

# Lamar Consolidated Independent School District

## Lamar High School

### 2022-2023 Campus Improvement Plan



# **Mission Statement**

Providing a well rounded education to students so that they will be informed citizens who become pillars of their community and global stewards.

## **Vision**

We will teach all students at high levels in every classroom, every day!

# 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	12
Goal 1: Students taking the ELA and Algebra STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 15% or above in masters . Student taking USH will achieve 95% or above at approaches, 75% or above in meets and 30% or above in masters. Student taking Biology will achieve 90% or above at approaches, 75% or above in meets and 30% or above in masters.	13
Goal 2: HB 3 College, Career, or Military Ready (CCMR) Proficiency Goal: 89% of seniors will earn at least one College, Career, or Military Ready indicator by the graduating class of 2024. At least 65% percent of annual graduates will meet the criteria for CCMR. *See the complete list of student group goal targets in the addendum titled "CCMR 5-year Goal Targets by Student Groups"	19
Goal 3: LCHS will recruit, develop, and retain at least 95% of highly qualified and effective personnel.	23
Goal 4: By May 2023, LCHS will improve the grade by 10% on the Campus Climate Survey in the area of overall quality of the school. We seek to improve the relationship and home school connection with staff (from 52% to 62%), students (from 60% to 70%) and parents (from 71% to 81%) based upon the 2022 Campus Climate Survey.	24
Goal 5: LCHS will promote and provide a safe and secure environment for staff and students to teach and learn 100% of time.	26
State Compensatory	29
Budget for Lamar High School	30
Personnel for Lamar High School	30
Title I Personnel	30
Campus Improvement Committee	31
Campus Funding Summary	32
Addendums	33

# Comprehensive Needs Assessment

Revised/Approved: October 18, 2022

## Demographics

### Demographics Summary

Lamar Consolidated High School is ranked 548th within Texas. Students have the opportunity to take Advanced Placement® coursework and exams. The AP® participation rate at Lamar Cons High School is 49%. The total minority enrollment is 88%, and 71% of students are economically disadvantaged. Lamar Cons High School is 1 of 6 high schools in the [Lamar CISD](#). (Source: www.usnews.com)

According the Lamar Consolidated High School TAP Report (Attached in the Addendum)

### STUDENT DATA:

LCHS student enrollment: 1771

Economically Disadvantaged: 1,272 71.3%

At-Risk: 991 55.5%

Bilingual/ESL Education 244 13.78%

Gifted and Talented Education 91 5.1%

Special Education 265 14.8%

### STAFF:

Professional Staff: 128.8 93.3%

Teachers: 110.2 79.8%

Professional Support: 12.5 9.1%

Campus Administration (School Leadership): 6 4.4%

Educational Aides: 9.3 6.7%

2019-2020 Total Graduates: 406 100.0%

### EOC ASSESSMENTS:

All Grades All Subjects

At Approaches Grade Level or Above 2021 73%

At Meets Grade Level or Above 2021 49%

At Masters Grade Level 2021 16%

### Demographics Strengths

The different demographic groups at Lamar Consolidated High School strengths are indicated as follows:

#### EOC:

- English I 8% increase approaches and 7% increase in meets
- English II 13% sped increase approaches and 5% meets
  - White and Black/African American 6% increase in approaches and 6%meets.
- Algebra I all student demographics increased in meets and masters
- Biology increase in meets and master for all students populations
- US History increase in sped and Black/African American approaches and meets
  - EB increase in approaches, meets, and masters

#### CCMR:

- LCHS produced a Gates Scholar
- 5 UT Dell Scholars
- Various students accepted to Top Tier schools (Duke, MIT, Cornell)
- 3 National Merit Recognition
- \$7.8+ Million in scholarships

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our site based decision committee composed of teachers, parents, community members, and administration reviewed data from the 2021 - 2022 EOC tests. English I and English II EOC tests showed minimal to no improvement across the board for all students. Improvements needed in the areas of making inferences and high level thinking for students. **Root Cause:** A large portion of our student population did virtual learning in Spring of 2020 and have challenges with social emotional engagement and notable achievement gaps.

