Houston Independent School District

008 Lamar High School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2023

Student Achievement

Student Achievement Summary

Lamar HS teachers are provided with 90-minute planning period for interdisciplinary team planning on A-Days and a 90-minute planning period on B-Days for subject area teams. Subject Area Team planning is facilitated by the team administrator to create lesson plans, assessments, review formative assessment data and develop re-teaching opportunities. Curriculum is aligned to the TEKS and IB Course Guides. Frequently, IB teachers meet with their programme coordinators who provide them with past exam data which allows them to set goals and drive instruction for the year. In order to achieve these learning goals, materials utilized include but are not limited to SAVAAS, IXL, Kognity, Summit K12, Actively Learn which are used in classrooms for guided practice, intervention, or re-teaching as needed. With the use of the flipped classroom model, teachers create lessons that have an inquiry focus which are student-centered and project-based. In order to maximize student learning and ensure that instruction is taking place bell-to-bell, the instructional cycle contains elements for each part of the lesson cycle such as the do now, guided practice, independent practice, demonstration of learning, and flipped assignment. During the guided practice, the teacher measures students' levels of understanding and encourages engagement through the use of multiple response strategies. When students are collaborating in groups, grouping is done intentionally using either heterogeneous or skill-based grouping strategies. Depending on the students' levels of understanding, students are then directed to the next portion of the instructional cycle which is the formative assessment or they are placed in a small group where re-teaching and opportunities for differentiated learning are facilitated by the teacher and/or co-teacher. Before completion of the lesson, teachers will assess students' final mastery of the defined topic using their demonstration of learning which is based on the overall lesson objective for each class. Through the Lamar instructional model, formative assessments for learning are created to determine students' current level of mastery per standard. By capturing this data in frequent intervals, teachers can adjust instruction by way of differentiation through a targeted intervention approach. By holding students to high standards, it allows teachers to monitor students' progress throughout a lesson cycle in comparison to only determining student mastery based upon final cycle report scores. In addition to documenting and assessing in-class mastery, teachers also utilize the MAP BOY data to determine student's current levels of mastery and group students based on their skill deficits. Teachers must also meet and hold conferences with students to discuss their current MAP results and create a goal setting or improvement plan based on their score/performance level which will be reviewed at the MOY and EOY. What do our students say? 63% of students feel like their teacher holds them to high expectations around effort, understanding, persistence and performance in class. 68% of students believe they are receiving quality instruction and an effective learning environment.

Student Achievement Strengths

STAAR EOC scores improved in every tested area for first time testers and retesters. All areas are above the State average and District average. During Spring 2023, the strongest results were seen on the US History STAAR EOC with 94% of all students meeting standards and 90% of all students meeting standards on the Biology STAAR EOC. Among first time STAAR EOC testers, 96% of students met standards on the US History STAAR EOC and 92% of students met standards on the Biology STAAR EOC. 84% of all first-time testers met standards on the English 1 and English 2 STAAR EOC. Improvements of 2 - 6 percentage point on each STAAR EOC test were observed on all five tests, with a 6-percentage point improvement of all first-time testers meeting standards on the Algebra 1 STAAR EOC. This increase is attributed to strong weekly collaborative planning with data reviews of all unit assessments and on the Algebra 1 STAAR EOC Interim Assessments.

Strong improvements were also noted among Retesters on the English 1 STAAR EOC with a 16-percentage point increase in Retesters meeting standards. Improvement among Retesters on English 1 STAAR EOC is attributed to strong Accelerated Learning which was provided twice weekly after-school and on Saturdays.   Our strongest results historically are seen on the US History STAAR EOC. During Spring 2023 testing, 96% of all first-time testers met standards on the US History STAAR EOC. 46% of all first-time testers scored in the Mastered category on the US History STAAR EOC.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: There is a substantial difference, however, in the performance on Algebra 1 and the other tested areas. There is a strong link between pandemic instruction within the areas of numeracy and pre-algebraic concepts and performance on STAAR EOC for Algebra 1

Problem of Practice 2: TELPAS data continues to show a gap in performance between receptive and expressive language areas that continues through 12th grade. While we know expressive language comes after receptive language, this is an area we need to focus on in our Action Plan.

