issues Consultation with SEL staff on strategies to address behaviors Implementation of SEL support and restorative practices Referral of students to SEL department as necessary</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
<p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>
Student Learning
<p>Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
<p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>

School Processes & Programs

Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. **Root Cause:** Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.

Problem of Practice 4: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. **Root Cause:** Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION- Reduce frequency of level 4 and 5 code of conduct violations by providing social-emotional support, resources for reporting potential threats, and training of staff to recognize issues and refer students proactively for targeted SEL assistance.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Reduce frequency of level 4 and 5 code of conduct violations by providing social-emotional support, resources for reporting potential threats, and training of staff to recognize issues and refer students proactively for targeted SEL assistance.

Evaluation Data Sources: Evaluation completed by teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to students in See Something, Say something</p> <p>Strategy's Expected Result/Impact: Decrease in violent behavior</p> <p>Staff Responsible for Monitoring: Johnnie Jackson</p> <p>Action Steps: All students will be trained through a Sandy Hook video during social studies classes</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student social and emotion needs will be supported through the ReVision program and Communities in Schools.</p> <p>Strategy's Expected Result/Impact: Students in need of emotional support will be supported with strategies and counseling to address tendencies toward violent behavior.</p> <p>Staff Responsible for Monitoring: Aida Tello</p> <p>Action Steps: Students will be identified and scheduled for counseling sessions.</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>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION- Lamar High School will increase student performance by 5% in all STAAR-EOC tested academic areas for all students receiving Special Education services for the 2020-2021 school year

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Lamar High School will increase student performance by 5% in all STAAR-EOC tested academic areas for all students receiving Special Education services for the 2020-2021 school year

Evaluation Data Sources: State Assessment Data, Formative Assessment Data, Classroom Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education Co-Teachers will participate in subject area planning to assist teachers with accommodating assignments to meet the needs of special education students.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on STAAR EOC Assessment Data</p> <p>Staff Responsible for Monitoring: Carol Rivers</p> <p>Action Steps: Attend weekly Planning meetings Monitor grades and accommodation implementation Meet with teachers to adjust instruction or provide intervention as needed</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In compliance with HB4545, Lamar High School will partner with Houston Baptist University to train forty College of Education Students in Neuhaus Reading Intervention strategies. These tutors will provide targeted reading intervention to students performing in the lowest quartile based on reading assessment data. Students will receive intervention in groups of no more than three students with one tutor</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on STAAR EOC English I and II</p> <p>Staff Responsible for Monitoring: Donna Mann</p> <p>Action Steps: University students will be trained by Neuhaus Students will be grouped and scheduled based on BOY assessment data Progress will be monitored</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: In compliance with HB4545, targeted interventions will be provided to students who did not pass Algebra I EOC in 9th grade or 8th grade STAAR math</p> <p>Strategy's Expected Result/Impact: Increase in Algebra 1 STAAR EOC passing percentage</p> <p>Staff Responsible for Monitoring: Donna Mann</p> <p>Action Steps: Contract with Catapult Learning to provide Algebra 1 targeted intervention in groups of no more than 6 students to 1 tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
Student Learning
<p>Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>
<p>Problem of Practice 4: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. Root Cause: A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.</p>
School Processes & Programs
<p>Problem of Practice 1: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. Root Cause: A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.</p>
<p>Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.- SMART Goal: Lamar High School will increase student performance by 5% in all STAAR-EOC tested academic areas for all special populations for the 2020-2021 school year.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.- SMART Goal: Lamar High School will increase student performance by 5% in all STAAR-EOC tested academic areas for all special populations for the 2020-2021 school year