# Student Learning

## Student Learning Summary

<p>Based on the 2021-2022 STAAR/EOC Exam our students greatest academic challenge is the areas of English 1 &amp; English 2</p>	<p><b>Instructional Coaches and Curriculum Coaches will collaboratively work with English teachers to improve the planning for better Tier 1 instruction which leads to overall student performance. Teachers review and utilize MAP data and 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 MTSS/HB 4545 intervention will be implemented and continued throughout the school year.</b></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. MTSS through MUSTang Time/HB 4545 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 ensure 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 Instructional Coordinators and 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. Unit assessments will be administered online to mimic state testing.</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.**

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 Time 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.**

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** At LCHS all sub-populations of students are scoring lower than Caucasian students on all EOC tested areas. **Root Cause:** Lower representation of minority students in AP, Dual Credit, Onramps and Pre-AP courses.

**Problem Statement 2:** At LCHS SPED and EL students are performing lower on all standardized testing. **Root Cause:** There needs to be more of an emphasis on Tier I and Tier II instruction for all SPED and EL students to increase their academic skills.

**Problem Statement 3:** LCHS needs to increase the amount of students who are considered CCMR ready by the time they graduate from high school. **Root Cause:** Need to increase the rigor of tier 1 instruction in all classes, and increase the amount of students taking higher level courses, and CTE certification classes.

# 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. Training's 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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students from sub populations are not choosing to take upper level courses in their schedules. First time AP testers struggle with the rigorous curriculum.

**Root Cause:** Some students are reading below grade level and off cohort, so good tier one instruction must be emphasized in all classes.



# Perceptions

## Perceptions Summary

<p><b>Campus surveys and individual staff feedback indicate a disconnect between the current level of academic rigor at LCHS and preparation of students of post-secondary pursuits.</b></p>	<p><b>LCHS will increase the consistency of a rigorous academic learning environment across content areas. Deep practice, close reading, and dual coded questions will be included in lessons. "Character Counts" course is being implemented through classrooms and facilitated by campus counselors.</b></p>
<p>Calibration in the planning and delivery of instruction among content teams is a noticeable concern on campus.</p>	<p>All subject area teams must meet on a weekly basis and plan together to discuss needs of individual students, disaggregate and analyze data, construct common assessments, research best teaching practices and share instructional strategies. Common planning times will continue to be provided and minutes will be submitted to the content area administrator by the Department chair. Content area administrators will attend subject area meets and provide resources as necessary. Think Tank Thursday is utilized as appropriate by teams to support team professional development needs.</p>

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some students do not feel a connection to LCHS, and therefore are not fully engaged in their academic learning. Students are setting personal goals for themselves. **Root Cause:** Need to survey students to know their interests and ensure that the campus provides clubs, groups, and organizations that students can join to feel a sense of belonging. Student goal setting will be implemented during Mustang Time.

# Priority Problem Statements

**Problem Statement 1:** Our site based decision committee composed of teachers, parents, community members, and administration reviewed data from the 2021 - 2022 EOC tests. English I and English II EOC tests showed minimal to no improvement across the board for all students. Improvements needed in the areas of making inferences and high level thinking for students.

**Root Cause 1:** A large portion of our student population did virtual learning in Spring of 2020 and have challenges with social emotional engagement and notable achievement gaps.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- 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

## 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
- Student surveys and/or other feedback

## 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-PESS 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 ELA and Algebra STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 15% or above in masters . Student taking USH will achieve 95% or above at approaches, 75% or above in meets and 30% or above in masters. Student taking Biology will achieve 90% or above at approaches, 75% or above in meets and 30% or above in masters.

**Performance Objective 1:** LCHS will utilize MAP, common and formative assessments data to track student progress and mastery.

**Evaluation Data Sources:** MAP Universal Screener  
 Unit Assessments  
 Interim Assessments  
 EOC test scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will meet once per week 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 TEK driven discussions that will help the team formulate plans to address students who have not mastered the content and increase rigor for those who have demonstrated mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth on overall raw scores on EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Instructional Coordinators            Testing Coordinator            Administrators</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators and Instructional Coaches will meet weekly to discuss classroom observations and attend PLC planning with the intention to observe the use of high yield instructional strategies to focus on differentiation in the classroom for all students, including at risk students to meet their instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the 4 essential questions with in the PLC process to increase student achievement/growth on formative and summative assessments. Instructional strategies and quality planning will be observed through PLC's, instructional rounds, and walk-through observations.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers  Science Teachers  English Teachers  Social Studies Teachers  Special Education Master List Teachers  Counselors  Administrators  Instructional Coaches</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All students, including at risk students who were not successful on any part of the EOC test will be placed in specialized intervention groups to receive additional support weekly beginning the 2nd six weeks. These students will also receive at least 30 hours of accelerated learning opportunities per content area in which they were unsuccessful at achieve approaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Based on data collected, students will receive a more specific level of instruction that provides additional attention, focus, and support, by adjusting the pace of the lesson to meet students' needs. An increase in student achievement/growth on formative and summative assessments. Increase parent communication to build solid support systems.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers            Science Teachers            English Teachers            Social Studies Teachers            Department Chairs            Counselors            Administrators            Instructional Team            Master List Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Co-teaching teams will be provided at least one opportunity to attend appropriate professional development to enhance their ability to improve Tier I and support based instruction and their effectiveness of supporting Special Education students in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Co-teaching teams will utilize the most effective co-teach model with differentiated instructional</p>	Formative		
	Nov	Feb	June

