

Lamar Consolidated Independent School District

Lamar High School

2024-2025 Campus Improvement Plan



Mission Statement

To provide students a high quality education to develop knowledge, skills and behaviors to become productive citizens.

Vision

To be the PREMIERE high school in LCISD!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School processes and programs encompass a wide range of areas that are essential for the success of students and the overall functioning of the school. One key aspect is curriculum and instruction, which outlines the educational content and methods used to teach students. Schools often develop curriculum based on state standards and guidelines, ensuring that students receive a well-rounded education. Instructional practices are also important, as teachers play a crucial role in delivering the curriculum effectively to students.

Professional development is another important component of school processes, as it allows teachers and staff to continuously improve their skills and knowledge. Professional development opportunities may include workshops, conferences, and training sessions on various topics such as classroom management, technology integration, and assessment strategies. By investing in professional development, schools can enhance the quality of instruction and support the growth of educators.

Safety planning is a critical aspect of school processes, as ensuring the safety and well-being of students and staff is a top priority. Schools develop comprehensive safety plans that address various emergency situations, such as fires, natural disasters, and intruders. Regular safety drills and training sessions are conducted to prepare students and staff for emergencies and ensure a quick and effective response when needed.

Leadership and decision-making processes are essential for the effective management of a school. School leaders, such as principals and administrators, play a key role in setting goals, making decisions, and guiding the overall direction of the school. Collaborative decision-making processes involving stakeholders such as teachers, parents, and community members can help ensure that decisions are made in the best interest of students.

Communication is vital in keeping stakeholders informed and engaged in the school community. Schools use a variety of communication methods, such as newsletters, websites, social media, and meetings, to share information about school events, policies, and initiatives. Open and transparent communication helps build trust and foster a sense of community among students, parents, and staff.

Classroom scheduling is an important aspect of school processes, as it determines the allocation of time and resources for instruction. Schools develop schedules that balance the needs of students and teachers, taking into account factors such as class size, teacher availability, and student preferences. Effective scheduling can help optimize learning opportunities and support the overall functioning of the school.

Support services for social-emotional behavior play a crucial role in meeting the diverse needs of students. Schools provide counseling, mental health services, and behavior intervention programs to support students' social and emotional well-being. By addressing social-emotional needs, schools can create a positive and supportive learning environment that fosters academic success.

Extracurricular opportunities offer students a chance to explore their interests and talents outside of the classroom. Schools provide a variety of extracurricular activities, such as sports teams, clubs, and arts programs, that allow students to develop new skills, build friendships, and enhance their overall school experience. Participation in extracurricular activities can help students develop leadership skills, teamwork, and a sense of belonging.

Integrating technology into school processes is essential for preparing students for success in a digital world. Schools use technology to enhance instruction, facilitate communication, and support administrative functions. By incorporating technology into the curriculum and providing access to digital tools and resources, schools can enhance learning opportunities and prepare students for future academic and career success.

Demographics

Demographics Summary

Lamar Consolidated High School, serving grades 9 through 12, has an enrollment of 1,721 students and is designated as a Title I campus, which enables it to receive federal funding aimed at supporting the education of students from low-income families. The school has a diverse student population, with 56.54% of its students classified as economically disadvantaged. As a campus committed to educational excellence, Lamar Consolidated High School strives to provide a high-quality education to all its students, ensuring that every learner has access to the necessary resources and support to succeed both academically and socially. The school has achieved a state accountability rating of B, reflecting its dedication to fostering an environment conducive to learning and growth for every student.

Demographics Strengths

Lamar Consolidated High School is a diverse school with rich diversity ethnically, special populations and economically disadvantaged students.

Data captured via OnData Suite 10/24/2024:

Student Demographics	Count	Percent
Gender		
Female	849	49.33%
Male	872	50.67%
Ethnicity		
Hispanic-Latino	928	53.92%
Race		
American Indian - Alaskan Native	6	0.35%
Asian	115	6.68%
Black - African American	438	25.45%
Native Hawaiian - Pacific Islander	4	0.23%
White	186	10.81%
Two-or-More	44	2.56%

Student Programs	Count	Percent
Dyslexia	78	4.53%
Gifted and Talented	103	5.98%
Regional Day School Program for the Deaf	0	0.00%
Section 504	149	8.66%
Special Education (SPED)	263	15.28%
Bilingual/ESL		
Emergent Bilingual (EB)	306	17.78%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	1,721	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	883	51.31%
Foster Care	27	1.57%
IEP Continuer	0	0.00%
Immigrant	12	0.70%
Intervention Indicator	6	0.35%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	6	0.3486%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	973	55.54%
Free Meals	693	40.27%
Reduced-Price Meals	24	1.39%
Other Economic Disadvantage	256	14.88%
Homeless and Unaccompanied Youth		
Homeless Status Total	41	2.35%
Shelter	17	0.95%
Doubled Up	21	1.22%
Unsheltered	0	0.00%
Hotel/Motel	3	0.17%
Not Unaccompanied Youth	28	1.63%
Is Unaccompanied Youth	13	0.76%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Problem Statement 2: A disproportionate number of students in the categories of Special Education (SPED), African American, and Hispanic demographics have been assigned In-School Suspension (ISS) or Out-of-School Suspension (OSS) compared to the overall student population on campus. **Root Cause:** The root cause for the disproportionate assignment of In-School Suspension (ISS) or Out-of-School Suspension (OSS) to Special Education (SPED), African American, and Hispanic students compared to the campus population may stem from systemic biases, cultural misunderstandings, inadequate support structures for diverse student needs, or disparities in disciplinary practices and policies.