Problem of Practice 3: Just under 100 rising seniors no longer meet participation requirements and will be rescheduled for the senior year. In a review of that data, approximately 10 students did not meet IBDP Core Requirements for Theory of Knowledge, while 87 students did not meet IBCP Core Requirements for Personal and Professional Skills. **Root Cause:** We believe this is contributable to will rather than skill and requires a continued focus on shifting the culture and perception of the programmes.

School Culture and Climate

School Culture and Climate Summary

In an end of year survey of students by Panorama, 67% responded favorably with respect to the overall social and learning climate of the classroom. In that same survey, 61% of students rated the teacher-student relationships within and beyond the classroom favorably. Specifically, 80% of students responded favorably to the question "How fair or unfair are the rules for the students?" Notably, in the same survey, in response to the question about how respectful teachers are to students, 82% of students responded extremely respectful or quite respectful to the Student attendance rates increased when students were participated through a hybrid plan for in-person and online learning was designed for 2020-21, and then took a 4-point dip after students returned to campus full time after COVID. (Attendance 20-21= 97.76, 21-22=93.30, 22-23=92.81%) Administrators at Lamar HS saw an increase in disciplinary incidents during the 2022-23 school year. Discipline 22-23= ISS 148, OSS 220 (37 incidents of fighting) Discipline 21-22= ISS 59, OSS 153 There was an increase in disciplinary incidents which matched the decrease in attendance rate. Only 15% of students felt that their teachers were highly effective at ensuring that the classrooms "do not get out of control." At the same time, only 11% of students felt the "energy of the class" was slightly negative, somewhat negative, or very negative.   Based on the Panorama date on student engagement and the campus student achievement data, there is a correlation between high classroom engagement and high academic achievement

School Culture and Climate Strengths

Based on Panorama Student Survey data and POSSIP parent data there was a strength in the positive relationships between students and adults on the campus which lead to a favorable feeling of safety and belonging on campus.

There was a decline in attendance rates and an increase in discipline incidents. Campus discipline incidents continued to increase following the return for Covid. Discipline increased from 2021-2022 where we had 59 Out-of-School Suspension/153 In-School Suspension to 2022-2023 where we had 148 Out-of-School Suspension/220 In-School Suspension.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Student Attendance declined from 93.30% in 2021-22 92.81% in 2022-23.   **Root Cause:** Stronger systems and procedures are needed to ensure that students remained in class while on campus and parent contact is more reliable.

Problem of Practice 2: Student disciplinary incidents resulting in disciplinary placements increased in 2022-23 in both ISS and OSS placements.   **Root Cause:** Student discipline incidents increased due to the lack of systems and procedures ensuring all students remained in class and under supervision.

Parent and Community Engagement

Parent and Community Engagement Summary

August 24th, 2023, evening: 12th grade parent night. Academic Deans, Assistant Principals, Registrar, College Counselors, and IB Coordinators explained graduation requirements, expectations, and due dates. September 11th and 12th, 2023, evening: Open House for all Lamar families. Families visited classrooms and teachers to learn about Lamar's courses, expectations, and instructional model. September 11th, 2023, evening: Title I family meeting. Topic: What is Title I and how does it help our school? October 11th, 2023, evening: 11th grade parent night. Academic Deans, Assistant Principals, Registrar, College Counselors, and IB Coordinators explained graduation requirements, expectations, and due dates. November 9th, 2023, evening: 10th grade parent night. Academic Deans, Assistant Principals, Registrar, and IB Coordinators explained graduation requirements, expectations, and due dates. Students will choose which IB program and courses to take during upcoming student led conferences. October 4th, 2023, College Night: Dozens of colleges and community organizations shared content about post secondary options. November 7th, 2023, evening: Senior parents will attend a meeting with the college counselors and IB coordinators to review the college application process. Planning: 9th grade parents will attend a meeting with Academic Deans, APs, and IB Coordinators to discuss 9th grade expectations. Ongoing: Student led conferences, school day: Students and parents meet with academic deans to review academic success and choose courses for the next year. Monthly: Shared Decision Making Committee, before school: Lamar community members including parents and faculty meet to discuss school policies and needs. Ongoing: Coaches meeting with parents. Weekly: Principal weekly newsletter about school happenings, due dates, events, and celebrations.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Lamar High School, we would like to see a greater number of parents attend school events. We promote our activities in the weekly email newsletter and through our social media channels. We host numerous informative events during the school day and in the evenings, but we find we see the same parents at most of the meetings. Greater parent participation will ensure families can more effectively

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Student failure and/or retention rates
- Observation Survey results
- 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 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
- Special education/non-special education population including discipline, progress and participation 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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

Key Actions

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of appraisers will facilitate weekly planning with their assigned Subject Area Team using the Lamar planning protocol, in alignment with the expectations for Spot Observations.