strategies in the classroom on a daily basis. Instructional strategies will be observed through PLC's, instructional rounds, and walk-throughs/observations.

**Staff Responsible for Monitoring:** Teachers  
Instructional Team  
Special Education Master List Teachers  
Administrators

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 1:** Students taking the ELA and Algebra STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 15% or above in masters . Student taking USH will achieve 95% or above at approaches, 75% or above in meets and 30% or above in masters. Student taking Biology will achieve 90% or above at approaches, 75% or above in meets and 30% or above in masters.

**Performance Objective 2:** Students achievement on the STAAR/EOC test will increase by at least 5% in all sub pops category in the meets performance area.

**Evaluation Data Sources:** Unit Assessments  
 Interim Assessments  
 EOC test scores  
 TELPAS  
 NWEA MAP test scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize MTSS process to provide Tier 2 academic intervention support to all students who did not pass the STAAR/EOC. Each student will be assigned tutorials in the classroom to receive additional support before or after school and will attend targeted support groups during Mustang Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that focuses on, but not limited to, scaffolding with native language, use of visuals, high order thinking questions, constructive goals setting and feedback and Tier 1 lesson pre-teach vocabulary and use of differentiated sentence stems. Students will be provided additional opportunities for tailored interventions during MUSTang Time to increase EOC pass rate and improve listening, speaking reading and writing on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> EB Teachers            PLC Teams            Administrators            Instruction Coaches</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June





Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional staff and Emergent Bilingual para-professionals will be provided the opportunity to attend at least one EB training to enhance their ability to improve Tier I instruction and effectiveness utilizing researched based sheltered instructional strategies for all EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> EB Teachers PLC Team Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> General Education and Inclusion teaches 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. Both teachers will track student accommodations with fidelity and track student progress every 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Master List Teacher Inclusion Teacher PLC Team Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Students taking the ELA and Algebra STAAR/EOC test will achieve academic performance at 80% or above in approaches, 60% or above in meets, and 15% or above in masters . Student taking USH will achieve 95% or above at approaches, 75% or above in meets and 30% or above in masters. Student taking Biology will achieve 90% or above at approaches, 75% or above in meets and 30% or above in masters.

**Performance Objective 3:** LCHS will work to improve the current rating in Closing the Gaps specifically in reference to Targeted Support and Improvement in the content area of reading and math in all sub pops to meet or exceed the expected rating target.

**High Priority**

**Evaluation Data Sources:** Closing the Gap TEA Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Specific students who have not meet graduation requirements of passing the EOC/STAAR standard will be identified and provided targeted tutorials and enrichment opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet standard and LCHS will meet or exceed targeted goals.</p> <p><b>Staff Responsible for Monitoring:</b> Math, English, Science, Social Studies Teacher Instructional Staff Special Education Master List Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Teachers - 199 PIX 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** HB 3 College, Career, or Military Ready (CCMR) Proficiency Goal: 89% of seniors will earn at least one College, Career, or Military Ready indicator by the graduating class of 2024. At least 65% percent of annual graduates will meet the criteria for CCMR.

