

Lamar Consolidated Independent School District

Lamar High School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 15, 2020

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, everyday!

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Comprehensive Needs Assessment

Demographics

Demographics Summary



School and Student Information

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

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

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

Student Learning

Student Learning Summary

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

At-Risk Student Services / Drop-Out Prevention

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

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

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.

School Processes & Programs

School Processes & Programs Summary

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

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

Perceptions

Perceptions Summary

<p>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. Administrator's consistency with student discipline and consequence is still a slight concern to some staff members.</p>	<p>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.</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>

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Goals

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

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

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

Summative Evaluation: None

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

<p>Strategy 4: College and Career Facilitator, identifies students that are not CCMR ready, to implement EOC interventions, enrichment and TSI intervention groups during MUSTang Time.</p> <p>Strategy's Expected Result/Impact: Increases standardized test.</p> <p>Staff Responsible for Monitoring: College & Career Facilitator Assistant Principal of Instruction</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: College and Career Facilitator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$37,356, Supplemental Personnel (tutors) and materials for EOC Interventions - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$33,825</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





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

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

Evaluation Data Sources: EOC and STAAR Test

Summative Evaluation: None

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

<p>Strategy 4: Provide Special Education Inclusion teams opportunities to attend District inclusion training's on Marilyn Friend Co-Teach Model to support the instructional setting.</p> <p>Strategy's Expected Result/Impact: Teachers and Co-teacher will utilize these strategies daily with all inclusion students in every classroom.</p> <p>Staff Responsible for Monitoring: Special Education Dept Chair Department Chairs Administrators Teachers</p> <p>Title I Schoolwide Elements: 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</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: EOC Assessments and STAAR Test

Summative Evaluation: None

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

<p>Strategy 4: Provide opportunities for an ELL cohort team of teachers to attend professional development and trainings to implement and improve sheltered instructional practices in all ELL settings.</p> <p>Strategy's Expected Result/Impact: Teacher will be provided the opportunity to attend Think Tank Thursdays ELL trainings when offered, as well as, specific ELL and SIOP professional development.</p> <p>Staff Responsible for Monitoring: ESL Facilitator Administrators Instructional Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: All teachers will incorporate at least one lesson directly connected to a post-secondary practical-application experience.

Performance Objective 1: By May 2020, teachers of all content areas will incorporate at least one lesson directly connected to a post-secondary practical-application experience

Evaluation Data Sources: Cross-curriculum lesson plans that incorporate real world application and a post-secondary practical-application experience for all students.

Summative Evaluation: None

<p>Strategy 1: Utilize the Aquaponics Lab to provide a multi-disciplinary application-based learning experience across content areas for all students, including at risk student.</p> <p>Strategy's Expected Result/Impact: Students will have multiple opportunities weekly to engage and observe the three separate closed loop systems of the lab to monitor progress, production, and growth of the plants and fish.</p> <p>Staff Responsible for Monitoring: Science Department Aquaponics Staff Team Asst Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Equip all teachers and students, including at risk students, with the opportunity to utilize a laptop, computer, or iPad during content appropriate lessons.</p> <p>Strategy's Expected Result/Impact: Student will have access to a laptop, computer, or iPad in every classroom to increase student engagement and academic success.</p> <p>Staff Responsible for Monitoring: Support Service Personnel Curriculum & Instruction Department Chairs Counselors Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - 211 Title I, Part A - \$31,855</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Provide teachers will professional development that focuses on creating a classroom culture of making connections between their academic course and post-secondary opportunities through the use of Canvas.</p> <p>Strategy's Expected Result/Impact: Increased online learning use, student and teacher collaboration and engagement, as well as, improved virtual learning etiquette. Teachers will be expected to be successful at Level 2 Canvas mastery by May 2020. Students will also use School inks to make connections to be CCMR.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrator Instructional Team Instructional Administrator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Funded Staff (Asst. principal of Instruction/Instructional Coordinator) - 211 Title I, Part A - \$178,262</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







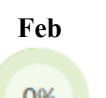
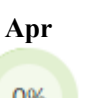

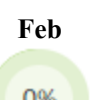
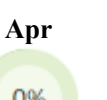




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Goal 5: Increase Family and Community Involvement at Lamar Consolidated High School.

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

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

Summative Evaluation: None

<p>Strategy 1: Utilize the parent liaison to distribute the parent and family engagement policy, Title I school information, host parent classes, as well as, share community and campus information to all stakeholder to strengthen the school, home, and community connection.</p> <p>Strategy's Expected Result/Impact: Increase parent contact logs, partnerships with local businesses, email and social media output, meeting sign in participants. Increase parent positive feedback on Climate Survey.</p> <p>Staff Responsible for Monitoring: Administrators Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
<p>Strategy 2: Utilize the campus website, social media, and word of mouth to promote campus programs and activities to increase community involvement.</p> <p>Strategy's Expected Result/Impact: Increase output of flyers, advertisements, and event ticket sales.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Coaches Program Sponsors</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
<p>Strategy 3: Utilize the Parent Liaison to contact parents for support to decrease student absences and academic failures.</p> <p>Strategy's Expected Result/Impact: Parent contact logs and academic reports</p> <p>Staff Responsible for Monitoring: Administrators Teachers Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Nov 	Feb 	Apr 	June
	Formative			Summative
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	Formative			Summative
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State Compensatory

Personnel for Lamar High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janet Buffamante	College and Career Facilitator		.56
Nancy Gomez	Math Teacher		.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aisha Montanez	Assistant Principal of Instruction	Instruction	1.00
Ariel Jenkins	Instructional Coordinator	Assessment	1.00
Cecila Rodriguez	Title I Parent Educator	Family Engagement	1.00

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Technology		\$31,855.00
4	1	3	Title I Funded Staff (Asst. principal of Instruction/Instructional Coordinator)		\$178,262.00
Sub-Total					\$210,117.00
Budgeted Fund Source Amount					\$275,870.00
+/- Difference					\$65,753.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	College and Career Facilitator		\$37,356.00
1	1	4	Supplemental Personnel (tutors) and materials for EOC Interventions		\$33,825.00
3	1	2	Supplemental personnel		\$8,799.00
Sub-Total					\$79,980.00
Budgeted Fund Source Amount					\$79,980.00
+/- Difference					\$0.00
Grand Total					\$290,097.00

Addendums