Houston Independent School District

008 Lamar High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies

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,

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 2, 2022

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 3100 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 142 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.

Student Learning

Student Learning Summary

STAAR Data Summary 2022- All Students (Spring 2022)

Algebra 1- 59%

English 1-76%

Biology-86%

English 2-78%

US History-91%

IB Data

	2019	**2022**
IB Diploma Program		
Total DP Candidates	290	178
Total Diploma Recipient	38	66
Percentage of students earning the diploma	13%	37%
IB Career Program		
CP candidates	80	197
Total CP Diploma	7	41
Percentage of students earning the diploma	9%	21%
Non-Submission Data		
IB Psychology		74/287 (26%)
Art History		32/102 (32%)

CCMR Data

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	687	

Total credit for CCMR criteria	452	66%

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 (Prioritized): English 1 **Root Cause:** A lack of focus on data and alignment to state standards in planning.

Problem of Practice 2 (Prioritized): Algebra 1 **Root Cause:** Lack of alignment with tested curriculum in conjunction with a failure to address deficits in prerequisite skills.

Problem of Practice 3: Biology- There is a significant performance gap between emergent bilingual students and other sub populations of students. 36% of EB students did not meet the standard. **Root Cause:** A lack of instructional strategies in social and academic vocabulary development in biology.

Problem of Practice 4 (Prioritized): English 2 **Root Cause:** A lack of focus on data and alignment to state standards in planning.

Problem of Practice 5: US History- Elevating the level of mastery to increase the number of students achieving the Masters level on US History EOC **Root Cause:** Lack of differentiation and response to individual misunderstanding

Problem of Practice 6 (Prioritized): IB Diploma Program number of students receiving the IB diploma **Root Cause:** Lack of participation in IB examination required to acquire the diploma

Problem of Practice 7 (Prioritized): IB Career Related Program- Low number in industry certification resulting in CCMR credit **Root Cause:** Lack of intervention and response to individual misunderstandings after the initial examination

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: Instructional Cycle

Problem of Practice 2: New Teacher Staff Development

Perceptions

Perceptions Summary

Survey data- As reported in the HISD Family and Community Engagement Survey, parents are requesting more communication between teachers and parents. Better and quicker communication methods.   Parents are also requesting more security methods to avoid student fights.

Perceptions Strengths

 As reported in the HISD Family and Community Engagement Survey, parents feel that teachers respond positively to students and provide academic support.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Parent Communication **Root Cause:** Parents need more direct communication

Problem of Practice 2: Safety **Root Cause:** With students being at home for an extended part of the school year due to the pandemic, behavior norms and expectations need to be reset.

Priority Problems of Practice

Problem of Practice 2: English 1
Root Cause 2: A lack of focus on data and alignment to state standards in planning.
Problem of Practice 2 Areas: Student Learning

Problem of Practice 6: Parent Communication
Root Cause 6: Parents need more direct communication
Problem of Practice 6 Areas: Perceptions

Problem of Practice 1: Algebra 1
Root Cause 1: Lack of alignment with tested curriculum in conjunction with a failure to address deficits in prerequisite skills.
Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: English 2
Root Cause 3: A lack of focus on data and alignment to state standards in planning.
Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: IB Diploma Program number of students receiving the IB diploma
Root Cause 4: Lack of participation in IB examination required to acquire the diploma
Problem of Practice 4 Areas: Student Learning

Problem of Practice 5: IB Career Related Program- Low number in industry certification resulting in CCMR credit
Root Cause 5: Lack of intervention and response to individual misunderstandings after the initial examination
Problem of Practice 5 Areas: Student Learning

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)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements 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
- Violence and/or violence prevention 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: 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.

Goal 1: English 1-The percentage of English 1 students performing at or above grade level in ELA as measured by the Approaches Grade Level Standard on STAAR EOC will increase from 76% to 81%

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: English 1-The percentage of English 1 students performing at or above grade level in ELA as measured by the Approaches Grade Level Standard on STAAR EOC will increase from 76% to 81%

Evaluation Data Sources: Renaissance 360, failure rates, formative assessment data

Strategy 1 Details		Reviews		
Strategy 1: Data analysis in PLC to identify deficit areas and plan intervention		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Kevin Thompson/Dottie Lawrence				
Action Steps: Analyze STAAR EOC data and Renaissance 360 data to plan intervention and changes in first instruction				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Targeted intervention and tutorials	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Kevin Thompson/Dottie Lawrence				
Action Steps: Use weekly PLC meetings to analyze formative assessment data and plan targeted intervention for the last 30 minutes o the instructional cycle and lunch tutorials **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: English 1 **Root Cause**: A lack of focus on data and alignment to state standards in planning.