Specific Action 1 Details				Reviews			
Specific Action 1: Campus will fully implement Lamar planning protocol.				**Formative**			**Summative**
School Leaders' Actions				Feb	Mar	Apr	June
Train appraisers on the revised Lamar Planning Protocol for seamless implementation of weekly Subject Area Team planning. (June 2023) .							
Staff Actions							
New teachers or teachers with a new course assignment will attend district planned IB Training through TIBS on August 2-3.							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 2: 100% of teachers will attend and productively engage in weekly Subject Area Team planning, facilitated by the appraiser using the Lamar planning protocol, in alignment with the expectations for Spot Observations.

Specific Action 1 Details	Reviews			
Specific Action 1: School will work towards effective lesson alignment to the curriculum.	**Formative**			**Summative**
School Leaders' Actions	Feb	Mar	Apr	June
Train appraisers on Kagan Collaborative structures and Making Thinking Visible routines (June2023) . **Staff Actions** IB Programme Coordinators will support Subject Area Teams by ensuring alignment to programme requirements is maintained with scheduled review of the MYP Units, IB Subject Guide with the Subject Area teams and the appraiser.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 3: 100% of lessons will align to the curriculum objectives for the course (IB MYP, IB DP, IB CP, TEKS) .

Specific Action 1 Details				Reviews			
Specific Action 1: School leaders will provide feedback in curriculum alignment.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Administer a post-training survey for appraisers to provide feedback on their continued training needs for implementation. (June 2023) .							
Staff Actions							
Teachers, along with their Subject Area Team Appraisers, will engage in weekly Subject Area Planning using the Lamar Planning Protocol.							
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue			

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 4: 100% of Planning Protocol documents will include evidence of formative assessment review.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders will work in a system for analysis of formative assessments and feedback.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Train appraisers on Close Coaching model for immediate feedback on implementation of the lesson. (August 2023).					
Staff Actions					
Teachers will track demonstration of mastery for daily lessons and provide reteach and additional support through small group reteach to ensure mastery before the end of the class period.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 5: 100% of teachers will earn proficiency or higher on Spot Observations no later than December.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in supporting teachers to be proficient.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Train teachers on Lamar Planning Protocol and expectations for support through the Close Coaching model. (August 2023) . **Staff Actions** Teachers will engage in the Close Coaching partnership to ensure highly effective implementation of the lesson.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 6: 90% of teachers placed on a support plan will earn proficient or higher on Spot Observations before the end of the first semester.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus focus will be in effective instruction.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Provide appraisers and teachers with new tools for lesson delivery, multiple response strategies and thinking models with FriED, Flipped Learning with Jon Bergmann, Kagan Structures and Visible Thinking Routines. (August 2023) . **Staff Actions** Teachers will use a complement of tools for delivering a flipped lesson that is aligned to the lesson objectives and provides a strong foundation for understanding.					
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue		

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Indicator of Success 7: 90% of students will demonstrate 70% or better mastery on the daily lesson objective.

Specific Action 1 Details			Reviews	
Specific Action 1: School leaders will monitor student progress.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Provide monthly support to new and new to Lamar teachers through our Year 1 Cohort where additional development and support in the instructional model and multiple response strategies by administrators and master teachers.				
Develop weekly schedule for the month of September for small team calibration walks with principal and Central Division ED.				
No later than October, develop structured support plans for teachers who are not on track to meet the Spot Observation goal in December.				
Staff Actions				
Teachers will facilitate a 90-minute apprenticeship through guided and independent practice, using multiple response strategies and thinking models to build mastery for each lesson objective.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 2: In support of HISD's core values #1, 3 and 5, we will improve CCMR outcomes for students by providing high quality academic advising, instruction that specifically aligns for stronger performance in Algebra 1, Industry Based Certifications and other avenues for earning CCMR

