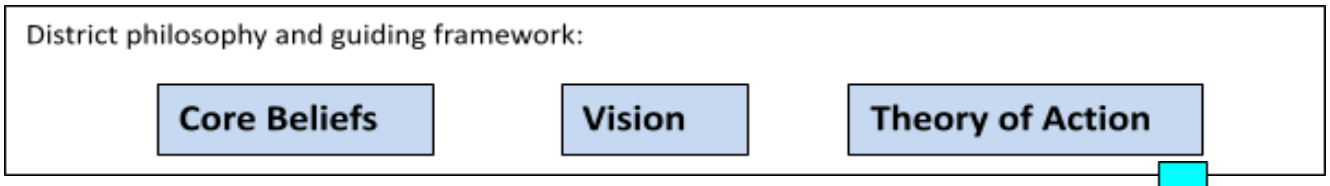
2026-2027 Action Plan

Lamar High School

Rita Graves

School Action Plan – Needs Assessment



Parameters and metrics established by the District

Needs related to student achievement data

Students taking Algebra 1 continue to pass STAAR EOC at lower rates than other STAAR EOC exams and at rates below other HISD comprehensive high schools. For first time testers, passing rates improved from 70% in 2023 to 82% in 2024, but took a dip in spring 2025 with only 68% hitting the passing standard. During the spring 2026 administration, the first time testers passing rate is 72%. We did not meet the 2025 Target of 38% Meets GL standard in Closing the Gaps and will need to grow from 36% in 2025 for all-students to 48% for our next Interim Target in 2027-28. With respect to Academic Growth Scores, we did not meet any 2025 Targets.

In 2025 there was an achievement gap of 30-percentage points in 2025 RLA between the group identified as ‘‘White’’ and the groups identified as ‘‘African American’’ and 23-percentage points for the group identified as ‘‘Hispanic". Using the 2026 Banding report that achievement gap shrunk to 14.3 percentage points in English 1 and 24.4 percentage points for English 2 between the subgroups identified as “African American” and “White” and to 16.6 percentage points in English 1 and 19.4 percentage points in English two between the subgroups identified as “Hispanic” and “White”. In 2025 for mathematics, an achievement gap of 37-percentage points persists between students identified as ‘‘White’’ and students identified as ‘‘African American’’ and 18-percentage points for students identified as ‘‘white’’ and those identified as ‘‘Hispanic’’ on the Algebra 1 STAAR EOC. From 2026 Banding Reports, that gap has shrunk to 12.8-percentage points for the subgroups identified as “African American” and “White” and to 11.9-percentage points for the subgroups identified as “Hispanic” and “White”.

SAT average score is higher over three years, changing from 965 in 2024 to 1019 in 2025 and to 991 in 2026.

Needs related to improving the quality of instruction

IRT average score improved from 10.10 in 2024-25 to 13.38 in 2025-26. Internal spot observation data averaged 13.61, closely aligned to the average score from IRT.

Special Education students who qualify for in-class support in general education are failing courses at higher rates than peers. Classroom teachers and special education co-teachers continue to struggle to strengthen the learner experience and ensure improved outcomes. A focus on improving scaffolding to support

success and more seamless co-teaching is necessary..

System evaluation (philosophy, processes, implementation, capacity)

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Attendance Rates

Lamar continues to lag with respect to bouncing back from COVID attendance rates. Pre-COVID rates were steadily 95-96%, with a 2019-20 rate of 97%. Our final ADA YTD rate for 2025-26 was 93.7%, down from 2024-25 at 94.6%, and 93.9% in 2023-24. The increase in absenteeism is costing Lamar school funding and incurring additional costs for credit appeal and credit recovery.

Reduction in Services Related to Budget Cuts

For the current school year, we reduced services previously funded including but not limited to schoolwide tutorials and credit appeal. Schoolwide tutorials have been eliminated, with the only tutorials available during lunch. As we move into the 26-27 school year we lost a reading interventionist and a math interventionist due to RIF.

Key Actions

Improve TSI Readiness, CCMR and 4-year graduation rate.
Improve attendance.
Improve the quality of instruction and experience for students.