\*See the complete list of student group goal targets in the addendum titled "CCMR 5-year Goal Targets by Student Groups"

**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 skill to earn industry certifications and/or successfully complete college preparatory programs. At least 65% percent of annual graduates will meet the criteria 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> College and Career Facilitator will maintain and track student data on SchoolLinks, as well as, identify students that have not met CCMR to enroll in Texas College Bridge courses, or AP/DC study groups, TSIA, or EOC intervention groups during MUSTang Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with specialized interventions to increases standardized test scores, earn industry based certifications, and increase overall readiness,</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Facilitator-Janet Buffamante Administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communicate with all stakeholder the opportunities for students to meet CCMR readiness, 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-collage fairs, social media, campus website, and community newsletter weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> College and Career Facilitator-Janet Buffamante Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional coaches will share high level instructional strategies during professional development at What Works Wednesday, teacher one on one meetings, and PLC. The will focus on strategies such as Blooms 2 questioning, student discourse strategies and real world application activities to increase student engagement and readiness as reflected in the lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student critical thinking and problem solving skills, academic achievement, discourse fluency (reading, writing, listening, and speaking), and all formal/informal assessments scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators PLC Teams</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> AP/DC teachers will participate in monthly professional learning community 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> AP/DC Cohort Chair Instructional Team Admin Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All classrooms, including at risk students, will have immediate access to utilize current technology such as mobile laptop carts, laptops, computers, or iPads during instructional time to utilize application that enhance academic readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Support Service Personnel Curriculum &amp; Instruction Librarian Administrators Technology Teachers Instructional Coaches</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology Teacher - 199 PIX 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Alpha Assistant Principals and Counselor teams will meet regularly to review student failure lists, transcripts and student graduation plans to ensure students are in the correct classes and to identify endorsement completers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of student academic needs. Increase communicating with students and parents to ensure students remain on cohort to graduate.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** LCHS will continue to promote a positive culture by recognizing, celebrating and motivating staff, students and parents throughout the year with incentives and activities, that support the climate and academic success of the school.

**Evaluation Data Sources:** Staff retention rate will increase and students will have access to highly qualified staff and high quality instruction. Recognize staff members on a monthly basis through staff member/department of the month, spirit days and other campus celebrations. Show staff and students appreciation by providing incentives and activities to celebrate perfect attendance, academic success, honor roll, etc. Show parents recognition and appreciation through school related events. Promote growth mid-set, positive thinking and highlight instructional best practices at faculty meetings.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> First year teachers will be provided a comprehensive professional development plan and also be paired with an on-campus mentor teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will learn best practices to enhance instruction and have opportunities to participate in professional development. New teachers will have a successful first year and will want to return the next year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrator</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will be provided opportunities to participate in campus, district, local, city, and state 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><b>Strategy's Expected Result/Impact:</b> Staff members will be given the opportunity to grow in areas that they feel are beneficial to them and students. Staff members will return and share strategies with colleagues, thereby building capacity at the campus level. Teachers will be expected to complete 8 hours of professional development by Feb 28, 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Testing Coordinator Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4:** By May 2023, LCHS will improve the grade by 10% on the Campus Climate Survey in the area of overall quality of the school. We seek to improve the relationship and home school connection with staff (from 52% to 62%), students (from 60% to 70%) and parents (from 71% to 81%) based upon the 2022 Campus Climate Survey.

**Performance Objective 1:** Promote a safe and healthy environment to support the academic success of each student, giving them the opportunity to learn and achieve in a safe and nurturing setting.

**Evaluation Data Sources:** Climate Survey  
 Wellness Survey (Character Counts)  
 CTE Industry Certification  
 EOS Survey  
 Academic goal setting with students (Schoolinks/MAP scores)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Counselors will meet with one another once per month to formulate a plan to implement Character Counts with lessons/activities for students and staff to build relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, decrease discipline referrals and absenteeism. Support students social-emotional well being by utilizing HGI and social workers. Support teachers by providing a tranquil place to regroup during the school day. (Zen zone)</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be provided the opportunity to meet with clubs and organizations and participate in community service through the school year to promote a sense of belonging and care for their environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will build relationship with one another and staff member to the home school connection</p>	Formative		
	Nov	Feb	June

and create a school family ultimately promoting positive social and emotional health.

**Title I:**

2.6

**- ESF Levers:**

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 5:** LCHS will promote and provide a safe and secure environment for staff and students to teach and learn 100% of time.

**Performance Objective 1:** The percentage of students in violation of the Student Code of Conduct and bullying will reduce by at least 25%.