Student Learning

Student Learning Summary

Algebra I EOC	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.	Homeless
% Approaches	76.33%	75.53%	73.68%	77.78%	95.83%	67.07%	50.00%	75.83%	31.25%
% Meets	37.92%	35.85%	30.70%	51.11%	79.17%	19.51%	9.46%	33.75%	0.00%
% Masters	20.05%	18.87%	14.04%	20.00%	75.00%	10.98%	5.41%	17.50%	0.00%
English I EOC	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.	Homeless
% Approaches	68.65%	58.65%	66.81%	79.17%	95.26%	45.83%	27.63%	64.29%	11.11%
% Meets	54.16%	50.00%	47.41%	72.92%	85.19%	26.04%	13.16%	44.54%	0.00%
% Masters	14.25%	12.50%	9.05%	18.75%	44.44%	1.04%	1.32%	9.66%	6.25%
English II EOC	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.	Homeless
% Approaches	79.33%	84.16%	74.13%	80.49%	83.33%	48.96%	46.30%	75.69%	13.33%
% Meets	64.22%	60.40%	59.46%	80.49%	76.67%	34.38%	16.67%	58.43%	26.67%
% Masters	10.00%	6.93%	7.72%	17.07%	23.33%	0.00%	0.00%	7.45%	0.00%
Biology EOC	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.	Homeless
% Approaches	88.42%	82.83%	87.95%	95.45%	96.43%	83.91%	73.08%	84.78%	64.29%
% Meets	51.72%	51.52%	42.86%	79.55%	78.57%	31.03%	20.51%	42.61%	0.00%
% Masters	17.98%	21.21%	11.61%	22.73%	35.71%	5.75%	2.56%	14.35%	0.00%
U.S. History EOC	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.	Homeless
% Approaches	96.84%	97.89%	95.22%	100.00%	100.00%	91.18%	87.10%	96.53%	45.45%
% Meets	79.47%	73.68%	77.99%	90.70%	88.00%	67.65%	35.48%	73.27%	18.18%
% Masters	50.00%	47.37%	44.98%	60.47%	72.00%	26.47%	19.35%	42.57%	27.27%

Texas Success Initiative (TSI) Criteria	Count	%
Met TSI criteria in both ELA/Reading & Mathematics	282	70.50%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	64	16.00%
Dual Course Credits Earned		
Credit for at least 3 hours in ELA or Math or 9 hours in any subject	95	23.80%
Industry-Based Certifications		
Earned an industry-based certification from approved list	94	23.50%

<p>Based on the 2023 -2024 STAAR/EOC Exam our students greatest academic challenge is the areas of English 1 & English 2</p>	<ul style="list-style-type: none"> • Collaboration between Instructional Coaches, Curriculum Coaches, and English Teachers: Working together to enhance Tier 1 instruction, which is foundational teaching, to improve overall student performance. • Use of MAP Data and District Resources: Teachers reviewing and utilizing MAP data (Measures of Academic Progress) and district-provided resources such as Canvas, Eduphoria, and Lead4ward to inform their instructional planning. • Support for Students Needing Additional Help: Students who did not pass the ELA and/or writing assessments will receive targeted support through mandatory advisory tutorials (Mustang Time), before and after school tutorials, and resources like Edgenuity and Writing Labs. • Focused Instructional Strategies: Enhancing and focusing instruction by analyzing assessment data by objective, identifying areas of need, and determining effective instructional practices to ensure student success. • MTSS/HB 4545 Intervention: Implementing a school initiative to reduce student failure through Multi-Tiered System of Supports (MTSS) and House Bill 4545 interventions, which provide structured support systems for students at different levels of need. <p>Overall, these initiatives aim to strengthen teaching practices, provide targeted support for struggling students, and implement structured interventions to improve student outcomes in English Language Arts (ELA) and writing. This comprehensive approach should help in addressing academic challenges and supporting the diverse learning needs of students at LCHS.</p>
<p>In addition, System Safeguards are a concern in ELL and Special Education Reading.</p>	<p>All teachers will integrate differentiation strategies for ESL (English as a Second Language) and Special Education students into their lesson plans and Professional Learning Community (PLC) processes, focusing on enhancing academic language development and effective questioning techniques. Furthermore, administrators in this area will implement ongoing monitoring to ensure the academic progress and success of these students</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 receive enhanced professional development focused on best practices to enhance student engagement. MTSS (Multi-Tiered System of Supports) through Mustang Learning Center and HB 1416 will remain our primary intervention for Tier II and Tier III students. The administration, counselors, and campus leadership team will conduct strategic reviews of student failure reports and our internal student data tracker to inform targeted interventions for greater student achievement.</p>
<p>LCHS will continue to expand to be a 1 to 1 campus. LCHS will continue to expose our students to various educational platforms and resources and LCHS will ensure that Every Student Everyday will have daily exposure to and ability to utilize technology in their classrooms, labs, and library.</p>	<p>LCHS's Instructional Coordinators and Digital Learning Coach will offer training to teachers as necessary, facilitated through What Works Wednesday's and through our Innovative Day Schedule. Students will demonstrate digital literacy in the classroom through relevant applications that integrate technology. Unit assessments will be conducted online to simulate state testing conditions.</p>

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.

College, Career, and Military Readiness

The recent change in state accountability measures to ensure College, Career and Military readiness, necessitates an increased focus on achieving post-secondary readiness on multiple measures.

Optimize district and non-district resources to increase opportunities for students to demonstrate college, career, and/or military readiness. Utilize Mustang Learning Center and other opportunities during and after school to support student preparedness for CCMR assessment. Collaborate with LCISD CTE on standardizing the offering of industry-based certifications.

Student Learning Strengths

- Overall STAAR scores maintained performance from the previous year.
- Maintained Masters levels for the following: Algebra 1 and US History
- CCMR saw rates increase by 23%
- TELPAS Progress Rate by 21% to 35%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The problem of decreased academic progress in both mathematics and English subjects indicates a need for investigation into the underlying causes and implementation of effective interventions to improve student performance. **Root Cause:** The root cause for the decreased academic progress in mathematics and English subjects may stem from a variety of factors such as ineffective teaching strategies, curriculum misalignment with student needs, insufficient support for struggling students, disparities in access to resources, or challenges related to student motivation and engagement.

