

**Arlington Independent School District**  
**Lamar High School**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

The mission of Lamar High School is to empower and engage all students to be contributing, responsible citizens reaching their maximum potential through relevant, innovative and rigorous learning experiences.

## Vision

Our vision is to create a school where continuous improvement and respect for all are the standards.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Strategic Plan - Performance Objective Category: Academic Achievement	20
Goal 2: Strategic Plan - Performance Objective Category: College Readiness	22
Goal 3: Strategic Plan - Performance Objective Category: Workforce Readiness	23
State Compensatory	25
Budget for Lamar High School	25
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2018-2019 TAPR Report

	Campus Count	Campus Percent	AISD Count	AISD Percent	State Count	State Percent
African American	976	34.4%	15,206	24.90%	679,472	12.60%
Hispanic	1079	38%	28,049	46.00%	2,821,189	52.40%
White	581	20.5%	12,001	19.70%	1,498,643	27.80%
American Indian	14	.5%	245	0.40%	20,521	0.40%
Asian	104	3.7%	3,773	6.20%	235,095	4.40%
Pacific Islander	7	.2%	115	0.20%	8,008	0.10%
Two or More Races	77	2.7%	1,631	2.70%	122,084	2.30%
Economically Disadvantaged	1558	54.9%	39,897	65.40%	3,164,349	58.80%
English Language Learners (ELL)	389	13.7%	16,132	34.60%	1,014,830	18.80%
At-Risk	1737	61.2%	38,121	62.50%	2,736,547	50.80%
Special Education	253	8.9%	4,785	7.80%	488,463	9.10%

### District Report: Demographics Summary School Year: 2021, Campus : Lamar

Sorting is based on % Student

ID	Campus	School Level		ED	H	AA	AI	As	PI	W	2R	504	AR	Bil	CTE	E
003	Lamar	High School	ALL	# Student	0	1106	931	16	80	7	440	74	129	917	0	0
			% Student	0.0%	41.7%	35.1%	0.6%	3.0%	0.3%	16.6%	2.8%	4.9%	34.6%	0.0%	0.0%	
			Total #	0	1,106	931	16	80	7	440	74	129	917	0	0	
			Total %	0.0%	41.7%	35.1%	0.6%	3.0%	0.3%	16.6%	2.8%	4.9%	34.6%	0.0%	0.0%	

## Demographics Strengths

Lamar's diversity mirrors the city of Arlington's, providing our students opportunity to grow and learn with and from one another.

We have an increasingly diverse staff that can relate to our evolving demographic.

Teachers are trained to embrace diversity, while students consistently hear a message of love and acceptance on our campus.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our underrepresented students consistently score lower on CA and EOC exams. **Root Cause:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers.

# Student Achievement

## Student Achievement Summary

2019 STAAR Achievement Domain Data															
	All	AA	H	W	AI	A	PI	Two+	Econ Dis	ELL – C	ELL – C & M	SpEd – C	SpEd – F	Cont. Enr.	Non-Cont. Enr.
<b>All Subjects</b>															
Campus	45	34	41	74	56	88	45	54	39	21	32	16	33	49	37
AISD	46	39	42	60	44	70	49	50	41	34	41	21	47	49	41
State	51	40	45	61	49	76	50	57	42	34	41	26	47	52	46
<b>ELAR</b>															
Campus	38	27	33	72	50	84	20	53	31	14	24	13	31	43	29
AISD	44	36	39	58	41	65	48	49	38	30	37	17	42	46	39
State	48	38	42	59	46	73	47	56	39	30	37	22	44	49	44
<b>Math</b>															
Campus	35	29	38	44	X	X	X	48	36	29	36	16	17	37	33
AISD	49	41	47	61	48	75	52	52	45	43	49	24	52	51	44
State	53	41	50	62	51	82	54	58	46	43	49	30	52	55	49
<b>Science</b>															
Campus	48	38	45	77	X	91	X	55	43	28	40	18	39	53	40
AISD	49	40	44	64	51	74	38	54	43	32	41	23	55	51	43
State	53	41	48	65	53	79	52	61	44	33	42	28	51	55	49
<b>Social Studies</b>															
Campus	69	59	66	85	X	94	X	71	62	32	46	21	63	72	61
AISD	55	46	50	69	59	74	54	60	48	30	39	25	53	56	49
State	56	47	50	67	56	80	56	64	47	28	37	30	50	58	50

## Student Achievement Strengths

1. For the category of all subjects, our White and American Indian students scored above the state and district average.
2. For the category of all subjects, our Economically Disadvantaged students scored within 3% points of the state.
2. In Social Studies, 69% of students met grade level, including 85% of students in the White sub-pop.

