

Lamar Consolidated Independent School District

Lamar High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



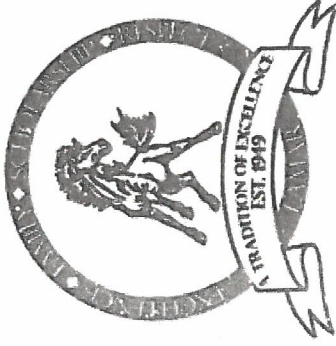
Board Approval Date: October 15, 2020

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Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase the number of students in the graduating class who are identified as college, career, and military ready .	11
Goal 2: Increase the Special Education student pass rate across all End of Course exams.	13
Goal 3: Increase the ELL student pass rate across all End of Course exams.	15
Goal 4: All teachers will incorporate at least one lesson directly connected to a post-secondary practical-application experience.	17
Goal 5: Increase Family and Community Involvement a Lamar Consolidated High School.	19
State Compensatory	20
Personnel for Lamar High School	20
Title I Personnel	21
Plan Notes	22
Campus Improvement Committee	23
Equal Opportunity Schools 2020-2021	24
Campus Funding Summary	25
Addendums	26

Student Learning

Student Learning Summary

<p>Based on the 2019 STAAR/EOC Exam our students greatest academic challenge is the areas of English 1 & English 2</p>	<p>PLC consultant will be hired to work collaboratively with English teachers to improve the planning for better Tier 1 instruction which leads to overall student performance. Teachers will utilize district provided resources such as canvas, eduphoria, and lead4ward resources while planning. Students who did not pass the ELA and/or writing will be assigned to mandatory advisory tutorials (Mustang Time), along with before and after school tutorials, Edgenuity and Writing Labs will be implemented to service students who need additional instruction in this area. LCHS will continue to enhance and focus instruction by drilling down assessments by objective and determine area of need and instructional practices to be used to ensure student success. A school initiative of reducing student failure through RTI intervention will be implemented and continued throughout the school year.</p>
<p>In addition, System Safeguards are a concern in ELL and Special Education Reading.</p>	<p>All teachers will include differentiation for ESL and Special Education students in their lesson plans and PLC process with an emphasis on academic language and questioning strategies. In addition, the administrator in that area will be conducting continuous monitoring of these students' academic success.</p>
<p>Student academic course failures and number of students behind their graduation cohort continue to be a concern at LCHS</p>	<p>Teachers will get more professional development geared toward best practices for increasing student engagement. RTI through MUSTang Time will continue to serve as our primary intervention for Tier II and Tier III students. Strategic review of student failure reports by administration, counselors, and campus leadership team will be conducted.</p>
<p>LCHS will continue to expand the use of technology in each classroom and insure the ongoing installation of software updates. Students will have daily exposure to and ability to utilize technology in their classrooms, labs, and library.</p>	<p>LCHS's Digital Learning Coach will provide training to teachers as needed through Think Tank Thursdays and individual appointments. Students will be able to demonstrate the digital literacy through relevant classroom application requiring the use of technology. Implement campus Canvas Audits to identify current levels of teacher proficiency and develop targeted supports to move teachers into deeper and more meaningful uses for the technology.</p>

At-Risk Student Services / Drop-Out Prevention

With the growing proportion of at-risk students within the student population, there is a need for additional staffing and support services for at-risk students.

Utilize available district support programs and personnel to assist in identifying and supporting families with student attendance and academic success.

School Processes & Programs

School Processes & Programs Summary

With the recent addition of several new teachers/staff members to the campus instructional team, building the capacity of individuals is of high importance.

Provide additional pedagogy training for our teachers and support staff campus-wide. Trainings will specifically include intentional training for Special Education and ELL cohorts to support these critical student needs while enhancing teacher retention. Continue to promote and support teachers in becoming ESL certified. The campus will also implement a standard set of successful instruction criteria (“look-fors”) to support the development of teacher instructional skills and collegiality between instructional staff members.

Priority Problem Statements

Goals

Revised/Approved: March 3, 2021

Goal 1: Increase the number of students in the graduating class who are identified as college, career, and military ready .

Performance Objective 1: By April of 2020, we will increase the number of students in the graduating class who are identified as career and college ready by 6% from 38% to 44%.

Evaluation Data Sources: Results will be measured by the TEA Career, College, and Military Readiness accountability metrics.