Problem Statement 2: Sub populations of African American, Hispanic, EL, SPED, & Eco Dis performed below the campus average for Meets & Masters on all EOC's **Root Cause:** The root cause for subpopulations including African American, Hispanic, English Learners (EL), Special Education (SPED), and Economically Disadvantaged students performing below the campus average for Meets and Masters on all End-of-Course (EOC) exams may be attributed to disparities in educational resources, insufficient support structures tailored.

School Processes & Programs

School Processes & Programs Summary

- Annual meeting with C&I, Advanced Academics, and bilingual Department to review STAAR, AP, & TELPAS results and campus programming.
- Technology integration into lessons to enhance learning and mastery. Learning Walks for new teachers in need.
- Instructional League for each core area where hand picked teachers provide coaching to new teachers or teachers in need of assistance on campus.
- Hiring high quality teachers/staff who care about students and want to be a team member.
- Retaining high quality staff by providing a culture of love of love for one another with a focus on team, students, and progress.
- Common planning for each content team for all content areas. common assessments for each content team for all content areas.
- Development of lessons that are engaging and culturally relevant to all students. Focus on progress each year for each student
- Further developing PLC teams with purposeful focus on collaboration, analysis of data, and instructional strategies. Intervention programs Summer School Now, Grade Repair, STAAR tutorials, and Summer STAAR remediation.
- HB 4545 English plan includes Practical Writing for 9th graders, hand scheduled into 3rd period for 10-12 graders, and Saturday tutorials.
- HB 4545 Math plan includes hand scheduled into 3rd period for all grade levels and after school tutorials once per week. HB 4545 Science & Social Studies plan includes regular remediation, afterschool, and Saturday Tutorials. Identified students are placed into Practical Writing , Reading, targeted 3rd period Math & English, or Algebra reasoning classes.

School Processes & Programs Strengths

- Annual analysis of instructional programs, teacher assignments, and lesson design.
- Imbedding technology into lessons to enhance learning and mastery.
- New teacher support programs like mentors, monthly meetings, and Learning Walks.
- Holding high standard when hiring teachers/staff. PLC teams collaborate to develop high quality instruction, analyze data, and lessons.
- Character development and positive behavior reinforcements for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students require assistance with their social and emotional needs and interventions to promote mental well-being. **Root Cause:** Students need social and emotional support and interventions to manage mental wellness lies in the recognition that students often face challenges in managing their social and emotional well-being. Factors such as academic pressure, peer relationships, family dynamics, and personal development can all contribute to stress and emotional strain among students.

Problem Statement 2: A disproportionate number of students in the categories of Special Education (SPED), African American, and Hispanic demographics have been assigned In-School Suspension (ISS) or Out-of-School Suspension (OSS) compared to the overall student population on campus. **Root Cause:** The root cause for the disproportionate assignment of In-School Suspension (ISS) or Out-of-School Suspension (OSS) to Special Education (SPED), African American, and Hispanic students compared to the campus population may stem from systemic biases, cultural misunderstandings, inadequate support structures for diverse student needs, or disparities in disciplinary practices and policies.

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Lamar Consolidated High School works very hard at creating a family-friendly environment. We strived to provide a responsive climate for parents and to widely communicate ways for parents and to partner with us in education their children. Lamar Consolidated High School provides many events for parents to receive information on academic progress of their child, as well as information about helping their child at home.

School Culture and Climate

All classroom teachers have systems in place in the classroom for students to be successful not only academically but behaviorally such as Character Counts, restorative practices, and positive behavior supports. Campus staff hold students accountable through the universal use of common language and structures. Lamar Consolidated High School PBIS committee meets monthly to review classroom and school behavior data and to help solve any area of concern or need. Climate surveys are given to staff, students and parents each year.

Perceptions Strengths

Perceptions Strengths

Behavioral expectations are posted in all classrooms and common areas

PBIS Committee met once a month to promote kindness and to develop positive social skills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A disproportionate number of students in the categories of Special Education (SPED), African American, and Hispanic demographics have been assigned In-School Suspension (ISS) or Out-of-School Suspension (OSS) compared to the overall student population on campus. **Root Cause:** The root cause for the disproportionate assignment of In-School Suspension (ISS) or Out-of-School Suspension (OSS) to Special Education (SPED), African American, and Hispanic students compared to the campus population may stem from systemic biases, cultural misunderstandings, inadequate support structures for diverse student needs, or disparities in disciplinary practices and policies.

Problem Statement 2 (Prioritized): The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Priority Problem Statements

Problem Statement 1: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches.

Root Cause 1: The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Problem Statement 1 Areas: Demographics - Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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 current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Class size averages by grade and subject
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students taking the English 1 STAAR/EOC test will achieve academic performance at 74% or above in approaches, 60% or above in meets, and 16% or above in masters . Students taking the English 2 STAAR/EOC test will achieve academic performance at 82% or above in approaches, 66% or above in meets, and 12% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 32% or above in meets, and 12% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters. Students taking USH will achieve 97% or above at approaches, 80% or above in meets and 50% or above in masters.


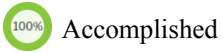
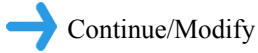

Performance Objective 1: LCHS will utilize data from common formative assessments and common summative assessments (including, but not limited to, district-created unit assessments) to track student progress and mastery.