Board Goal 1: 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.

Goal 2: English 2-The percentage of English 2 students performing at or above grade level in ELA as measured by the Approaches Grade Level Standard on STAAR EOC will increase from 78% to 83%

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: English 2-The percentage of English 2 students performing at or above grade level in ELA as measured by the Meets Grade Level Standard on STAAR EOC will increase from 78% to 83%

Evaluation Data Sources: Renaissance 360, failure rates, formative assessments

Strategy 1 Details	Reviews			
Strategy 1: Data analysis in PLC to identify deficit areas and plan intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Fernandez/Ballard				
Action Steps: Analyze STAAR EOC data and Renaissance 360 data to plan intervention and changes in first instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 2 Details	Reviews			
Strategy 2: Targeted intervention and tutorials	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Fernandez/Ballard				
Action Steps: Use weekly PLC meetings to analyze formative assessment data and plan targeted intervention for the last 30 minutes o the instructional cycle and lunch tutorials **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 4: English 2 **Root Cause**: A lack of focus on data and alignment to state standards in planning.

Board Goal 2: 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.

Goal 1: The percentage of Algebra 1 students performing at or above grade level in Algebra 1 as measured by the Approaches Grade Level Standard on STAAR EOC will increase from 59% to 70% for all test takers, with sub-population goals increasing from 64% to 75% for first time testers, re-testers from 31% to 45% and African American first time testers from 54% to 65%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of Algebra 1 students performing at or above grade level in Algebra 1 as measured by the Approaches Grade Level Standard on STAAR EOC will increase from 59% to 70% for all test takers, with sub-population goals increasing from 64% to 75% for first time testers, re-testers from 31% to 45% and African American first time testers from 54% to 65%.

Evaluation Data Sources: Formative math assessment data, failure rates

Strategy 1 Details	Reviews			
Strategy 1: Use weekly PLC meetings to analyze STAAR EOC data to determine deficits and plan changes in intervention and first instruction to ensure mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Alaniz
    Action Steps: Weekly PLC meetings used to analyze data and determine instructional and intervention strategies to ensure increased student achievement
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Use PLC meetings to analyze formative assessment data and plan targeted intervention for the last 30 minutes of the instructional block and lunch tutorials.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Alaniz **Action Steps:** Use PLC meetings to analyze formative assessment data and plan targeted intervention for the last 30 minutes of the instructional block and lunch tutorials. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Algebra 1 **Root Cause**: Lack of alignment with tested curriculum in conjunction with a failure to address deficits in prerequisite skills.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase from 66% to 85% for the graduating class of 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase from 66% to 85% for the graduating class of 2023.

Evaluation Data Sources: industry certification exam data

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers will ensure that all BIM students complete the Microsoft certification tests on an agreed upon schedule	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased industry certifications
    Staff Responsible for Monitoring: Thompson/Cain/Turner
    Action Steps: The business PLC will determine a calendar for first administration of all Microsoft examinations
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Business PLC will use data to plan for intervention with students who do not pass each component of the certification test on first administration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased industry certification				

Staff Responsible for Monitoring: Thompson/Cain/Turner

Action Steps: Business PLC will use data to plan for intervention with students who do not pass each component of the certification test on first administration.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 7: IB Career Related Program- Low number in industry certification resulting in CCMR credit **Root Cause**: Lack of intervention and response to individual misunderstandings after the initial examination

Board Goal 4: 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.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Approaches Grade Level Standard on STAAR EOC English I and II assessments will increase by 5%

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 Approaches Grade Level Standard on STAAR EOC English I and II assessments will increase by 5%

Evaluation Data Sources: Formative assessment data, failure rates, renaissance 360

Strategy 1 Details	Reviews			
Strategy 1: Data analysis and planning aligned with deficit skills	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Thompson/Lawrence Fernandez/Ballard				
Action Steps: Weekly PLC Meetings, Renaissance 360				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Targeted intervention and tutorials	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Thompson/Lawrence Fernandez/Ballard				
Action Steps: Analyze formative assessment to determine adjustments in intervention and first instruction to ensure mastery **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: English 1 **Root Cause**: A lack of focus on data and alignment to state standards in planning.
Problem of Practice 4: English 2 **Root Cause**: A lack of focus on data and alignment to state standards in planning.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE- Lamar overall attendance percentage for the 2022-23 school year will increase from the 2018-19 rate of 94.5% to 95.5%. (using 2018-19 as the baseline due to the pandemic)