3. For the category of all subjects, the sub-pop for Continuous Enrollment scored the same as the AISD average.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our underrepresented students avoid signing up for advanced academic classes. **Root Cause:** A recent EOS survey indicates that underrepresented students avoid signing up for advanced academics for several reasons, including but not limited to feeling they do not belong, are not welcome, or are not academically prepared.

**Problem Statement 2 (Prioritized):** Algebra 1 and ELA I EOC scores are considerably lower than AISD and state averages. **Root Cause:** Students taking Algebra 1 at Lamar in their 9th grade year have significant knowledge gaps, as demonstrated in the math scores from our feeder junior highs. Freshmen struggle with the writing portion of the ELA EOC.

**Problem Statement 3:** Lamar freshmen are struggling in the virtual learning environment, evidenced through multiple failing grades **Root Cause:** There's a lack of organizational, prioritizing, and problem-solving skills, and the level of oversight and guidance for them is lacking when unable to attend school daily.

# **School Culture and Climate**

## **School Culture and Climate Summary**

### **From 2019 Surveys**

#### **Strengths of the Parent Survey**

85.1% of parents are satisfied with the teachers and academic standards at this school

81.8% of parents are satisfied with this school

#### **Strengths of the Staff Survey**

87.7% of teachers are satisfied with their job

86.2% of teachers feel respected by their supervisors

90.4% feel the school has a culture of sharing successes

98.4% of staff get along with coworkers

97.7% of teachers feel they are encouraged to own their work

#### **Strengths of the Student Survey**

83.8% of students feel they are encouraged to be creative

86.7% of students like their teachers

87.3% of students feel they are respected by teachers

#### **Areas of Concern**

93% of teachers feel that student misbehavior interferes with teaching at LHS



The number of students who feel somewhat safe, or not safe, in common areas:

<b>Thinking about your time in school this past year:</b>	<b>Not Safe</b>	<b>Somewhat Safe</b>
How safe do you feel In the hallways?	9.60%	28.40%
How safe do you feel In the lunch room?	12.60%	30.10%
How safe do you feel In other common areas of the school?	5.80%	27.40%
How safe do you feel In locker rooms?	9.50%	21.80%
How safe do you feel In bathrooms?	10.80%	29.70%
How safe do you feel Outside around the school (on school grounds or parking lots)?	10.90%	25.70%
How safe do you feel In your classrooms?	4.00%	15.00%

### **School Culture and Climate Strengths**

LHS uses a Staff Culture Committee to gather input from school members. This feedback is used to improve school culture and will continue and expand in the 2020-2021 school year.

Several events were held during the school year to increase fellowship among teachers and staff, including a chili cook-off and an end of year cookout.

In the past, teachers have mentioned student behavior as a topic of concern which negatively influences overall campus climate. We have hired a Restorative Practices expert to model techniques, such as the use of "Circles," to build relationships with students, thus decreasing classroom incidents of misbehavior. In addition, we are using ELA teachers to embed crucial conversations training into the curriculum to help our freshmen process difficult conversations and react appropriately.

Lamar is an AVID National Demonstration School, as well as an IB World School, which promotes the AISD goal that all students are career and college ready upon graduation.

Collegiate banners/pennants/posters are placed strategically in the school to create awareness for students, staff, and parents and improve school climate. We received AVID

National Demonstration for the next three school years. In addition, students are encouraged to attend career prep courses at the CTC, thus increasing their school buy-in.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Improving student behavior on campus has been chosen by teachers as a problem of practice that would positively impact teacher morale.