Evaluation Data Sources: Common formative assessments
 Common summative assessments
 Benchmark test scores
 EOC test scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet at least weekly (with admin/IC support as needed) to discuss student data, teaching strategies and plans for upcoming units of study to design effective Tier 1 instruction. Teachers will utilize the PLC protocol to have TEKS-driven discussions that will help the team formulate plans to address students who have not mastered the content and to increase rigor for those who have demonstrated mastery.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate measurable growth on readiness standards.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Testing Coordinator Administrators Department Co-Pilots</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus Instructional Leadership Team will meet weekly to discuss the results of classroom observations and learning walks and to formulate actions (including, but not limited to, coaching support) designed to maintain and improve the level of classroom instruction. The campus Instructional Leadership Team will collaborate to determine the objectives for each week's observations, the method of tracking observations, and the method of providing feedback to teachers.</p> <p>Strategy's Expected Result/Impact: ICs will implement intentional teacher coaching to help increase student performance.</p> <p>Staff Responsible for Monitoring: Campus ILT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Title I Funded Instructional Coach - 211 Title I, Part A - \$90,934</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students who were not successful on any EOC test will be given the opportunity to attend specialized intervention sessions to receive additional support beginning during the 2nd six weeks. Students who attend will receive accelerated learning opportunities as required by HB 1416. Students will receive a more specific level of instruction that provides additional attention, focus, and support. Opportunities for this specialized intervention will occur (1) outside of normal school hours during Mustang Learning Center; or (2) during school hours on Innovative School Days. Students who attend Mustang Learning Center will be provided with snacks, transportation, and access to technology. Staff who provide these tutorials will be compensated for their time.</p> <p>Strategy's Expected Result/Impact: This strategy should result in increased student achievement on formative and summative assessments. It should also produce growth in EOC scores following the next testing attempt.</p> <p>Staff Responsible for Monitoring: Teachers Department Co-Pilots Counselors Administrators Instructional Coaches Master List Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A, Snacks and Water - 211 Title I, Part A, Transportation (buses/drivers) - 211 Title I, Part A</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ICs will share high-level instructional strategies during instructional workshops, one-on-one teacher coaching meetings, PLC meetings, and/or staff meetings. They will focus on strategies such as Blooms 2 questioning, sheltered instruction strategies, student discourse, and real-world application activities designed to increase student engagement and readiness based on classroom observations.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize the most effective differentiated instructional strategies in the classroom on a daily basis. Students will demonstrate increased critical thinking and problem-solving skills, as well as increased academic achievement and discourse fluency (reading, writing, listening, and speaking).</p> <p>Staff Responsible for Monitoring: Instructional Coaches EB Specialist Teachers Special Education Master List Teachers Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. Root Cause: The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.</p>
Perceptions
<p>Problem Statement 2: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. Root Cause: The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.</p>

Goal 1: Students taking the English 1 STAAR/EOC test will achieve academic performance at 74% or above in approaches, 60% or above in meets, and 16% or above in masters . Students taking the English 2 STAAR/EOC test will achieve academic performance at 82% or above in approaches, 66% or above in meets, and 12% or above in masters. Students taking the Algebra 1 STAAR/EOC test will achieve academic performance at 78% or above in approaches, 32% or above in meets, and 12% or above in masters. Students taking Biology will achieve 90% or above at approaches, 60% or above in meets and 30% or above in masters. Students taking USH will achieve 97% or above at approaches, 80% or above in meets and 50% or above in masters.

Performance Objective 2: LCHS will work to improve its current rating in Closing the Gaps, specifically in reference to Targeted Support and Improvement for all sub pops in the content areas of reading and math.

High Priority

Evaluation Data Sources: Common formative assessments
 Common summative assessments
 Benchmark test scores
 EOC test scores
 TELPAS scores
 Closing the Gaps TEA Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coaches, EB Specialist, Counselors, and Master List Teachers will identify students in various sub-pops who could benefit from Tier 2 academic intervention support.</p> <p>Tier 2 academic interventions could include, but not be limited to; scaffolding with native language; use of visuals; higher-order thinking questions; constructive goal-setting and feedback; Tier 1 lesson vocabulary pre-teaching; and use of differentiated sentence stems.</p> <p>Strategy's Expected Result/Impact: Students in various sub-pops will demonstrate growth on formative and summative assessments, benchmark tests, EOC tests, and TELPAS (if applicable).</p> <p>Staff Responsible for Monitoring: Instructional Coaches EB Specialist Counselors Master List Teachers Gen Ed Teachers Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Instructional Supplies and Materials - 211 Title I, Part A - \$22,266</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional staff and Emergent Bilingual para-professionals will be provided opportunities to attend professional development sessions designed to enhance their ability to improve Tier I instruction and effectiveness utilizing research-based sheltered instructional strategies. The EB Specialist will ensure that all staff has lesson resources to provide high-quality Tier 1 instruction to students and to facilitate parent understanding and involvement necessary to support student success.</p> <p>Strategy's Expected Result/Impact: Improve students ability to building a broad vocabulary base to increase attention to vocabulary instruction across the curriculum so students become effective English readers, writers, speakers, and listeners.</p> <p>Staff Responsible for Monitoring: EB Specialist Teachers PLC Teams Administrators Instructional Coaches</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Personnel to Support EB Students - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$55,960.25</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: General Education and Inclusion teachers will meet weekly during PLC to discuss student progress and develop a plan to effectively assist the student with IEP goals and classroom objective mastery. Teachers will collaborate to determine and provide academic interventions that support student academic success through Mustang Round Up, Mustang Learning Center and tutorials. Teachers will track student accommodations and academic growth through data logs and progress reports with parent communication each grading period.</p> <p>Strategy's Expected Result/Impact: Students will receive fair and appropriate education that will allow the special education student to demonstrate mastery of goals at 70% or higher. Reduce Special Education student failure rate to 20% or less per grading period.</p> <p>Staff Responsible for Monitoring: Master List Teacher Inclusion Teacher PLC Team Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Teacher Extra-Duty Pay - 211 Title I, Part A - \$5,000, Snacks and Water - 211 Title I, Part A - \$500, Technology - 211 Title I, Part A - \$500</p>	Formative		
	Feb	Apr	June

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. Root Cause: The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.</p>

Perceptions

Problem Statement 2: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Goal 2: By May of 2025, LCHS will increase the CCMR percentage to 95%. The Class of 2025 graduates will meet one or more indicators for CCMR through the TSIA2 criteria, dual credit enrollment, AP test scores, and earned Industry Based Certifications for the 24-25 school year.