Evaluation Data Sources: State Assessment Data, Formative Assessment Data, Classroom Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: In compliance with HB4545, targeted interventions will be provided to students who did not pass Algebra I EOC in 9th grade or 8th grade STAAR math</p> <p>Strategy's Expected Result/Impact: Increase in Algebra 1 STAAR EOC passing percentage</p> <p>Staff Responsible for Monitoring: Donna Mann</p> <p>Action Steps: Contract with Catapult Learning to provide Algebra 1 targeted intervention in groups of no more than 6 students to 1 tutor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In compliance with HB 4545, Lamar High School will partner with Houston Baptist University to train forty College of Education Students in Neuhaus Reading Intervention strategies. These tutors will provide targeted reading intervention to students performing in the lowest quartile based on reading assessment data. Students will receive intervention in groups of no more than three students with one tutor for a total of 30 hours of accelerated learning.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on STAAR EOC English I and II</p> <p>Staff Responsible for Monitoring: Donna Mann</p> <p>Action Steps: University students will be trained by Neuhaus Students will be grouped and scheduled based on BOY assessment data Progress will be monitored</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in all subject areas will write updated curriculum and IB units of study. Students will be engaged in rigorous instruction differentiated to meet their individual learning needs and close any gaps in learning.</p> <p>Strategy's Expected Result/Impact: Increases student outcomes in all STAAR EOC tested subjects for all student populations.</p> <p>Staff Responsible for Monitoring: Dennis Gillespie</p> <p>Action Steps: Weekly PLC meetings with all subject area teams Development of IB unit plans based on rigorous instruction aligned to industry standards Planning protocol implementation includes a cycle of unit reviews and revision</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p> <p>Problem of Practice 3: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>
Student Learning
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School Processes & Programs
<p>Problem of Practice 1: During the 2020-21 school year lessons plans and instructional delivery was found to be inconsistent, resulting in a decline in student outcomes in some subjects. Root Cause: A campus wide planning protocol and accountability system was not in place to ensure teacher teams were planning together to align best practices.</p> <p>Problem of Practice 2: Student achievement data in Algebra 1 declined for the 2020-21 school year. Root Cause: Inconsistency in instruction, assessment and intervention due to the virtual learning environment. Teachers relied heavily on Delta math which is not sufficiently aligned with the level of rigor found in the Algebra 1 TEKS.</p> <p>Problem of Practice 4: Students in CTE pathways are not obtaining industry certifications at a level which allows Lamar to meet CCMR targets. Root Cause: Instruction and planning has not been rigorous or aligned to the standards required in industry certification exams. Teachers in business courses relied heavily on the Jasper Active program which while providing students with practice of isolated skills, it does not ensure the transfer of skills through use in context of real work.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT- Parents will indicate that there is an overall high satisfaction rate with parent involvement, with 90% of higher indicating they are satisfied via survey given by the campus

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Parents will indicate that there is an overall high satisfaction rate with parent involvement, with 90% of higher indicating they are satisfied via survey given by the campus.

Measurable Objective 2: 100% of stakeholders will receive information on a weekly basis about events/activities on campus

Evaluation Data Sources: Newsletter distribution

Strategy 1 Details	Reviews			
Strategy 1: Principal's Newsletter will be distributed weekly. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Roxanne Van Ravensway Action Steps: 1. Communications coordinator will collect news on campus events and information 2. Communications coordinator will collaborate with principal to develop the weekly newsletter 3. Newsletter will be sent through email and available on the campus website by Thursday of each week.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: A minimum of two schoolwide parent engagement, information events will be held each semester

Evaluation Data Sources: Event fliers, agendas and recordings

Strategy 1 Details	Reviews			
Strategy 1: Schedule at least two parent engagement/information meetings each semester Strategy's Expected Result/Impact: Positive feedback on parent surveys Staff Responsible for Monitoring: Roxanne Van Ravensway Action Steps: 1. Schedule at least two parent events each semester 2. Publicize each event 3. If events are in person, record the event for later viewing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

State Compensatory

Budget for 008 Lamar High School

Total SCE Funds: \$327,108.16

Total FTEs Funded by SCE: 4.49

Brief Description of SCE Services and/or Programs

State Compensatory Education funds are used to provide support for our at-risk students. Three teacher positions support ELL students in regular education settings and in intensive pull out instructional settings. The teacher specialist position supports students with dyslexia and severe reading deficits. The part time counselor position works with students who are in danger of dropping out or not graduating on time from high school.

Personnel for 008 Lamar High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Darnell, Tyler Presley	Tchr, ESL Secondary	1
Ervin, Melba R	Counselor, Secondary-11M	0.49
Phlegm, Christina Dionne	Tchr, Spclst 10.5M	1
Shalin, Jeffrey R	Tchr, English	1
Wiggins, Jeanie Ward	Tchr, English	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Lamar Leadership Team SIP Committee.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Survey data from staff, parents, students and SDMC members was considered in the development of the SIP.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: monitoring student performance data through formative assessments, monitoring attendance data, monitoring discipline data, student support data is monitored.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: Lamar Website and the school main office

The SIP was made available to parents by: posting on the Lamar website

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: Accelerated learning support is provided by tutors in reading, math, science and social sciences after school and on Saturdays. Tutorials are provided daily regular school day as a dedicated period, and school wide tutorials are available before and after school. Teachers

participate in weekly collaborative planning sessions to ensure instruction is aligned with the TEKS and to review student learning outcomes.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: All students participate in the IB Middle Years Programme during 9th and 10th grade. Students matriculate in 11th grade to the IB Diploma Programme or the IB Career-related Programme, offering all students access to college level courses in all areas of study. Lamar offers six career program areas of study, each allowing a student to earn one or more industry certifications and provide access to internships and job practiciums. Students have opportunities to participate in a wide variety of extracurricular activities and clubs promoting a well rounded education.

Students have access to a variety of supports and intervention opportunities, including small group instruction embedded into the daily instructional cycle in every class, tutorial support before and after school, as well as an embedded tutorial period within the day.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: This is done in weekly PLC meetings with all teachers, lead by a member of the Lamar leadership team.
- Proficient Tier 1 explicit instruction taking place in all content areas: Teachers plan effective tier one instruction and review student learning outcomes weekly.
- Small Group Instruction based on student data needs: Small group instruction is built in to the Lamar 90 minute instructional cycle which is implemented in all courses

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - The Lamar PTO meets monthly with the Principal to develop parent engagement opportunities.