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 100% of students will be provided a one-on-one Student Led Conference with their Academic Dean and parent (when available) to ensure the most rigorous coursework and aligned academic course sequence, as well as education on the value of earning College and Career Readiness.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be CCRM.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
All Deans will be provided with updated training around CCMR and Accountability. The Algebra 1 Subject Area Team appraiser will review data with teachers weekly to inform lesson design to ensure students are meeting daily measures of mastery. **Staff Actions** All Academic Deans will create a timeline, schedule and hold individual Student Led Conferences for their student load (400:1), using a strategic system for determining students with the greatest need prioritized. The Algebra 1 Subject Area Team will monitor daily lesson mastery and provide reteach to ensure students are meeting daily measures of mastery.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: In support of HISD's core values #1, 3 and 5, we will improve CCMR outcomes for students by providing high quality academic advising, instruction that specifically aligns for stronger performance in Algebra 1, Industry Based Certifications and other avenues for earning CCMR

Indicator of Success 2: 90% of first time testers will earn Approaches or better on Algebra 1 STAAR EOC or Algebra 1 STAAR ALT EOC by the end of 9th grade. 40% of re-testers will earn Approaches or better at the first retest administration.

Specific Action 1 Details			Reviews		
Specific Action 1: Campus will work in improve student outcome in Algebra.			**Formative**		**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Principal will add a fully certified Math Resource teacher to provide accelerated instruction through Math Resource, ALT and STAAR Review courses.					
The appraiser for Subject Area Teams for English 4 and Statistics will work with District personnel to support full inclusion of the Texas College Bridge in daily classroom lessons for successful completion before March 2024.					
Staff Actions					
The Algebra 1 Subject Area Team will develop a system for identifying students who need accelerated instruction in prerequisite skills and track their assigned participation in accelerated learning opportunities.					
Math Interventionist will provide targeted, small group accelerated instruction to students identified for support through special education.					
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue					

Key Action 2: In support of HISD's core values #1, 3 and 5, we will improve CCMR outcomes for students by providing high quality academic advising, instruction that specifically aligns for stronger performance in Algebra 1, Industry Based Certifications and other avenues for earning CCMR

Indicator of Success 3: 100% of rising seniors who have not earned a CCMR point will demonstrate college and career readiness through successful completion of Texas College Bridge.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in Texas College Bridge.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Business appraisers will take the course and certification test for Microsoft Office Specialist to understand the curriculum and instructional alignment.				
Business appraisers will assist the Subject Area Team during common planning in developing an aligned curriculum, common assessments and instructional plan to support success for earning the industry based certification.				
Staff Actions				
English 4 and Statistics Subject Area teams will implement full inclusion of the Texas College Bridge in daily classroom lessons to ensure successful completion before March 2024.				
Business teachers will take the online course and certification test for Microsoft Office Specialist to understand the curriculum and instructional alignment.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 2: In support of HISD's core values #1, 3 and 5, we will improve CCMR outcomes for students by providing high quality academic advising, instruction that specifically aligns for stronger performance in Algebra 1, Industry Based Certifications and other avenues for earning CCMR

Indicator of Success 4: 100% of students in our Business pathway will earn the Microsoft Office Specialist: Expert (950) for Word, Excel and/or PowerPoint, and complete no less than 3 courses in the 4-year course pathway.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in the Business Pathway.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Appraisers will work with the CTE Department and District technology to ensure a seamless testing environment through Certiport.				
Staff Actions				
Business teachers will design an aligned curriculum and instructional plan to support successful certification and monitor progress toward demonstration of mastery.				
Business teachers will develop a timeline for Certiport assessment that matches the instructional plan.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Improve outcomes for students who are designated for support through language acquisition services, specifically improve TELPAS outcomes for EB students by providing daily structured lessons to accelerate expressive language.

Indicator of Success 1: All EB students with more than two years in U.S. schools will grow by one or more proficiency levels in no less than three of the four language acquisition domains.

Specific Action 1 Details				Reviews			
Specific Action 1: School leaders will ensure the growth in EB students.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Subject Area Team Appraisers will use Subject Area Team planning protocol to build cross-curricular language acquisition within the expressive language domains to all lesson plans through multiple response strategies and visible thinking routines. Reading and ESL Appraisers will ensure expressive language is taught and practiced for EB students scoring BEG or INT during the 2022-23 TELPAS administration. **Staff Actions** Subject Area Teams will build expressive language acquisition into all lesson plans through multiple response strategies and visible thinking routines with a focus on the expressive language IB Approaches to Learning. Lamar Writing Lab staff will schedule one-on-one meetings with EB students who show a performance disparity between receptive and expressive language scores on TELPAS to share support options through the Writing Lab and schedule coaching meetings for written assignments for English classes for the fall semester.							
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Key Action 3: Improve outcomes for students who are designated for support through language acquisition services, specifically improve TELPAS outcomes for EB students by providing daily structured lessons to accelerate expressive language.