Performance Objective 1: LCHS will ensure the students in the graduating class are exposed to equitable and rigorous curriculum that provides opportunities to enhance problem solving and communication skills, as well as, use effective critical thinking skills to earn industry certifications and/or successfully complete college preparatory programs. At least 95% percent of annual graduates will meet one or more indicators for CCMR.





HB3 Goal

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

- Completion of AP/Dual/On-Ramps courses
- Texas College Bridge Program
- Enlist in Military
- SAT/ACT/TSIA Tests Results
- CTE Certifications
- EOC Mastery
- Summer Texas College Bridge Program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: College and Career Facilitator will maintain and disseminate information on students' college readiness. Students who are not considered college ready will be enrolled in Texas College Bridge and/or encouraged by the Dual Credit Coordinator or AP Coordinator to enroll in advanced academic courses. The College Career Facilitator will also assist faculty with locating specialized resources in intervention strategies to increase student success on college placement standardized exams, increase AP exam scores, and successful completion of industry based certifications.</p> <p>Strategy's Expected Result/Impact: Provide students with specialized interventions to increases standardized test scores, earn industry based certifications, and increase overall readiness,</p> <p>Staff Responsible for Monitoring: College and Career Facilitator Dual Credit Coordinator AP Coordinator Counselors Administrators</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: College and Career Facilitator - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$37,854.29, Credit Restoration Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$23,384.46</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Review and communicate with all stakeholders the opportunities for students to meet CCMR readiness, endorsement completion, AP/Dual opportunities, as well as, GPA calculation, and graduation requirements via SchoolLinks, Skylerts, Canvas, campus parent meetings (at least 4 per year), campus signage, mini-college fairs, social media, campus website, official CCMR website, and community newsletter weekly.</p> <p>Strategy's Expected Result/Impact: Increase communication of the requirements and enrollment in Advanced Placement (AP), Dual Credit, SAT, Texas Success Initiative (TSI) assessment results, On-Ramps, Texas College Bridge, graduation requirements, EOC mastery and Level I and Level II certificates, Graduated with completed IEP and workforce readiness Special Education with advance diploma plan</p> <p>Staff Responsible for Monitoring: College and Career Facilitator Administrators Dual Credit Coordinator AP Coordinator</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: AP/DC teachers will participate in monthly professional learning community meetings during the spring semester that focuses on developing and writing an interdisciplinary curriculum that creates opportunities for underrepresented students (African American / Hispanic, low SES students) to transition into AP, dual credit, and OnRamps courses.</p> <p>Strategy's Expected Result/Impact: Increase teachers knowledge and preparedness of curriculum expectations and goals. Focus to increase underrepresented student enrollment in AP, dual credit, and OnRamps courses by participating in essential protocols and providing detailed agendas.</p> <p>Staff Responsible for Monitoring: AP/DC Cohort Chair Instructional Team Admin Team</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Dual Credit Registration Fees - 211 Title I, Part A - \$15,000</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All students will have access to current technology such as laptop carts, laptops, computers, or iPads during instructional time to utilize applications that enhance academic readiness.</p> <p>Strategy's Expected Result/Impact: Students will have access to a laptop, computer, or iPad in every classroom to utilize websites, apps, production software, project based learning opportunities, Edgenuity, as well as, collaborate to enhance their understanding of the curriculum and build capacity to increase student engagement and academic success. Teachers will utilize technology to design lesson planning and enhance their PLC experience.</p> <p>Staff Responsible for Monitoring: Support Service Personnel Curriculum & Instruction Librarian Administrators Technology Teachers Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Technology Supplies and software - 211 Title I, Part A - \$70,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The College and Career Facilitator will organize field trips (F2F and virtual) for students to visit college campuses they are interested in attending. LCHS will also focus on students in special populations (such as EBs and SPED) to attend college campus visits during which we will focus on supports/accommodations students may receive in college.</p> <p>Strategy's Expected Result/Impact: Increase the likelihood of students from all populations attending a 2 or 4 year college/university.</p> <p>Staff Responsible for Monitoring: College Career Facilitator Associate Principal Special Education Department Head ESL Leadership Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Field Trip Related Costs (Transportation, Fees, Speaker Costs) - 211 Title I, Part A - \$10,000</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: LCHS will recruit, recognize, develop, and retain at least 95% of highly qualified and effective personnel.

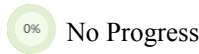
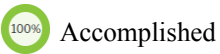
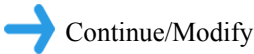

Performance Objective 1: LCHS will continue to recruit, recognize, and develop an effective plan to retain our highly qualified staff by promoting a climate that will support our staff by creating time for administrative tasks and teacher wellness.

High Priority

HB3 Goal

Evaluation Data Sources: Staff Attendance
Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be provided opportunities to participate in campus, district, and local professional development focused on leadership development, guidance and counseling, social emotional health, data analysis, PLC, classroom management, PBIS, EB, Special Education and/or best practices for maximizing student achievement.</p> <p>Strategy's Expected Result/Impact: Staff members will be given the opportunity to grow in areas that benefit their professional growth. Staff members will have the opportunity to share strategies with colleagues, thereby building capacity at the campus and within each content level team.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators Teachers</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Professional Development Costs (Consultants and Attending PD) - 211 Title I, Part A - \$25,000</p>	Formative		
	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Perceptions

Problem Statement 2: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Goal 3: LCHS will recruit, recognize, develop, and retain at least 95% of highly qualified and effective personnel.