**Evaluation Data Sources:** Discipline Reports  
 Student Incident Reports  
 Student Achievement  
 Student Attendance Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LCHS will implement Character Counts and utilize solution focus strategies to promote relationship building, restorative practices to alter negative behavior choices, and assist with social emotional health.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase. Drop out rate and failure rate will decrease. Increase campus moral and create positive learning environment. Assist students with suicide prevention, conflict resolution, and violence prevention.</p> <p><b>Staff Responsible for Monitoring:</b> Staff            Counselors            Administrators</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators will respond to discipline referrals within 48 hours, as well as, monitor data to share students concerns at weekly meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure the campus leadership team is aware of student concerns so that we can collaborate about how to meet and support their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team            Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize the (3-step) Minor Offense form to document student behaviors with the intent to work collaboratively with the student and parents to develop a plan of action to correct student Level 1 classroom misbehavior's.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and families will build respectful relationships for the students benefit. Students will make better choices and teacher will have the opportunity to maximize instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> LCHS will collaborate with students and parents to maintain an average attendance rating of 96% or higher.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase. Drop out rate and failure rate will decrease. Parents will be invited to a conference if student are not meeting the attendance expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Credit Restoration Aide Teachers Administrators</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> Credit Restoration Aide - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$0</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** LCHS will promote and provide a safe and secure environment for staff and students to teach and learn 100% of time.

**Performance Objective 2:** Safety and Security guidelines will be followed with 100% fidelity to ensure students and staff are able to be productive in a safe learning environment.

**Evaluation Data Sources:** SRP Reports  
Campus SRO reports and observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The security team will host drills monthly to practice Standard Response Protocols and meet monthly to discuss updates about campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a collaborative environment focused on safety and implementing expectation with fidelity campus wide.</p> <p><b>Staff Responsible for Monitoring:</b> Safety and Security Team Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All guest/volunteers must sign in and report in the main office with front office receptionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevent the occurrence of unwanted visitors. Identify those who are not law abiding citizens prior to staff meeting with the visitor.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Front Office Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Lamar High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.76

Brief Description of SCE Services and/or Programs

--

## Personnel for Lamar High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Serrano	Science Teacher HS	0.14
Gabriel Lopez	Science Teacher	0.14
Guillermo Zarate	Math Teacher HS	0.14
John Guidry	Social Studies Teacher HS	0.14
Jordan Adams	Math Teacher HS	0.14
Karina Simoneaux	English Teacher	0.5
Karrin Loser	Social Studies Teacher HS	0.14
Kristin Rausch	Technology Ed Teacher	0.14
Larketa Williams-Brown	Credit Restoration Aide	1
Richard Bailey	Science Teacher HS	0.14
Shayvion Hatten	Social Studies Teacher HS	0.14

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Margot Merek	Instructional Coordinator	Assessment	1.00

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sierra King	Principal
Administrator	Leslie Crawley	Associate Principal
Parent	David Kolts	Member
Non-classroom Professional	Janet Buffamante	College and Career Representative
Administrator	Rosemary Anthony	Assistant Principal
Paraprofessional	Lydia Almazan	Paraprofessional Team Representative
Non-classroom Professional	Kaleigh Herrera	Counselor Team Representative
Classroom Teacher	Tommy Oliver	Social Studies Dept Representative
Classroom Teacher	Rachelle Ferguson	CTE Department Representative
Classroom Teacher	Ambria Johnson	PVA Dept Representative
Classroom Teacher	Barry Vannauker	Science Dept Representative
Classroom Teacher	Yolanda Sinegal	Athletics Dept Representative
Classroom Teacher	Jessica Raynor	LOTE Dept Representative
Classroom Teacher	Jennifer Ha	Math Dept Representative
Classroom Teacher	Karina Simoneaux	ESL Department Representative
Parent	Wendy Alley	Member
Parent	Dawnyell Gallien	Member
Classroom Teacher	Juddy Durham	Special Education Representative
Classroom Teacher	Shawna Zak	English Department Representative
Administrator	Eugenia Antoine	Assistant Principal
Classroom Teacher	Richard Bailey	Science Team Representative
Administrator	Aisha Montanez	Title I Contact
Business Representative	Shannan Stavinoha	Business Representative/Member
Parent	Melody Garcia	Member
Parent	Marlon Garcia	Member
Parent	Christina Flores	Member
Parent	Kishinta Mack	Member
Community Representative	Barbara Johnson	Member



# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$344,855.00
<b>+/- Difference</b>					\$344,855.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Teachers		\$0.00
2	1	5	Technology Teacher		\$0.00
5	1	4	Credit Restoration Aide		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$202,336.68
<b>+/- Difference</b>					\$202,336.68
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$7,320.00
<b>+/- Difference</b>					\$7,320.00
<b>Grand Total Budgeted</b>					\$554,511.68
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$554,511.68