Indicator of Success 2: All EB students identified as ADV or AH in three of four language acquisition domains during the 2022-23 school year will be reclassified by the end of the 2023-24 school year.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus will work in the right EB classification.		**Formative**			**Summative**
School Leaders' Actions		Feb	Mar	Apr	June
The English Subject Area Team appraiser will include expressive language acquisition as a foundational part of the ELAR lesson plan and implementation. **Staff Actions** Reading and ESL teachers will provide discrete instruction in expressive language acquisition and ensure practice time is protected in the reading and ESL classroom for EB students scoring BEG or INT during the 2022-23 TELPAS administration.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 4: Improve attendance and reduce physical altercations to support a safe and productive school environment by targeting students who are chronically engaging in single period absences.

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

Indicator of Success 1: Improve ADA from 92.81% to 95% or greater for the 2023-24 school year.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus efforts will be placed in improving ADA.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Principal will articulate and reinforce the expectation that all students are expected to stay in class during bell-to-bell instruction.				
Principal will work with IT to develop and refine a note taking system in PowerSchool to document all student and parent contact.				
Principal will implement an integrated approach to providing students with a variety of supports on campus to meet physical, social and emotional needs.				
Principal will add two Campus Climate Officers to support aggressive monitoring during and between class periods.				
An Assistant Principal will be reassigned to the North Building to provide supervision in identified "hot spots".				
Staff Actions				
Teachers will articulate and reinforce the expectation that all students are expected to stay in class during bell-to-bell instruction.				
Student Support Services team will support the implementation of the 3-Tier Framework of Support to improve attendance.				
Campus Climate Officers will aggressively monitor during and between class periods ensuring all students are in their assigned area.				
North Building AP will aggressively monitor "hot spots" during and between class periods.				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Key Action 4: Improve attendance and reduce physical altercations to support a safe and productive school environment by targeting students who are chronically engaging in single period absences.

Indicator of Success 2: Reduce incidents of fighting/mutual combat by 50% from 37 incidents in 22-23 to less than 18 incidents in 23-24.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders and staff will work in establishing a system to reduce misbehavior.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
All administrators will engage in aggressive monitoring of hallways and bathrooms between class periods.				
When students are found out of area, administrators will walk students back to class and document violation on the part of the student and/or teacher.				
Administrators will design and implement a 3-Tier Framework of supports to improve attendance.				
Administrators will monitor absences and schedule home visits in alignment with the 3-Tier Framework of Support.				
School administration will design a discipline response flowchart that ensures all students with minor but repeated incidents are provided with appropriate supports through student services.				
Staff Actions				
Parent Engagement Reps will call home each day when a student is absent to verify the student's location and discuss paperwork necessary for documentation.				
All campus faculty and staff will document parent and student contact in PowerSchool.				
Teachers will monitor absences and make initial contact with parents via email or phone call when a student has a third absence from the class in alignment with the 3-Tier Framework of Support.				
Faculty and administration will utilize the Discipline Response Flowchart to ensure consistent adherence to the Code of Conduct and the ensure support is provided for students.				

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

State Compensatory

Budget for 008 Lamar High School

Total SCE Funds: $176,650.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for 008 Lamar High School

Name	Position	FTE
Jeffrey Shalin	Tchr, ESL/English 8-12	1
Melba Ervin	Counselor, Secondary-11M	1
Tyler Darnell	Tchr, ESL Secondary	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	High School
Total Students:	2,922
Grade Span:	09 - 12

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.
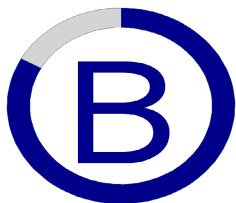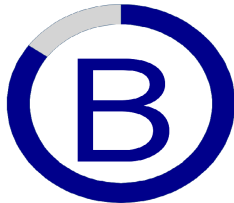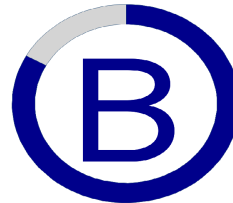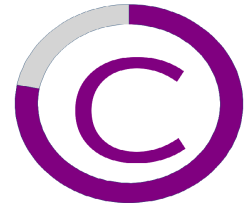
Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
B	B	B	C
83 of 100	85 of 100	83 of 100	78 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading ✓