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: ATTENDANCE- Lamar overall attendance percentage for the 2022-23 school year will increase from the 2018-19 rate of 94.5% to 95.5%. (using 2018-19 as the baseline due to the pandemic)

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Parent Engagement Representatives will make weekly phone calls to students with excessive absences	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student attendance rate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals				
Action Steps: Parent Engagement Representatives will make weekly phone calls to students with excessive absences **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Parent Communication **Root Cause**: Parents need more direct communication

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 2022-2023 for serious offenses at 2% or less as evidenced by the AEIS/TAPR Report

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

Measurable Objective 1: 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

Evaluation Data Sources: Discipline date

Strategy 1 Details	Reviews			
Strategy 1: Resources such as CIS and ReVision will be used to provide mediation and SEL support to students with repeated disciplinary infractions	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased disciplinary placement rates **Staff Responsible for Monitoring:** Assistant Principals/Rivera **Action Steps:** Resources such as CIS and ReVision will be used to provide mediation and SEL support to students with repeated disciplinary infractions **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION- Reduce frequency of level 4 and 5 code of conduct violations by 5 % 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:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: VIOLENCE PREVENTION- Reduce frequency of level 4 and 5 code of conduct violations by 5 % 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: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Resources such as CIS and ReVision will be used to provide mediation and SEL support to students with repeated disciplinary infractions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in violent disciplinary offenses **Staff Responsible for Monitoring:** Assistant Principals/Rivera **Action Steps:** Resources such as CIS and ReVision will be used to provide mediation and SEL support to students with repeated disciplinary infractions **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION- Lamar High School will increase student performance from 52% to 65% in all STAAR-EOC tested academic areas for all students receiving Special Education services for the 2022-2023 school year

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: SPECIAL EDUCATION- Lamar High School will increase student performance from 52% to 65% in all STAAR-EOC tested academic areas for all students receiving Special Education services for the 2022-2023 school year

Evaluation Data Sources: Formative assessment data, failure rates, renaissance 360

Strategy 1 Details	Reviews			
Strategy 1: EOC teachers will collaborate with Special Education Co-Teachers to ensure they are informed and involved in implementing intervention strategies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** SIP Team in assigned EOC subjects **Action Steps:** EOC teachers will collaborate with Special Education Co-Teachers to ensure they are informed and involved in implementing intervention strategies **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: English 1 **Root Cause**: A lack of focus on data and alignment to state standards in planning.
Problem of Practice 2: Algebra 1 **Root Cause**: Lack of alignment with tested curriculum in conjunction with a failure to address deficits in prerequisite skills.
Problem of Practice 4: English 2 **Root Cause**: A lack of focus on data and alignment to state standards in planning.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Lamar High School will increase student performance from 51% to 65% in all STAAR-EOC tested academic areas for all Emergent Bilingual for the 2022-2023 school year

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: SPECIAL POPULATIONS: Lamar High School will increase student performance from 51% to 65% in all STAAR-EOC tested academic areas for all Emergent Bilingual for the 2022-2023 school year

Evaluation Data Sources: Formative assessment data, TELPAS data

Strategy 1 Details				Reviews			
Strategy 1: ELPS will be incorporated into lesson plans in all EOC subjects				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIP Team in assigned EOC subjects **Action Steps:** ELPS will be incorporated into lesson plans in all EOC subjects **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math							
0% No Progress	100% Accomplished	Continue/Modify	❌ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: English 1 **Root Cause**: A lack of focus on data and alignment to state standards in planning.
Problem of Practice 2: Algebra 1 **Root Cause**: Lack of alignment with tested curriculum in conjunction with a failure to address deficits in prerequisite skills.
Problem of Practice 4: English 2 **Root Cause**: A lack of focus on data and alignment to state standards in planning.