# 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%

LEP	Count	%Enroll
LEP	244	13.78%
IMMIGRANT	9	0.51%
ECONOMIC DISADVANTAGE	1,169	66.01%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	23	1.30%
DYSLEXIA	47	2.65%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

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**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	46
College, Career and Military Readiness	45
Graduation Rate	95
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 71.3%)	46
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	53%
Growth Status	N/A
Graduation Status	88%
English Language Proficiency Status	0%
Student Success Status	60%
School Quality Status	40%
<b>% Participation (All Tests)</b>	
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
<b>Attendance Rate (2019-20)</b>	97.6%	98.9%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
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%
<b>Enrollment by Student Group</b>			
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%
<b>Mobility Rate (2019-20)</b>	15.0%	11.5%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
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
<b>Instructional Expenditure Ratio</b>	n/a	69.4%	63.8%
<b>Instructional Staff Percent</b>	n/a	67.4%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
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
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	67%	78%	<b>73%</b>	72%	70%	84%	*	89%	-	92%	67%
	2019	78%	85%	<b>76%</b>	71%	74%	86%	*	94%	-	94%	73%
ELA/Reading	2021	68%	78%	<b>68%</b>	66%	65%	79%	-	85%	-	100%	61%
	2019	75%	83%	<b>64%</b>	59%	61%	80%	*	88%	-	85%	59%
Mathematics	2021	66%	78%	<b>65%</b>	66%	60%	80%	-	89%	-	83%	61%
	2019	82%	88%	<b>84%</b>	79%	85%	86%	-	100%	-	100%	83%
Science	2021	71%	80%	<b>82%</b>	86%	77%	91%	-	91%	-	80%	76%
	2019	81%	87%	<b>84%</b>	80%	83%	93%	*	95%	-	100%	84%
Social Studies	2021	73%	81%	<b>87%</b>	78%	89%	93%	*	100%	-	*	84%
	2019	81%	85%	<b>87%</b>	85%	84%	96%	-	100%	-	100%	83%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	53%	<b>49%</b>	45%	44%	67%	*	77%	-	75%	41%
	2019	50%	60%	<b>52%</b>	48%	48%	74%	*	83%	-	77%	48%
ELA/Reading	2021	45%	56%	<b>51%</b>	48%	46%	66%	-	74%	-	91%	43%
	2019	48%	58%	<b>44%</b>	40%	38%	68%	*	81%	-	62%	39%
Mathematics	2021	37%	50%	<b>25%</b>	18%	20%	46%	-	68%	-	50%	18%
	2019	52%	64%	<b>56%</b>	49%	56%	65%	-	75%	-	80%	55%
Science	2021	44%	55%	<b>54%</b>	53%	48%	74%	-	83%	-	60%	46%
	2019	54%	64%	<b>58%</b>	53%	53%	81%	*	86%	-	83%	53%
Social Studies	2021	49%	61%	<b>67%</b>	60%	65%	83%	*	91%	-	*	62%
	2019	55%	63%	<b>65%</b>	61%	59%	88%	-	86%	-	91%	60%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	26%	<b>16%</b>	13%	13%	25%	*	31%	-	29%	12%
	2019	24%	32%	<b>18%</b>	14%	14%	31%	*	49%	-	26%	13%
ELA/Reading	2021	18%	26%	<b>11%</b>	7%	10%	19%	-	19%	-	27%	8%
	2019	21%	29%	<b>7%</b>	5%	3%	17%	*	27%	-	23%	3%
Mathematics	2021	18%	26%	<b>5%</b>	4%	5%	3%	-	16%	-	17%	4%
	2019	26%	36%	<b>29%</b>	24%	28%	40%	-	75%	-	20%	27%
Science	2021	20%	27%	<b>19%</b>	18%	14%	33%	-	39%	-	20%	13%
	2019	25%	32%	<b>20%</b>	17%	14%	38%	*	59%	-	0%	14%