	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1: Clearly communicate to all stakeholders the assessment components of CCMR and how it impacts each child's post-secondary opportunities.</p> <p>Strategy's Expected Result/Impact: Increase understanding of the requirements and enrollment of Advanced Placement (AP), Dual Credit, SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and Level I and Level II certificates.</p> <p>Staff Responsible for Monitoring: Administrative Team and CCF</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	40%	60%		
<p>Strategy 2: Clearly provide for all campus personnel relevant professional development on Tier I instructional strategies, including Inferencing, high level questioning, and creating student discourse in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased teachers ability to provide Proficient-Accomplished Tier I instruction.</p> <p>Staff Responsible for Monitoring: CCMR Steering Committee Instructional Team Assistant Principal of Instruction</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	60%	70%		
<p>Strategy 3: Optimize available resources for students to prepare for and achieve CCMR for all students including those identified as at-risk through all core courses providing multiple opportunities to write using College Board Essay prompts, Blooms 2 high level questioning strategies, and engaging in student discourse in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase standardized test scores, as well as, student writing and discourse fluency.</p> <p>Staff Responsible for Monitoring: CCMR Steering Committee CCF Asst Principals</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	50%	80%		

Goal 2: Increase the Special Education student pass rate across all End of Course exams.

Performance Objective 1: By May 2020, the state accountability report will reflect a 6 percent increase for the Special Education student pass rate as measured across all End of Course exams

Evaluation Data Sources: EOC and STAAR Test

	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1: Utilize the MTSS process to provide Tier 2 academic support to all students, including at risk students. Strategy's Expected Result/Impact: Students will receive a more specific level of instruction that provides additional attention, focus, and support, by adjusting the pace of the lesson to match students' needs. Student will be provided additional opportunities for interventions during MUSTang Time. Staff Responsible for Monitoring: Teachers Department Chairs Counselors Administrators Campus Personnel Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	10%	40%		
<p>Strategy 2: Implement a variety of instructional strategies that focus on providing opportunities to use technology, activities, space and materials to promote differentiation in the inclusion setting for all students, including at risk students. Strategy's Expected Result/Impact: Students will receive intentional and tailored instructional support that matches students' needs, IEP, and pacing and small group instruction. Staff Responsible for Monitoring: Special Education Dept Chair Department Chairs Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	15%	50%		
<p>Strategy 3: Utilize PLC process to monitor instructional planning, data, and student progress for all students, including at risk students. Strategy's Expected Result/Impact: Teachers and Administrators will work collaboratively to improve teaching skills and the academic performance of students. Teacher will continuously use feedback from instructional walk through to improve instructional practices. Increased attendance at Think Tank Thursday supporting teacher development. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	10%	35%		

Goal 3: Increase the ELL student pass rate across all End of Course exams.

Performance Objective 1: By May 2020, the state accountability report will reflect a 6 percent increase for the ELL student pass rate as measured across all End of Course exams.

Evaluation Data Sources: EOC Assessments and STAAR Test

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Utilize MTSS process to provide Tier 2 academic support to all students, including ELL and at risk. Strategy's Expected Result/Impact: Students will receive instruction that focuses on, but not limited to, scaffolding with native language, providing multiple visual examples, providing immediate corrective feedback and Tier 1 lesson pre-teach with sentence stems. Student will be provided additional opportunities for interventions during MUSTang Time. Staff Responsible for Monitoring: Teachers Department Chairs Counselors Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	20%	40%		
<p>Strategy 2: Implement Sheltered Instruction strategies that are appropriate in all settings that service ELL students. Strategy's Expected Result/Impact: Teachers will incorporate lesson preparation, building back ground and a variety of strategies to scaffolding lessons. Teacher will continuously use feedback to improve instructional practices. Staff Responsible for Monitoring: ELL Teachers Department Chairs Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental personnel - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$8,799</p>	5%	50%		
<p>Strategy 3: Utilize the PLC process to monitor instructional planning, data, and student progress for all students ELLS students. Strategy's Expected Result/Impact: Teachers, Administrators and ELL supports will work collaboratively to improve teaching skills and the academic performance of ELL students. Teacher will continuously use feedback to improve instructional practices. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	5%	20%		

Goal 5: Increase Family and Community Involvement a Lamar Consolidated High School.

Performance Objective 1: We will increase parent engagement and participation by 10% at activities and events.