**Root Cause:** The consequences we have in our power often do not positively impact student behaviors, so we are looking at alternatives such as PBIS and Restorative Discipline.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

We currently have 177 teachers, and we have worked to increase the diversity on our staff to better represent our student body. However, the demographics of our students and staff still do not align. We believe that the best way to recruit new teachers is to treat your current staff well so that word of mouth works in our favor.

## Staff Quality, Recruitment, and Retention Strengths

We have created a Staff Culture committee, including teachers, administrators, and other staff to work on improving staff culture, which will lead to an increased retention rate.

We continue to improve the New Teacher Academy, and work closely with new teachers, in an effort to increase retention.

New teachers are monitored closely by the principal, Department AP, Department Chair, and are connected with a mentor in their subject.

New teachers are polled at the end of the year and asked why they have decided to stay another year at Lamar and how we can better serve new teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In total, 12% of the teaching staff did not return for the 2020-2021 school year. **Root Cause:** Teachers at LHS choose to resign for a variety of reasons, including retirement, promotion, certification issues, or job dissatisfaction.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

A cross-departmental team from the district level will work with our staff each six weeks during PLC on identifying areas of academic need (EOC scores) and provide support to mitigate the needs. All teachers on staff have been trained in the PLC Cycle, and the district's Teaching for Understanding instructional model, which includes breaking TEKs into learning targets and using frequent formative assessment with students. They have been asked to create two common assessments per six weeks in their PLC and conduct data days to analyze the results.

## Curriculum, Instruction, and Assessment Strengths

Teachers are part of a PLC within their content and meet 60 minutes every other day to focus on Curriculum, Instruction, and Assessment. Each group is assigned an administrator that attends these sessions for facilitation purposes. Teachers are asked to follow the PLC cycle and provide documentation of their work. The Dean of Instruction supervises the EOC tested PLCs.

The EOC tested administrators meet periodically to discuss data and the DDI process for the PLC.

Cross-departmental team members visit the PLCs to provide instructional strategies.

Each six weeks, a failure report is generated and shared with teachers. Teachers are required to work in PLC to create an individual plan for each failing student. These plans are uploaded in STRIVE and become part of the TTESS evaluation.

New teachers visit classrooms of teachers chosen based on strong instructional strategies and debrief with the Dean on instructional strategies they wish to implement.

The administrators complete brief observations each week and meet with teachers individually during coaching sessions aimed at improving instructional strategies.

We have planned monthly instructional meetings with new teachers, including Lesson Plan Chunking and the use of AVID strategies.

Our campus professional development emphasis is on the incorporation of AVID strategies, including Collaborative Study Groups, Socratic Seminars, building a growth mindset, using inquiry as an instructional tool and others.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Each six weeks a significant number of students do not pass one or more courses, particularly in the freshmen classes. **Root Cause:** Students fail classes for a variety of reasons including attendance, incomplete work, and academic struggles.

**Problem Statement 2:** A significant amount of students drop out of the advanced academics' courses at the six-week mark. **Root Cause:** Students voice a variety of reasons for

dropping advanced academics, including lack of foundation skills, support, and a feeling of belonging.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Each year a Parent and Community Engagement Survey is administered to stakeholders, but this did not occur in Spring 2020 due to the pandemic.

## Parent and Community Engagement Strengths

We have consistent community attendance at athletic events as well as Fine Arts performances.

New World FUMC and the North Davis Church of Christ provide material and moral support for our pregnant and early parenting students, as well as our homeless students, and North Davis also provides after-school programming for our students at their site.

We have a Families in Transition Specialist who works with our parents who struggle financially to provide housing or nutrition for their students.

Every year during registration, we provide stations to help further engage parents, such as the Parent Self-Serve software.

We send frequent reminders to parents via telephone in both English and Spanish to engage our parents in important campus initiatives, such as testing dates.

In the summer, we open our doors to the community offering free lunch and breakfast to children 18 and under.

We have a strong PTA and booster clubs that work with our faculty and provide support for our students. We also have strong affiliations with nearby churches that provide after-school activities, mentoring, and food for our students.

The PTA not only volunteers on our campus but also boosts morale by providing lunch and prizes for our teachers during the first week back to school, regular lunches throughout the year catered by On the Border, and executing an extraordinary after-prom party for our students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We struggle with a low number of survey respondents. **Root Cause:** Parents may not be aware of the survey or of its importance for school improvement.