KEY ACTION ONE	Key Action *(Briefly state the specific goal or objective.)*
	Improve TSI Readiness, CCMR and 4-year graduation rate
	Indicators of success *(Measurable results that describe success.)*
	• By the end of the academic year, Lamar HS will see a 5-percentage point increase in the number of students in cohort 2028 who are TSI ready in English and Math (SAT/ACT/TSIA). • By the end of the academic year, 98% of the Lamar HS cohort 2027 will earn a CCMR point. • By the end of the academic year, in support of Board Goal 3, 50% of the Lamar HS cohort 2027 will earn both an aligned IBC and earn TSI ready in English and Math (SAT/ACT/TSIA). • By the end of the academic year, the number of IB exams earning a score of 4, 5, 6, or 7 will increase from 41% in 2026 to 46% in 2027. • By the end of the academic year, the number of IB Diplomas will increase from 70 in 2026 to 80 in 2027.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• Conduct an audit of transcripts and student schedules to ensure all IBCP students are in a course sequence that allows for students to earn a 4-year aligned pathway and an aligned IBC and are enrolled in 2-4 IBDP classes. *(IB CP Coordinator)* • Conduct an audit of transcripts and student schedules to ensure that all IBDP students are taking the required amount of Higher Level and Standard Level courses in order to be eligible for the IB Diploma. *(IB DP Coordinator)* • Schedule TSIA2 testing in spring semester for all students seated in Algebra 2 and English 3. *(TSIA2 Champion and Testing Coordinator)* • Ensure IBMYP, IBDP and IBCP are aligning instruction to the assessments required for the grade level/subject area. *(IB Coordinators).* • *Implement dual credit courses (UT OnRamps Chemistry) in grade 10 and grade 11 (UT OnRamps US Government). (10th grade Science Admin and 12th grade SS admin)*

- Continue to develop the Lamar Writing Club which will provide all students access to writing coaches for developing all types of writing, but more specifically, College Essays, IBMYP Personal Project, IBCP Reflective Project, IBDP IA preparation, Extended Essay, resumes and LinkedIn profiles. *(Club Sponsor(s))*
- Provide academic supports to students who qualify under HB1416 during the school day through reading intervention. *(HB1416 Champion)*

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- CTE teachers will develop and administer interim assessment checkpoints aligned to IBC standards and track subgroup performance.
- CTE teachers will monitor student progress to increase the passing rates for their classes to greater than 95%.
- IB Coordinators will ensure instruction is aligned to the IB external and internal assessments required for the grade level/subject area.
- IBDP teachers will track student progress toward a predicted score of 4 or better.
- English and Math teachers for 11th grade students will ensure students complete Khan Academy SAT Prep course online before SAT testing.
- Algebra 2 teachers will embed TSIA2 support in lessons throughout the fall and develop a one-week boot camp for classes just before the TSIA2 administration.
- Lamar Writing Club will support the development of 25 Peer Writing Coaches, with training supported by Rice University.
- Teachers will utilize Turnitin.com as a tool in the writing process to help students/staff identify plagiarism.
- Teachers will deliver quality reading intervention during the school day for students qualifying under HB 1416.

Key Action One: Staff Development
Who: All Teachers
What: Khan Academy, IBC, SAT, UT OnRamps, TSIA2 Alignment
When: 2026-2027 school year
Where: On Campus

Key Action One: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources	TSIA2 test vouchers; Khan Academy, IXL English 1; Turnitin.com	$4,000 $17,000
Purchased services		
Other	Rice University Writing Center Training for Peer Writing Coaches	0.00
Other: Personnel		
TOTAL		21,000
Funding sources: Gifted and Talented, State Comp Ed; General Funds		