Evaluation Data Sources: Increase positive feedback on Climate Survey from students and parents. Increase firm contact on parent contact logs, sign in sheets, and event ticket sales.

	Reviews			Summative
	Formative	Feb	Apr	
<p>Strategy 1: Utilize the parent liaison to distribute the parent and family engagement policy, Title I school information, host parent classes, as well as, share community and campus information to all stakeholder to strengthen the school, home, and community connection.</p> <p>Strategy's Expected Result/Impact: Increase parent contact logs, partnerships with local businesses, email and social media output, meeting sign in participants. Increase parent positive feedback on Climate Survey.</p> <p>Staff Responsible for Monitoring: Administrators Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov</p> <p>30%</p>	<p>Feb</p> <p>55%</p>	<p>Apr</p> <p>0%</p>	<p>June</p>
<p>Strategy 2: Utilize the campus website, social media, and word of mouth to promote campus programs and activities to increase community involvement.</p> <p>Strategy's Expected Result/Impact: Increase output of flyers, advertisements, and event ticket sales.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Coaches Program Sponsors</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov</p> <p>30%</p>	<p>Feb</p> <p>30%</p>	<p>Apr</p> <p>0%</p>	<p>June</p>
<p>Strategy 3: Utilize the Parent Liaison to contact parents for support to decrease student absences and academic failures.</p> <p>Strategy's Expected Result/Impact: Parent contact logs and academic reports</p> <p>Staff Responsible for Monitoring: Administrators Teachers Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov</p> <p>50%</p>	<p>Feb</p> <p>50%</p>	<p>Apr</p> <p>0%</p>	<p>June</p>
<p>0% No Progress Accomplished Continue/Modify Discontinue </p>				

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kaye Williams	Principal
Administrator	Sierra King	Assistant Principal
Administrator	Gregory Tielke	Associate Principal
Administrator	Aisha Montanez	Facilitator
Parent	David Kolts	Member
Parent	Patricia Lopez-Ortega	Member
Classroom Teacher	Trameasha Strickland	Minutes Taker
Community Representative	Carlos Garcia	Member
Business Representative	Zach Lambert	Member
Non-classroom Professional	Cecilia Rodriguez	Parent Education Liaison
Non-classroom Professional	Janet Buffamante	College and Career Representative
Administrator	Linda Ezeh	Assistant Principal
Paraprofessional	Becky Hernandez	Paraprofessional Team Representative
Non-classroom Professional	Allison Kourthauer	Instructional Team Representative
Classroom Teacher	Julie McCain	English Team Representative
Non-classroom Professional	Bessie Neal	Counselor Team Representative
Non-classroom Professional	Kathryn Hines	Counselor Team Representative
Classroom Teacher	Tommy Oliver	Social Studies Dept Representative
Classroom Teacher	Kristin Rausch	CTE Dept Representative
Classroom Teacher	Sean Sanders	PVA Dept Representative
Non-classroom Professional	Leah Shoemaker	Librarian
Administrator	David Squires	Administrator
Classroom Teacher	Barry Vannauker	Science Dept Representative
Non-classroom Professional	Elena Young	Registrar Office Representative
Non-classroom Professional	Kiah Johnson	Athletics Dept Representative
Classroom Teacher	Adrian Escobar	SPED Dept Representative
Classroom Teacher	Anne Nguyen	Math Dept Representative

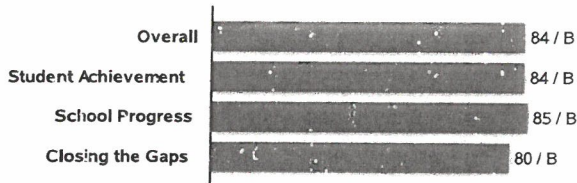
**Texas Education Agency
2018-19 School Report Card
LAMAR CONS H S (079901001)**