Academic Achievement in Mathematics ✗

Academic Achievement in Science ✓

Academic Achievement in Social Studies ✓

Top 25% : Comparative Academic Growth ✗

Top 25% : Comparative Closing the Gaps ✗

Postsecondary Readiness ✗

Student Information

This section provides demographic information about LAMAR H S, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	97.4%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	26.8%	22.1%	12.8%
Hispanic	40.8%	61.9%	52.8%
White	23.6%	9.7%	26.3%
American Indian	0.2%	0.2%	0.3%
Asian	5.4%	4.5%	4.8%
Pacific Islander	0.3%	0.1%	0.2%
Two or More Races	2.9%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	47.4%	79.2%	60.7%
Special Education	6.8%	8.4%	11.6%
Emergent Bilingual/EL	9.1%	35.1%	21.7%
Mobility Rate (2020-21)			
	6.8%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	24.0	17.6	16.3
Foreign Languages	28.8	22.7	18.4
Mathematics	32.1	21.2	17.5
Science	32.1	21.5	18.5
Social Studies	35.1	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,030	$10,524	$11,106
Instruction	$4,064	$5,989	$6,358
Instructional Leadership	$167	$185	$186
School Leadership	$991	$749	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	**78%**	74%	73%	90%	60%	92%	78%	89%	72%
	2021	67%	57%	**82%**	80%	78%	90%	62%	94%	85%	80%	76%
ELA/Reading	2022	75%	70%	**75%**	73%	68%	88%	50%	90%	*	92%	69%
	2021	68%	60%	**80%**	79%	73%	89%	57%	96%	*	*	73%
Mathematics	2022	72%	67%	**67%**	58%	64%	82%	*	82%	*	80%	61%
	2021	66%	53%	**74%**	67%	71%	82%	*	85%	*	*	68%
Science	2022	76%	68%	**85%**	80%	83%	93%	*	100%	*	89%	80%
	2021	71%	59%	**87%**	84%	82%	94%	*	100%	*	*	81%
Social Studies	2022	75%	70%	**91%**	92%	87%	96%	*	96%	*	91%	86%
	2021	73%	66%	**93%**	90%	91%	98%	-	97%	100%	*	88%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**54%**	44%	48%	73%	50%	78%	22%	75%	44%
	2021	41%	33%	**61%**	52%	54%	77%	31%	83%	62%	60%	50%
ELA/Reading	2022	53%	49%	**59%**	52%	53%	75%	50%	81%	*	86%	50%
	2021	45%	38%	**68%**	60%	60%	84%	43%	82%	*	*	57%
Mathematics	2022	42%	38%	**29%**	16%	25%	53%	*	56%	*	40%	22%
	2021	37%	27%	**38%**	24%	32%	55%	*	79%	*	*	29%
Science	2022	47%	39%	**54%**	43%	49%	73%	*	82%	*	70%	45%
	2021	44%	33%	**58%**	52%	49%	74%	*	78%	*	*	44%
Social Studies	2022	50%	44%	**73%**	64%	64%	88%	*	85%	*	87%	59%
	2021	49%	42%	**75%**	63%	72%	88%	-	91%	80%	*	65%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**18%**	10%	15%	33%	20%	34%	0%	30%	11%
	2021	18%	15%	**23%**	15%	18%	37%	15%	39%	15%	20%	15%
ELA/Reading	2022	25%	24%	**12%**	6%	9%	22%	17%	20%	*	20%	6%
	2021	18%	16%	**17%**	9%	12%	31%	14%	34%	*	*	10%
Mathematics	2022	20%	19%	**8%**	3%	7%	15%	*	12%	*	0%	5%
	2021	18%	13%	**9%**	5%	6%	14%	*	23%	*	*	6%
Science	2022	21%	17%	**17%**	7%	14%	33%	*	43%	*	30%	11%
	2021	20%	14%	**24%**	19%	19%	34%	*	41%	*	*	17%
Social Studies	2022	30%	26%	**50%**	32%	42%	72%	*	66%	*	78%	36%
	2021	29%	23%	**53%**	37%	46%	76%	-	67%	40%	*	38%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**56**	52	56	63	-	52	-	58	52
	2019	69	68	**68**	67	65	72	-	74	-	73	65
ELA/Reading	2022	78	81	**60**	58	61	65	-	48	-	58	58
	2019	68	68	**66**	64	61	72	-	72	-	79	62
Mathematics	2022	69	75	**44**	36	46	52	-	70	-	60	41
	2019	70	68	**71**	70	72	71	-	78	-	65	69

- Indicates there are no students in the group.
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n/a Indicates data reporting is not applicable for this group.