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*

Improve attendance

Indicators of success *(Measurable results that describe success.)*

- By the end of the academic year, Lamar High School will achieve a 94.5% average daily attendance.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train Parent Engagements Reps to monitor and intervene to reduce absenteeism.
- Create a communication plan for first day paperwork to alert students and parents of the need for completed documents.
- Create a plan for updating all contact information in PowerSchool.
- Counselors will determine students in need of attendance contracts and work in conjunction with the clerks to monitor attendance, maintain documentation and provide interventions to correct chronic attendance issues.
- Counselors will identify students with attendance and/or behavior issues and discuss services during biweekly Student at the Center Meetings.
- Ensure Lamar can provide basic needs and mental health supports for students who are chronically absent through our Student Support Center.
- Employee a fulltime Student Support Services lead to manage all service providers and student services.
- Continue partnership with Menninger to provide mental health screener for 10th grade students.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Parent Engagement Reps will update all parent contacts within the first three weeks and throughout the academic year.
- Parent Engagement Reps will be in regular contact with parents when students miss one or more classes in a day.
- Neighborhood leads will facilitate neighborhood norms, including but not limited to on time arrival and a system for making up work when a student is out sick.
- Our partnership with Communities in Schools will continue to provide onsite mental health support to students as needed, and make referrals to local partners for group therapy or individualized support.
- All 10th grade students will have access to a mental health and attributes screening through our Menninger Clinic partnership, managed by the Student Support team.
- Students identified for support from the screening will be matched to services by our Student Support team, funded through the partnership with Menninger and their collaborative of providers.
- Teachers and administrators will make referrals to our Student Support Center for services such as fulfilling basic needs (clothing, food, housing assistance) and mental health supports (counseling, referrals for services, group counseling, drug and alcohol cessation programs).
- The Student Support team will respond to in-house referrals within 24-hours.
- Provide In-School Suspension instead of OSS whenever possible or required by law (homeless students).

Key Action Two: Staff Development

Who: Student Support Team - Parent Engagement Reps

What: Training on monitoring and improving attendance

When: August, 2026

Where: Lamar

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Parent Engagement Rep Training led by Student Support Services Lead and Attendance Case Worker	0.00

Materials/resources		
Purchased services	Communities in Schools Partnership (partially grant funded)	$147,000
Other: Personnel	Parent Engagement Reps at a 1:700 ratio (qty 4) Student Support Services Lead (qty 1) Attendance Case Worker (qty 1) ISS Teacher (qty1)	$464,850
Other: Mental Health	Menninger Clinic Collaboration, Loving Lamar	0.00
	TOTAL	$638,850
Funding sources: General Funds, Title 1, Donations, Business Partnerships		

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*

Improve the quality of instruction and experience for students.

Indicators of success *(Measurable results that describe success.)*

- By the end of the academic year, Lamar High School will be in compliance with IB training requirements.
- By the end of the academic year, teacher teams will have authored, implemented and reflected on new IBMYP Units World Geo, World History, Biology and Chemistry
- Academic Counselors will schedule an additional block for intervention for students identified as not meeting grade-level for English 1 or 2.
- By October, Lamar will receive an average IRT Spot Score of 13 or higher, with full points awarded for listening/speaking, use of exemplars and use of scaffolds.
- DOL average performance in Algebra 1 will improve by 10 percentage points for all students from beginning of the year by February 2027.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Revise Lesson Design Requirements/Components with more specificity to incorporate all elements of the spot form and EAS instructional requirements, specifically implement the reteach/acceleration block. *(SAT Administrators)*
- Monitor Algebra I PLCs weekly to ensure alignment with HISD curriculum and lesson internalization. *(SAT Administrators)*
- Develop Neighborhood Norms and Orientation Unit and provide training for teachers.
- Develop training around types of scaffolds to support students, specifically special education students served in general education classrooms, in building mastery. *(Dean of Instruction)*
- Assign new teachers to Yr-1 New Teacher Cohort. *(Dean of Instruction)*
- Facilitate and model for teachers in PLC effective Domain 2 strategies. *(Dean of Instruction and Assistant Principals)*
- DP and MYP Coordinators will develop a weekly schedule for attending PLC meetings for their program courses throughout the school year to ensure

Last updated 9/8/26

Key Action Three: Staff Development		
Who: Teachers		
What: IB Training		
When: 2026-2027		
Where: Various (TIBS, Rice U, Virtual)		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	IB Training	30,000
Materials/resources		
Purchased services		
Other: IB Programme Coordinators	IB MYP Coordinator, IB CP Coordinator, IB DP Coordinator,	251,700
	TOTAL	281,700
Funding sources: Gifted and Talented,General Funds		