Accountability Rating

B

LAMAR CONS H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LAMAR CONS H S. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: LAMAR CISD
Campus Type: High School
Total Students: 1,735
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/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Mathematics
- ✓ Comparative Academic Growth
- ✗ ELA/Reading
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about LAMAR CONS 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 (2017-18)	91.9%	95.6%	95.4%
Enrollment by Race/Ethnicity			
African American	25.5%	19.7%	12.6%
Hispanic	52.9%	43.0%	52.6%
White	13.4%	27.0%	27.4%
American Indian	0.3%	0.3%	0.4%
Asian	5.7%	7.0%	4.5%
Pacific Islander	0.1%	0.2%	0.2%
Two or More Races	2.2%	3.0%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	56.4%	45.2%	60.6%
English Learners	10.0%	14.1%	19.5%
Special Education	12.4%	9.8%	9.6%
Mobility Rate (2017-18)	12.8%	12.1%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	18.5	18.8	16.6
Foreign Languages	23.8	21.3	18.9
Mathematics	18.5	20.4	17.8
Science	19.1	21.1	18.9
Social Studies	20.0	21.5	19.3

School Financial Information (2017-18)

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 Staff Percent	n/a	67.3%	64.5%
Instructional Expenditure Ratio	n/a	66.1%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,663	\$9,549	\$9,844
Instruction	\$5,554	\$5,852	\$5,492
Instructional Leadership	\$76	\$75	\$155
School Leadership	\$558	\$516	\$576

**Texas Education Agency
2018-19 School Report Card
LAMAR CONS H S (079901001)**

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.7%	1.3%	1.9%	1.4%	0.4%	*	0.0%	-	0.0%	1.6%
2016-17	1.9%	0.7%	0.7%	0.7%	1.0%	0.4%	0.0%	0.0%	-	0.0%	1.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	94.1%	90.2%	92.7%	85.8%	97.7%	-	100.0%	-	100.0%	88.2%
Graduates, TxCHSE, & Cont	94.3%	97.4%	96.6%	96.4%	95.4%	100.0%	-	100.0%	-	100.0%	95.7%
Class of 2017											
Graduated	89.7%	95.1%	89.4%	91.2%	85.6%	92.9%	*	100.0%	-	*	88.1%
Graduates, TxCHSE, & Cont	94.1%	97.5%	95.1%	95.1%	94.0%	96.4%	*	100.0%	-	*	93.3%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	96.9%	94.0%	95.0%	92.2%	94.6%	*	100.0%	-	*	92.4%
Graduates, TxCHSE, & Cont	93.7%	97.5%	95.1%	95.0%	94.0%	96.4%	*	100.0%	-	*	93.4%
Class of 2016											
Graduated	91.6%	96.2%	92.3%	95.4%	90.4%	90.6%	*	95.8%	*	*	89.2%
Graduates, TxCHSE, & Cont	93.4%	96.8%	93.9%	96.6%	92.4%	92.5%	*	95.8%	*	*	91.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	96.6%	92.9%	95.4%	91.7%	90.6%	*	95.8%	*	*	89.2%
Graduates, TxCHSE, & Cont	93.4%	96.9%	94.2%	96.6%	92.9%	92.5%	*	95.8%	*	*	91.0%
Class of 2015											
Graduated	91.8%	97.6%	93.8%	92.7%	92.3%	97.5%	*	100.0%	-	*	89.3%
Graduates, TxCHSE, & Cont	93.3%	98.0%	94.1%	92.7%	92.9%	97.5%	*	100.0%	-	*	89.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	93.0%	87.9%	91.1%	83.7%	97.7%	-	95.7%	-	71.4%	86.1%
Class of 2017	89.7%	93.6%	86.3%	88.7%	82.2%	89.7%	*	95.2%	-	*	84.7%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	40.0%	*	-	-	-	-	*	-	-	-
Class of 2017	88.5%	86.4%	84.2%	86.0%	78.7%	92.3%	*	95.0%	-	*	84.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	91.0%	89.0%	86.1%	88.0%	97.6%	-	95.5%	-	80.0%	85.2%
Class of 2017	85.9%	86.5%	84.3%	86.0%	79.0%	92.3%	*	95.0%	-	*	84.8%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	68.9%	66.0%	59.0%	64.2%	84.0%	-	77.3%	-	60.0%	56.1%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	99.3%	100.0%	100.0%	96.7%	100.0%	-	100.0%	-	100.0%	98.0%
2016-17	73.5%	89.7%	83.2%	79.3%	77.3%	98.2%	100.0%	100.0%	-	100.0%	81.3%
Average SAT Score ***											
2017-18	1036	1011	959	926	924	1109	-	1028	-	*	916
Average ACT Score ***											
2017-18	20.6	22.4	20.8	18.3	22.7	24.4	-	22.0	-	*	18.6

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.
 *** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.