Social Studies	2021	29%	40%	<b>41%</b>	34%	37%	59%	*	91%	-	*	35%
	2019	33%	41%	<b>32%</b>	25%	28%	52%	-	66%	-	45%	26%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	92%	<b>95%</b>	95%	95%	96%	*	100%	-	96%	95%
	2019	99%	100%	<b>99%</b>	99%	99%	100%	*	100%	-	92%	99%
ELA/Reading	2021	89%	92%	<b>95%</b>	95%	95%	96%	-	100%	-	92%	96%
	2019	99%	100%	<b>99%</b>	99%	99%	100%	*	100%	-	81%	99%
Mathematics	2021	88%	92%	<b>96%</b>	95%	97%	96%	-	100%	-	100%	96%
	2019	100%	100%	<b>99%</b>	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
<b>Annual Dropout Rate (Gr 9-12)</b>											
2019-20	1.6%	0.5%	<b>1.2%</b>	1.6%	1.3%	0.4%	*	0.0%	*	0.0%	1.1%
2018-19	1.9%	0.8%	<b>1.1%</b>	0.8%	1.3%	0.8%	0.0%	0.0%	*	2.6%	1.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2020											
Graduated	90.3%	95.5%	<b>92.0%</b>	92.2%	89.5%	96.2%	*	100.0%	-	100.0%	90.0%
Graduates, TxCHSE, & Cont	94.6%	98.1%	<b>95.3%</b>	93.9%	94.5%	98.1%	*	100.0%	-	100.0%	94.8%
Class of 2019											
Graduated	90.0%	95.1%	<b>91.8%</b>	89.6%	90.6%	96.6%	-	95.7%	-	100.0%	91.1%
Graduates, TxCHSE, & Cont	94.1%	97.5%	<b>96.0%</b>	94.8%	94.8%	100.0%	-	100.0%	-	100.0%	95.1%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2019											
Graduated	92.0%	96.2%	<b>93.2%</b>	91.7%	92.7%	96.6%	-	95.7%	-	90.9%	91.7%
Graduates, TxCHSE, & Cont	93.9%	97.6%	<b>95.8%</b>	94.8%	94.2%	100.0%	-	100.0%	-	100.0%	94.7%
Class of 2018											
Graduated	92.2%	96.3%	<b>94.6%</b>	95.4%	92.6%	97.7%	-	100.0%	-	100.0%	94.1%
Graduates, TxCHSE, & Cont	93.9%	97.2%	<b>95.7%</b>	95.4%	94.7%	97.7%	-	100.0%	-	100.0%	95.1%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	92.6%	96.6%	<b>94.9%</b>	95.4%	93.1%	97.8%	-	100.0%	-	100.0%	94.6%
Graduates, TxCHSE, & Cont	93.9%	97.1%	<b>95.7%</b>	95.4%	94.7%	97.8%	-	100.0%	-	100.0%	95.1%
Class of 2017											
Graduated	92.4%	97.1%	<b>94.3%</b>	95.0%	92.8%	94.6%	*	100.0%	-	*	92.9%
Graduates, TxCHSE, & Cont	93.7%	97.4%	<b>94.8%</b>	95.0%	93.4%	96.4%	*	100.0%	-	*	93.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2020	90.3%	95.2%	<b>91.8%</b>	92.2%	89.1%	96.2%	*	100.0%	-	100.0%	90.0%
Class of 2019	90.0%	94.5%	<b>90.4%</b>	87.8%	89.2%	96.6%	-	95.7%	-	90.9%	88.9%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2020	87.8%	90.8%	<b>85.7%</b>	81.1%	83.2%	96.0%	*	100.0%	-	100.0%	80.6%
Class of 2019	87.6%	88.8%	<b>85.1%</b>	81.0%	83.9%	87.5%	-	100.0%	-	90.0%	82.0%
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2019-20	63.0%	61.3%	<b>45.1%</b>	37.4%	37.3%	68.6%	*	78.6%	-	80.0%	37.1%
2018-19	72.9%	73.0%	<b>60.4%</b>	60.1%	54.4%	69.8%	-	81.8%	-	70.0%	53.8%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2019-20	76.7%	96.5%	<b>93.6%</b>	96.3%	89.0%	100.0%	*	100.0%	?	100.0%	89.8%
2018-19	75.0%	98.1%	<b>95.6%</b>	90.4%	95.6%	100.0%	-	100.0%	-	100.0%	93.8%
Average SAT Score											
2019-20	1019	1012	<b>942</b>	906	897	1039	-	1139	*	1053	913
2018-19	1027	1013	<b>929</b>	920	898	986	-	1060	-	925	902
Average ACT Score											
2019-20	20.2	22.6	<b>20.5</b>	20.1	*	*	-	24.1	-	-	19.9
2018-19	20.6	22.6	<b>20.9</b>	19.0	25.2	22.3	-	21.2	-	*	20.2

- 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.