Performance Objective 2: LCHS will launch Innovative School Day aim to provide teachers with additional planning time to best support our learners' needs. Innovative School day will provide teachers with 8 additional planning days over the course of the school year. Educational value is elevated by utilizing teacher strengths and commUNITY partnerships to provide students access to real-world learning opportunities with minimal disruption to instruction. Students will engage in a variety of innovative learning opportunities that support the whole child in social-emotional wellness, physical wellness, vocational wellness and academic wellness

High Priority


HB3 Goal


Evaluation Data Sources: Innovative Day Data


Staff Attendance


Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To provide staff the opportunity to partner with each other to enhance the instructional delivery and learning opportunities for students.</p> <p>Strategy's Expected Result/Impact: With the additional planning time that has been afforded to staff, Lamar Consolidated High School anticipates an increase on student learning and student outcomes.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Instructional Professional Development - 211 Title I, Part A - \$25,000</p>	Formative		
	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Perceptions

Problem Statement 2: The annual increase in special populations, such as SPED, 504, and EL (English Learner) students, necessitates adjustments or adaptations in curriculum design, instructional strategies, and social-emotional learning approaches. **Root Cause:** The root cause for the need to adjust curriculum design, instructional strategies, and social-emotional learning approaches for growing special populations including SPED, 504, and EL students lies in the diverse learning needs and requirements of these students. Factors such as varying levels of academic ability, language proficiency, and social-emotional development.

Goal 4: By May 2025, LCHS will improve, promote and provide a safe and secure campus climate/environment for stakeholders, staff and students to support academic success 100% of the time in addition to increasing the participation and grade by 10% on the Campus Climate Survey.


Performance Objective 1: The percentage of students in violation of the Student Code of Conduct will decrease by at least 25% overall to provide a safe and healthy environment for each student giving them the opportunity to learn and achieve in a safe, secure and nurturing setting.


Evaluation Data Sources: Climate Survey (Safety & Behavior Comparison over time)
 Wellness Survey (Character Counts)
 Academic goal setting with Students (Schoolinks)
 School Safety Assessment(SRP)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will utilize HGI resources and PLC weekly to plan and implement Character Counts with lessons/activities for students and staff to promote relationship building, restorative practices to alter negative behavior choices, and assist with social emotional health.</p> <p>Strategy's Expected Result/Impact: Expected results include increased student achievement, decreased student code of conduct violations and increased student attendance. Increase campus morale and create a positive learning environment. Assist students with suicide prevention, conflict resolution, and violence prevention.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LCHS will provide students opportunities to participate in campus clubs and organizations, participate in community service projects, and utilize the Parent Liaison to provide parent involvement opportunities to help promote family engagement.</p> <p>Strategy's Expected Result/Impact: Students will gain safe and secure connections with their peers and teachers to create a school family atmosphere and parents will have an opportunity to be more involved, promoting positive social and emotional health for all stakeholders.</p> <p>Staff Responsible for Monitoring: Counselors, Parent Liaison and Administrators</p> <p>Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Parent Liaison - 211 Title I, Part A - \$67,000</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administrators and Campus Staff will implement and follow safety and security protocols 100% of the time by using Raptor, participating in monthly drill practice and responding to discipline referrals in a timely manner with data monitoring.</p> <p>Strategy's Expected Result/Impact: Expected results include creating a collaborative environment focused on safety and security by implementing campus wide expectations with fidelity. The campus leadership team will increase its awareness of student behavior concerns with the intent to establish partnerships with the student and parents to develop a plan of action to correct student misbehaviors.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Parents</p> <p>Title I: 4.1</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Lamar High School

Total SCE Funds:

Total FTEs Funded by SCE: 1.45

Brief Description of SCE Services and/or Programs

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Personnel for Lamar High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Trevino	College and Career Facilitator	0.53
Cynthia Simien	Health Science Teacher	0.14
Diana Velasquez	Math Teacher	0.14
Karina Simoneaux	English Teacher	0.5
Melanie Martinez	Science Teacher	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Margot Merek	Instructional Coordinator	Title I	1.00
Vacant	Parent Educator	Title I	1.00

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Funded Instructional Coach		\$90,934.00
1	1	3	Snacks and Water		\$0.00
1	1	3	Transportation (buses/drivers)		\$0.00
1	1	3	Extra Duty Pay		\$0.00
1	2	1	Instructional Supplies and Materials		\$22,266.00
1	2	3	Snacks and Water		\$500.00
1	2	3	Technology		\$500.00
1	2	3	Teacher Extra-Duty Pay		\$5,000.00
2	1	3	Dual Credit Registration Fees		\$15,000.00
2	1	4	Technology Supplies and software		\$70,000.00
2	1	5	Field Trip Related Costs (Transportation, Fees, Speaker Costs)		\$10,000.00
3	1	1	Professional Development Costs (Consultants and Attending PD)		\$25,000.00
3	2	1	Instructional Professional Development		\$25,000.00
4	1	2	Parent Liaison		\$67,000.00
Sub-Total					\$331,200.00
Budgeted Fund Source Amount					\$331,200.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Personnel to Support EB Students		\$55,960.25
2	1	1	Credit Restoration Personnel		\$23,384.46
2	1	1	College and Career Facilitator		\$37,854.29
Sub-Total					\$117,199.00
Budgeted Fund Source Amount					\$117,199.00
+/- Difference					\$0.00
Grand Total Budgeted					\$448,399.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$448,399.00
				+/- Difference	\$0.00