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% or higher indicating they are satisfied via survey given by the campus.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 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

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
Strategy 1: Parent Engagement Representatives will reach out to parents each cycle with phone calls and mass emails	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent satisfaction with school to home communication	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ryan				
Action Steps: Parent Engagement Representatives will reach out to parents each cycle with phone calls and mass emails soliciting feedback on assistance needed **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Parent Communication **Root Cause**: Parents need more direct communication

Measurable Objective 2: Lamar will hold at least two parent engagement meetings per semester to inform parents on strategies to help their children be academically successful

Evaluation Data Sources: Meeting agenda and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Lamar will hold at least two parent engagement meetings per semester to inform parents on strategies to help their children be academically successful	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Higher parent engagement, higher parent satisfaction rate on surveys
    Staff Responsible for Monitoring: Raul Rivera
    Action Steps: Lamar will hold at least two parent engagement meetings per semester to inform parents on strategies to help their children be academically successful
 	
    Title I:
    4.1, 4.2				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 2 Problems of Practice:

Perceptions
Problem of Practice 1: Parent Communication **Root Cause**: Parents need more direct communication

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Biology- Increase the percentage of Emergent Bilingual students reaching the Approaches GL from 64% to 71% as measured on STAAR EOC biology.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: Biology- Increase the percentage of Emergent Bilingual students reaching the Approaches GL from 64% to 71% as measured on STAAR EOC biology.

Evaluation Data Sources: Formative assessment, failure rates

Strategy 1 Details	Reviews			
Strategy 1: Intentionally incorporating ELPS and/or language acquisition domains into lesson plans. That is, identify skills used in lessons related to Listening, Speaking, Reading, Writing	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Cain/King **Action Steps:** Weekly planning meetings **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Implement instructional strategies focused on bridging the gap for EB students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Cain/King	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Creating print-rich environments using visuals, instructional posters, Word Wall, * Curriculum Nights - Family instructional nights to educate parents in the Lamar Instructional Cycle and Biology Content, to support continuity of instruction at home. * Pragmatic subject integration using Actively Learn with the support of Neighborhood Social Studies and English teachers. Actively Learn allows for interactive reading; research projects embedded questions, notes, extra help notes, summaries, and scaffolds; and sharing and co-authoring assignments. **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 10: IB Diplomas- Increase the percentage of IB candidates receiving the IB diploma by 10%, from 37% in 2022 to 47% in 2023

Measurable Objective 1: IB Diplomas- Increase the percentage of IB candidates receiving the IB diploma by 10%, from 37% in 2022 to 41% in 2023

    Evaluation Data Sources: Internal Assessment results, IB exam results

Strategy 1 Details		Reviews			
Strategy 1: DP teachers will analyze IA exam data and diploma data to formulate a plan for increased participation in exams		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased number of students receiving the IB diploma
    Staff Responsible for Monitoring: Mann/Alaniz/Acord
 	
    Action Steps: Dr. Acord will address all diploma candidates during cycle one explaining the importance of completing all required exams for the IB Diploma
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college					

Strategy 2 Details		**Reviews**			
Strategy 2: DP teachers will use weekly PLC meetings to analyze formative assessment data and plan interventions related to student misunderstandings		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased number of students receiving the IB diploma
    Staff Responsible for Monitoring: Mann/Alaniz/Acord
 	
    Action Steps: DP teachers will use weekly PLC meetings to analyze formative assessment data and plan interventions related to student misunderstandings
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Connect high school to career and college					

0% No Progress	100% Accomplished		Continue/Modify		Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 7: IB Career Related Program- Low number in industry certification resulting in CCMR credit **Root Cause**: Lack of intervention and response to individual misunderstandings after the initial examination

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Data analysis and planning aligned with deficit skills
4	1	1	2	Targeted intervention and tutorials
5	9	1	2	Implement instructional strategies focused on bridging the gap for EB students

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Data analysis and planning aligned with deficit skills
4	1	1	2	Targeted intervention and tutorials
5	9	1	2	Implement instructional strategies focused on bridging the gap for EB students

State Compensatory

Budget for 008 Lamar High School

Total SCE Funds: $225,666.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I Personnel

Name	Position	Program	FTE
Gregory White	Parent Engagement Representative	10th Grade	1
Janet Trevino	Parent Engagement Representative	9th Grade	1
Patricia Ramirez	Parent Engagement Representative	CIS	1
Raul Rivera Colon	Teacher Specialist	Lamar Student Success Center	1
Ruby Rapalo	Parent Engagement Representative	11th Grade	1
Tamina O'Banner	Parent Engagement Representative	12th Grade	1
Tiana Kelley	Counselor	12th Grade	1

Addendums

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____ **Campus Number** _____

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
   Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

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SPECIAL REVENUE FUNDING GOALS, continued

3. Parent and Family Engagement: Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."
Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

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ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as __split-funded Title I positions are not allowable.__

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

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