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Social Media Announcements
- Weekly Principal's Newsletter
- PTO parent engagement activities
- HISD Parent university

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings. The meeting dates are listed below:

Meeting #1 - 9/21/21

Meeting #2 - 10/19/21

Meeting #3 - 1/18/22

Meeting #4 - 3/8/22

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Colby Pruitt	Counselor	Title 1	1.0
Jared Sarabia	Teacher, Intervention Math	Title 1	1.0
Maria Cruz Ferreira Leite	Teacher, Intervention Math	Title 1	1.0
Patricia Ramirez	Parent Engagement Rep	Title 1	1.0
Vacant Position Posted	Teacher, Intervention Math	Title 1	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rita Graves	Principal
Classroom Teacher	Sergio Arjon	
Classroom Teacher	Leila Nombre	
Classroom Teacher	Billy Craven	
Classroom Teacher	Tristan Crayton	
Classroom Teacher	Raymond Gayle	
Classroom Teacher	Mark Krimm	
Classroom Teacher	Hector Otano-Vega	
Classroom Teacher	Raul RiveraColon	
Classroom Teacher	Jeffrey Shalin	
Administrator	Mary Ellen Fernandez	
Administrator	Keri-Ann King	
Administrator	Patrick Jefferson	
Non-classroom Professional	Rachel Rutledge	
Non-classroom Professional	Billie Wesley	
Non-classroom Professional	Ida Lazard Armstead	
Parent	Gretchen Himsl	Magnet Transfer Parent
Parent	Jennifer Dollinger	Magnet Transfer Parent
Parent	Amanda McGee	Zoned Parent
Parent	Jennifer Martinez	Zoned Parent
Parent	Kara Richardson	PTO President/Parent
Parent	Heather Barrow	PTO President-Elect
Business Representative	Frank Demeris	
Community Representative	Pat Rosenberg	
Community Representative	Fran Callahan	

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Teachers will rotate in small groups through sessions	Student Management & Support, Faculty Management & Support, Special Populations and Support, Special Populations, IB Approaches to Learning	none	Board Goals 3,4,5
Aug. 17	Teachers will rotate in small groups through sessions	Student Management & Support, Faculty Management & Support, Special Populations and Support, Special Populations, IB Research Skills, GT Plan, Planning Protocol, IB Program Overviews	none	Board Goals 3,4,5
Aug. 18	Teachers will attend MTV presentations by IB program and work in subject area teams for implementation	Making Thinking Visible, Planning and implementation of Making Thinking Visible Strategies	Making Thinking Visible book for each teacher	Board Goals 3,4,5
Aug. 19	Teachers attend virtual sessions as assigned by HISD or attend in person sessions lead by campus technology and teacher leaders	HISD Job-Alike Sessions or Campus Technology Training	none	Board Goals 3,4,5
Aug. 20		Teacher Prep Day	none	
Sept. 17	In person training, grouped by IB program	IB Unit planning and training on the new IB platform Toddle	Trainers from IB will present	Board Goals 3,4,5
Oct. 4	Teachers on campus will work collaboratively with subject area teams	Planning and IB Unit writing, most teachers will be off campus as this district trade day for professional development.	IB Resources	Board Goals 3,4,5
Feb. 21	Teachers on campus will work collaboratively with subject area teams	IB unit plan writing and review	IB Resources	

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

Title of Custom Waiver: Curriculum Waiver - Health/Biology hybrid	
Description: The purpose of this waiver is to allow students to earn the district required one-half health credit through a Biology I course by embedding health TEKS and aligning them with the designated discipline. The biology teachers need to be certified in health. TEKS integrations must be documented. The specific objective is to improve test results and is identified in the school SIP. The success of this waiver will be determined by the students' grades as compared to the year before.	
Rationale	Description: To allow students to pursue rigorous coursework, and complete the district's health graduation requirement, Lamar has incorporated Health curriculum requirements into the freshman biology course.
Metrics of	Description: The percentage of students who master grade level will increase from the 2018-2019 STAAR.

SIP APPROVAL 2021-2022

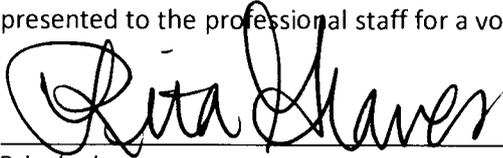
School Name and Campus #:

Principal Name:

Area Office:

Please print this document and complete.

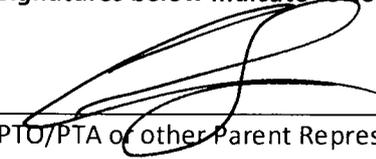
This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 10, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

10/13/2021
Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

10/13/2021
Date



SDMC Teacher Representative

10/13/2021
Date

School Support Officer/Lead Principal

Date

Area Office Superintendent

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date