Addendums

LEA: 079901 - LAMAR CISD
 Campus: 079901001 - LAMAR CONS HS

TOTAL ENROLLMENT 1771

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	497	28.06%
GRADE 10	413	23.32%
GRADE 11	467	26.37%
GRADE 12	394	22.25%
TOTAL	1,771	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	918	51.84%
FEMALE	853	48.16%
TOTAL	1,771	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.11%
"1" ELIGIBLE FOR FULL DAY	1,742	98.36%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	9	0.51%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	18	1.02%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHR VIRTU Lrng	0	0.00%
TOTAL	1,771	100.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.23%	0.23%
ASIAN	103	5.82%	5.82%
BLACK/AFRICAN AMER.	455	25.69%	25.69%
HISPANIC/LATINO	970	54.77%	54.77%
WHITE	213	12.03%	12.03%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	26	1.47%	1.47%
TOTAL	1,771	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.19%	0.06%
ASIAN	33	6.24%	1.86%
BLACK/AFRICAN AMER.	96	18.15%	5.42%
HISPANIC/LATINO	361	68.24%	20.38%
WHITE	34	6.43%	1.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	0.76%	0.23%
TOTAL	529	100.00%	29.87%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	17	2.66%	0.96%
BLACK/AFRICAN AMER.	206	32.19%	11.63%
HISPANIC/LATINO	366	57.19%	20.67%
WHITE	47	7.34%	2.65%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	0.63%	0.23%
TOTAL	640	100.00%	36.14%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	15	7.11%	0.85%
BLACK/AFRICAN AMER.	5	2.37%	0.28%
HISPANIC/LATINO	181	85.78%	10.22%
WHITE	10	4.74%	0.56%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	211	100.00%	11.91%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	7.69%	0.11%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	23	88.46%	1.30%
WHITE	1	3.85%	0.06%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	26	100.00%	1.47%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	11	12.09%	0.62%
BLACK/AFRICAN AMER.	15	16.48%	0.85%
HISPANIC/LATINO	43	47.25%	2.43%
WHITE	22	24.18%	1.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	91	100.00%	5.14%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus Level Data
Campuses: All Campuses

2021 - 2022 Fall Collection, Resubmission

LEA: 079901 - LAMAR CISD
Campus: 079901001 - LAMAR CONS H S

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	1,771	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,771	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	43	2.43%
UNACCOMPANIED YOUTH CODE 3	16	0.90%
UNACCOMPANIED YOUTH CODE 4	27	1.52%
UNACCOMPANIED YOUTH TOTAL	43	2.43%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.10%	0.06%
ASIAN	40	4.15%	2.26%
BLACK/AFRICAN AMER.	215	22.28%	12.14%
HISPANIC/LATINO	624	64.66%	35.23%
WHITE	79	8.19%	4.46%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	0.62%	0.34%
TOTAL	965	100.00%	54.49%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	1.15%	0.17%
BLACK/AFRICAN AMER.	84	32.18%	4.74%
HISPANIC/LATINO	132	50.57%	7.45%
WHITE	39	14.94%	2.20%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	1.15%	0.17%
TOTAL	261	100.00%	14.74%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Texas Education Agency
2021 Accountability Ratings Overall Summary
LAMAR CONS H S (079901001) - LAMAR CISD - FORT BEND COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	46
College, Career and Military Readiness	45
Graduation Rate	95
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 71.3%)	46
Closing the Gaps % of Indicators Met	
Academic Achievement Status	53%
Growth Status	N/A
Graduation Status	88%
English Language Proficiency Status	0%
Student Success Status	60%
School Quality Status	40%
% Participation (All Tests)	
2018-19	99%
2020-21	95%

Distinction Designations

Distinction designations were not awarded in 2021.

**Texas Education Agency
2020-21 School Report Card
LAMAR CONS H S (079901001)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: LAMAR CISD
Campus Type: High School
Total Students: 1,784
Grade Span: 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

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 (2019-20)	97.6%	98.9%	98.3%
Enrollment by Race/Ethnicity			
African American	25.3%	20.5%	12.7%
Hispanic	55.2%	42.4%	52.9%
White	12.1%	26.2%	26.5%
American Indian	0.1%	0.3%	0.3%
Asian	5.8%	7.2%	4.7%
Pacific Islander	0.1%	0.2%	0.2%
Two or More Races	1.5%	3.2%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	71.3%	50.5%	60.3%
Special Education	14.7%	13.4%	11.1%
Emergent Bilingual/EL	11.8%	15.6%	20.7%
Mobility Rate (2019-20)	15.0%	11.5%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	9.8	12.3	15.7
Foreign Languages	11.3	12.6	17.8
Mathematics	10.2	12.6	16.9
Science	9.3	12.9	17.9
Social Studies	9.8	13.4	18.3

School Financial Information (2019-20)