# School Context and Organization

## School Context and Organization Summary

The master schedule is organized so that every teacher on campus is given a 90-minute period every other day for PLC, a time for which they collaborate with their peers. This is a time for teachers to discuss plans for improving instruction, classroom behavior, and increase academic results. Administrators work with department chairs and level and PLC leads to ensure PLC fidelity and effectiveness.

Department chairs meet with the principal and Dean of Instruction bi-weekly, the principal meets with all counselors monthly, and the administrators meet weekly.

## School Context and Organization Strengths

The campus principal communicates goals, performance objectives, and strategies through a weekly Bulletin sent to the faculty, regular department chair meetings, weekly AP meetings, conducting one-on-one meetings with teachers, and visiting PLCs.

We have a PBIS committee to work with improving behavior, thus improving academic performance. We now have a Restorative Practices Specialist that works on our campus to help with our campus-wide attempts at improving behavior.

We utilize both formal and informal leadership on our campus by training APs and Department Chairs to serve as instructional leaders.

We grow our leaders on campus through outside training, such as RTI training for our PLC Leads, as well as on-campus opportunities to develop/lead/problem solve new initiatives.

# Technology

## Technology Summary

Every student that requested a Chromebook for virtual learning received one, as well as assistance with internet connectivity through the use of hot spots.

Teachers have been trained to use the Canvas LMS to deliver both in-person and virtual instruction.

## Technology Strengths

Every teacher has access to extra Chromebooks in the classroom, and students have Chromebooks checked out to them for at-home learning.

All teachers have their own laptop.

Teachers are able to use technology freely in the classroom.

We consistently provide CANVAS training for all teachers.

Teachers receive training on new technology, such as Flipgrid and Peardeck.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We struggle with misuse of technology. **Root Cause:** Students are often distracted by technology, particularly their own cell phones.



# Priority Problem Statements

**Problem Statement 1:** Our underrepresented students consistently score lower on CA and EOC exams.

**Root Cause 1:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Algebra 1 and ELA I EOC scores are considerably lower than AISD and state averages.

**Root Cause 2:** Students taking Algebra 1 at Lamar in their 9th grade year have significant knowledge gaps, as demonstrated in the math scores from our feeder junior highs. Freshmen struggle with the writing portion of the ELA EOC.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Improving student behavior on campus has been chosen by teachers as a problem of practice that would positively impact teacher morale.

**Root Cause 3:** The consequences we have in our power often do not positively impact student behaviors, so we are looking at alternatives such as PBIS and Restorative Discipline.

**Problem Statement 3 Areas:** School Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

# Goals

**Goal 1:** Strategic Plan - Performance Objective Category: Academic Achievement





**Performance Objective 1:** Lamar students will increase in performance ( 55% to 65% Approaches, 38% to 50% Meets, 6% to 10% Masters) on ELA EOC.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 ELA EOC results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement Data Driven Instruction process in English 1 and English 2 PLCs to drive specific intervention strategies with struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ELA EOC scores in each subgroup</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of instruction Assistant principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <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>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Track each English 1 and English 2 student's scale scores through all CAs to identify areas needing intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ELA EOC scores in each subgroup.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of instruction Assistant principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> English 1 and 2 teachers will use close reading strategies with their students to improve reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in CA and EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principal ELA Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 4:</b> Instructional Coaching on 7 highest impact Best Practices (BPs) of literacy instruction <b>Strategy's Expected Result/Impact:</b> 90% of Eng. I and Eng. II teachers will have 2 documented coaching touchpoints logged in the eSuite platform. <b>Staff Responsible for Monitoring:</b> Director of Prof. Learning Exec. Dir. of Teaching and Learning <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Implement Connect to Literacy initiative to improve English proficiency of English Learner students. <b>Strategy's Expected Result/Impact:</b> On a monthly basis, Connect to Literacy usage reports will be reviewed to monitor student usage and progress. 80% of EL students will improve one proficiency level in listening and/or speaking in TELPAS 2021. <b>Staff Responsible for Monitoring:</b> Lamar administrators Dir. of World Languages <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Implement system to review and monitor the academic performance of Special Education students. <b>Strategy's Expected Result/Impact:</b> Lamar will see a decrease of 10% in the number of Special Education students failing 2 or more core subjects. On a weekly basis, District and Campus Special Education staff will review the performance of Special Education students (report cards and/or progress reports) and draft/adjust intervention plans for those who are failing 2 or more subjects. <b>Staff Responsible for Monitoring:</b> Administrators SPED dept. members	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1: Strategic Plan - Performance Objective Category: Academic Achievement**