Graduation and College, Career, and Military Readiness

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	4.0%	**1.5%**	1.2%	1.4%	2.1%	0.0%	0.0%	0.0%	1.3%	1.6%
2019-20	1.6%	3.1%	**0.7%**	1.2%	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	0.7%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2021 Graduated	90.0%	85.7%	**95.0%**	95.1%	94.0%	95.5%	*	97.5%	-	100.0%	94.0%
Graduates, TxCHSE, & Cont	94.2%	89.5%	**96.1%**	95.7%	95.6%	96.5%	*	97.5%	-	100.0%	94.9%
Class of 2020 Graduated	90.3%	83.8%	**95.9%**	95.7%	95.1%	96.0%	*	100.0%	*	100.0%	93.0%
Graduates, TxCHSE, & Cont	94.6%	87.6%	**96.3%**	96.6%	95.1%	96.5%	*	100.0%	*	100.0%	93.4%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2020 Graduated	92.2%	86.0%	**95.9%**	96.2%	94.7%	96.6%	*	100.0%	*	94.7%	93.4%
Graduates, TxCHSE, & Cont	93.8%	87.0%	**96.4%**	97.1%	94.7%	96.6%	*	100.0%	*	100.0%	93.4%
Class of 2019 Graduated	92.0%	84.2%	**95.0%**	94.6%	93.3%	98.4%	*	97.9%	*	82.4%	94.4%
Graduates, TxCHSE, & Cont	93.9%	86.3%	**96.0%**	95.3%	94.8%	98.4%	*	97.9%	*	94.1%	95.2%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019 Graduated	92.6%	84.7%	**95.1%**	94.6%	93.6%	98.4%	*	97.9%	*	82.4%	94.4%
Graduates, TxCHSE, & Cont	93.8%	86.2%	**96.0%**	95.3%	94.8%	98.4%	*	97.9%	*	94.1%	95.2%
Class of 2018 Graduated	92.6%	85.2%	**94.9%**	95.2%	91.7%	98.5%	60.0%	100.0%	*	100.0%	92.9%
Graduates, TxCHSE, & Cont	93.9%	86.7%	**95.6%**	96.0%	92.7%	99.0%	60.0%	100.0%	*	100.0%	94.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2021	90.0%	83.7%	**93.1%**	94.2%	90.7%	94.6%	*	95.1%	-	90.9%	91.9%
Class of 2020	90.3%	82.0%	**93.2%**	92.2%	91.0%	95.1%	*	100.0%	*	100.0%	87.6%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	50.0%	*	-	*	-	-	-	-	-	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2021	85.7%	85.1%	**89.7%**	85.1%	88.0%	93.7%	*	97.4%	-	100.0%	85.6%
Class of 2020	87.8%	86.8%	**86.1%**	80.4%	83.6%	93.8%	*	91.9%	*	88.9%	82.3%
College, Career, and Military Ready (Annual Graduates)											
2020-21	65.2%	60.0%	**65.7%**	47.3%	62.3%	83.1%	*	82.9%	-	72.7%	55.6%
2019-20	63.0%	61.8%	**63.8%**	44.7%	60.3%	87.3%	*	76.3%	*	57.9%	54.3%
SAT/ACT Results (Annual Graduates)											
Tested 2020-21	70.8%	62.8%	**69.4%**	72.9%	63.5%	74.5%	*	70.0%	-	45.5%	64.0%
2019-20	76.7%	91.7%	**98.6%**	98.1%	95.0%	100.0%	*	100.0%	*	78.9%	100.0%
Average SAT Score 2020-21	1002	967	**1059**	978	1009	1163	*	1223	-	1248	979
2019-20	1019	974	**1070**	967	1042	1176	1025	1179	1420	1181	1015
Average ACT Score 2020-21	20	26	**25**	19	25	26	*	28	-	*	21
2019-20	20	24	**23**	19	23	26	13	28	-	24	21

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