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	69.4%	63.8%
Instructional Staff Percent	n/a	67.4%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,615	\$9,989	\$10,406
Instruction	\$5,679	\$6,357	\$5,929
Instructional Leadership	\$89	\$102	\$173
School Leadership	\$565	\$542	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	78%	73%	72%	70%	84%	*	89%	-	92%	67%
	2019	78%	85%	76%	71%	74%	86%	*	94%	-	94%	73%
ELA/Reading	2021	68%	78%	68%	66%	65%	79%	-	85%	-	100%	61%
	2019	75%	83%	64%	59%	61%	80%	*	88%	-	85%	59%
Mathematics	2021	66%	78%	65%	66%	60%	80%	-	89%	-	83%	61%
	2019	82%	88%	84%	79%	85%	86%	-	100%	-	100%	83%
Science	2021	71%	80%	82%	86%	77%	91%	-	91%	-	80%	76%
	2019	81%	87%	84%	80%	83%	93%	*	95%	-	100%	84%
Social Studies	2021	73%	81%	87%	78%	89%	93%	*	100%	-	*	84%
	2019	81%	85%	87%	85%	84%	96%	-	100%	-	100%	83%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	53%	49%	45%	44%	67%	*	77%	-	75%	41%
	2019	50%	60%	52%	48%	48%	74%	*	83%	-	77%	48%
ELA/Reading	2021	45%	56%	51%	48%	46%	66%	-	74%	-	91%	43%
	2019	48%	58%	44%	40%	38%	68%	*	81%	-	62%	39%
Mathematics	2021	37%	50%	25%	18%	20%	46%	-	68%	-	50%	18%
	2019	52%	64%	56%	49%	56%	65%	-	75%	-	80%	55%
Science	2021	44%	55%	54%	53%	48%	74%	-	83%	-	60%	46%
	2019	54%	64%	58%	53%	53%	81%	*	86%	-	83%	53%
Social Studies	2021	49%	61%	67%	60%	65%	83%	*	91%	-	*	62%
	2019	55%	63%	65%	61%	59%	88%	-	86%	-	91%	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	26%	16%	13%	13%	25%	*	31%	-	29%	12%
	2019	24%	32%	18%	14%	14%	31%	*	49%	-	26%	13%
ELA/Reading	2021	18%	26%	11%	7%	10%	19%	-	19%	-	27%	8%
	2019	21%	29%	7%	5%	3%	17%	*	27%	-	23%	3%
Mathematics	2021	18%	26%	5%	4%	5%	3%	-	16%	-	17%	4%
	2019	26%	36%	29%	24%	28%	40%	-	75%	-	20%	27%
Science	2021	20%	27%	19%	18%	14%	33%	-	39%	-	20%	13%
	2019	25%	32%	20%	17%	14%	38%	*	59%	-	0%	14%
Social Studies	2021	29%	40%	41%	34%	37%	59%	*	91%	-	*	35%
	2019	33%	41%	32%	25%	28%	52%	-	66%	-	45%	26%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	92%	95%	95%	95%	96%	*	100%	-	96%	95%
	2019	99%	100%	99%	99%	99%	100%	*	100%	-	92%	99%
ELA/Reading	2021	89%	92%	95%	95%	95%	96%	-	100%	-	92%	96%
	2019	99%	100%	99%	99%	99%	100%	*	100%	-	81%	99%
Mathematics	2021	88%	92%	96%	95%	97%	96%	-	100%	-	100%	96%
	2019	100%	100%	99%	100%	99%	100%	-	100%	-	100%	99%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

Texas Education Agency 2020-21 School Report Card

Graduation and College, Career, and Military Readiness Outcomes

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)											
2019-20	1.6%	0.5%	1.2%	1.6%	1.3%	0.4%	*	0.0%	*	0.0%	1.1%
2018-19	1.9%	0.8%	1.1%	0.8%	1.3%	0.8%	0.0%	0.0%	*	2.6%	1.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	95.5%	92.0%	92.2%	89.5%	96.2%	*	100.0%	-	100.0%	90.0%
Graduates, TxCHSE, & Cont	94.6%	98.1%	95.3%	93.9%	94.5%	98.1%	*	100.0%	-	100.0%	94.8%
Class of 2019											
Graduated	90.0%	95.1%	91.8%	89.6%	90.6%	96.6%	-	95.7%	-	100.0%	91.1%
Graduates, TxCHSE, & Cont	94.1%	97.5%	96.0%	94.8%	94.8%	100.0%	-	100.0%	-	100.0%	95.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	96.2%	93.2%	91.7%	92.7%	96.6%	-	95.7%	-	90.9%	91.7%
Graduates, TxCHSE, & Cont	93.9%	97.6%	95.8%	94.8%	94.2%	100.0%	-	100.0%	-	100.0%	94.7%
Class of 2018											
Graduated	92.2%	96.3%	94.6%	95.4%	92.6%	97.7%	-	100.0%	-	100.0%	94.1%
Graduates, TxCHSE, & Cont	93.9%	97.2%	95.7%	95.4%	94.7%	97.7%	-	100.0%	-	100.0%	95.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	96.6%	94.9%	95.4%	93.1%	97.8%	-	100.0%	-	100.0%	94.6%
Graduates, TxCHSE, & Cont	93.9%	97.1%	95.7%	95.4%	94.7%	97.8%	-	100.0%	-	100.0%	95.1%
Class of 2017											
Graduated	92.4%	97.1%	94.3%	95.0%	92.8%	94.6%	*	100.0%	-	*	92.9%
Graduates, TxCHSE, & Cont	93.7%	97.4%	94.8%	95.0%	93.4%	96.4%	*	100.0%	-	*	93.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	95.2%	91.8%	92.2%	89.1%	96.2%	*	100.0%	-	100.0%	90.0%
Class of 2019	90.0%	94.5%	90.4%	87.8%	89.2%	96.6%	-	95.7%	-	90.9%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	90.8%	85.7%	81.1%	83.2%	96.0%	*	100.0%	-	100.0%	80.6%
Class of 2019	87.6%	88.8%	85.1%	81.0%	83.9%	87.5%	-	100.0%	-	90.0%	82.0%
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	61.3%	45.1%	37.4%	37.3%	68.6%	*	78.6%	-	80.0%	37.1%
2018-19	72.9%	73.0%	60.4%	60.1%	54.4%	69.8%	-	81.8%	-	70.0%	53.8%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	96.5%	93.6%	96.3%	89.0%	100.0%	*	100.0%	?	100.0%	89.8%
2018-19	75.0%	98.1%	95.6%	90.4%	95.6%	100.0%	-	100.0%	-	100.0%	93.8%
Average SAT Score											
2019-20	1019	1012	942	906	897	1039	-	1139	*	1053	913
2018-19	1027	1013	929	920	898	986	-	1060	-	925	902
Average ACT Score											
2019-20	20.2	22.6	20.5	20.1	*	*	-	24.1	-	-	19.9
2018-19	20.6	22.6	20.9	19.0	25.2	22.3	-	21.2	-	*	20.2

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 n/a Indicates data reporting is not applicable for this group.