**Performance Objective 2:** Lamar students will increase in performance (67% to 70% Approaches, 35% to 38% Meets, 11% to 13% Masters) on Algebra 1 EOC.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 Algebra 1 EOC results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Lamar Algebra 1 teachers will implement the DDI process multiple times throughout the year to improve tier 1 instruction and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved CA scores in comparison to 2019 results and in comparison of standards from one CA to the next</p> <p><b>Staff Responsible for Monitoring:</b> Dean of instruction Asst. Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Lamar mentors will work with freshmen who failed multiple classes in the first six weeks grading on time management, organization, problem-solving, communicating with teachers and study skills to improve their grades in Algebra 1 and other freshmen classes</p> <p><b>Strategy's Expected Result/Impact:</b> Improved results on the Algebra 1 EOC, as well as on the English 1 and Biology EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal Principal Secretary</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Payment for hours spent mentoring outside of the work day - 199 - State Comp - \$45,875</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				





**Goal 2: Strategic Plan - Performance Objective Category: College Readiness**

**Performance Objective 1:** All 12th grade Lamar students will increase their performance on CCMR from 50% to 51%.

**HB3 Goal**

**Evaluation Data Sources:** CCMR data sources (TSIA, ACT, SAT, AP, IB, Industry Certifications, Armed Forces enlistment)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Administer the ACT to seniors on Oct. 20 during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing the number of students earning a CCMR point by scoring at a certain level on the ACT.</p> <p><b>Staff Responsible for Monitoring:</b> Testing coordinator Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Administer the TSI at various times throughout the school year to students who have not yet earned a CCMR point who desire to attend college.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing the number of seniors who earn a CCMR point by scoring at a certain level on the TSI.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Enrolling and retaining traditionally underrepresented students in AP/IB/Dual Credit courses to earn college credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing number of seniors earning a CCMR point</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Advanced academics teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Collaborate with teachers of AP and IB courses to implement formative assessments to support students' success on corresponding college-readiness exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students receiving qualifying exam scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Advanced Academics Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3: Strategic Plan - Performance Objective Category: Workforce Readiness**

**Performance Objective 1: Lamar seniors will increase their performance on CCMR from 50% to 51%**

**HB3 Goal**

**Evaluation Data Sources:** CCMR score on state accountability

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Collaborate with CTE teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.  <b>Strategy's Expected Result/Impact:</b> Increased student success on workforce certification exams.  <b>Staff Responsible for Monitoring:</b> Administrator over CTE                      Dean of Instruction  <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide CTE teachers of courses aligned to industry-based certification exams with ongoing instructional and technical support to enhance teacher instructional readiness and student success on industry-based certification exams.  <b>Strategy's Expected Result/Impact:</b> Increased student success on workforce certification exams.  <b>Staff Responsible for Monitoring:</b> ED Transformational Learning, Director of CTE  <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Assist campus teachers in designing and implementing student interventions to support student success on industry-based certification exams.  <b>Strategy's Expected Result/Impact:</b> Increased student success on workforce certification exams.  <b>Staff Responsible for Monitoring:</b> Director of CTE                      Administrator over CTE  <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



# State Compensatory

## Budget for Lamar High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11.6119.02	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$44,550.00
11.6121.00	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$1,120.00
<b>6100 Subtotal:</b>		<b>\$45,670.00</b>

# Campus Funding Summary

199 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Payment for hours spent mentoring outside of the work day		\$45,875.00
<b>Sub-Total</b>					\$45,875.00
<b>Budgeted Fund Source Amount</b>					\$32,170.50
<b>+/- Difference</b>					<b>-\$13,704.50</b>
<b>Grand Total</b>					\$45,875.00

# Addendums