

LAMAR M S

**Lamar Middle School & Fine Arts Academy
2022/2023**



Megan Tesano
6201 Wynona Ave
512-414-3217
megan.tesano@austinisd.org

LAMAR M S

Mission

Lamar Middle School & Fine Arts Academy will be recognized for its excellence in developing the whole child by providing rigorous academic programs and creative learning opportunities in order to meet the challenges of a competitive, global society.

Vision

Lamar Middle School and Fine Arts Academy is a caring community with diverse programs that engage all students in meaningful and creative learning opportunities that will prepare them for the future.

Nondiscrimination Notice

LAMAR M S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Our disproportionate rate for AA students was within 1%.

Demographics Weaknesses

List areas you would like to grow here:

We would like for our disproportionate rate for students accessing sped services to be reduced to 16%.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 5% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 22% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

RISE

Explicit teaching of expectations at the beginning of the year and throughout.

More systems in place during common times

Common expectations in classrooms

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

RISE

Explicit teaching of expectations at the beginning of the year and throughout.

More systems in place during common times

Comprehensive Needs Assessment

Demographics Summary (Continued)

Common expectations in classrooms

Student Achievement

Student Achievement Strengths

List your campus strengths here:

- Science earned a distinction in a achievement
- Lamar maintained a letter grade of B and improved by one percentage point.
- Met our TELPAS goal (student progress/closing the gaps)
- 82% Approaches or better in all areas
- 52% Mastery in Reading
- 53% Mastery in Science
- Algebra: 60% scored at Mastery; 99% at approaches or above

Student Achievement Weaknesses

List areas you would like to grow here:

- 7th grade math
- increase the performance for all our students to be closer to the performance of our white students .

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

-There is a disparity between our Hispanic and AA students and our White students.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

- Sped and Eco Dis

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

Our students are doing the best in Listening and lowest in Speaking.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

- Combined CATCH nights with existing activities,
- Staff wellness activities included weekly teacher-run yoga classes
- Strong SEL team with facilitators and weekly lessons in Scottie Seminar
- Counseling staff delivered lessons and met regularly with students
- offered high school health, all students scheduled into PE or equivalent

School Culture and Climate Weaknesses

List areas you would like to grow here:

- Maintain SEL focus with new staff
- CATCH committee regular meetings

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

-more family events

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, _____ of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

We took a hit this year with campus culture and climate. We have a lot of opportunities for growth in this area but in particular, campus belonging.

Even though the data shows our percents were lower than anticipated, we involved teachers in a lot of the decision making including around positive behavior supports, data analysis, and professional development.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

-Working on areas of connection including - communication, connection with outside activities, and staff encouragement.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Focusing on communication strategies this year by adding in more avenues for communication. The Bark for parents and the Doggie Digest for staff.

2.) Why did you select this/these area(s)?

These areas are reflected as needs in our survey and self reflection data.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

- 1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
- 2.) What are your customer service celebrations/strengths?

Many staff members received RAVE awards this year.

- 3.) What are your areas of growth?
- 4.) What will be your priority for customer service this year?
 - Training new staff in customer service expectations.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

- Most of our students are enrolled in advanced level courses
- We offer many high school credit classes such as Algebra, Geometry, Art 1, LOTE classes, CTE, Health, etc.
- We earned a B average on accountability with an A in Student Achievement.
- We offer Spanish Dual Language and Fine Arts Academy.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

List areas you would like to grow here:

-Our student groups are not performing at the level of their white, non-disabled peers.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1JB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

All students are in advanced Math, Science, and Social Studies. We notate on the choice sheets that students must select the advanced course in the area of their giftedness.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

We ensure that all of the choice sheets show that students must take the advanced level in their area of giftedness or they will be furloughed. Announcements are included in the weekly newsletter.

3.) How do you support a culture that provides advanced learning opportunities to all students?

-we have created all of our math, science, and social studies classes to be advanced instruction

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/##>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

- 1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?
We had created smaller ESOL and reading classes for our students who are newcomers, mid-range, and long term ELs. However, the teacher in that position left and we have not been able to fill the position.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
- 4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

- 1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)
- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

In particular, Dance is very good about creating partnerships with community organizations. They go on field trips and invite in guest artists. Visual Arts also has guest speakers come in and speak with the students.
- 3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Family and Community Involvement

Family and Community Involvement Data Sources

% of beginning teachers (TAPR)

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

% teacher turnover
% unfilled sub vacancies
CAC
customer service trends
District Family Survey results
SEL Implementation Survey results
Staff (TELL) Survey results

Family and Community Involvement Strengths

List your campus strengths here:

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)?
- 2.) Why did you select this/these area(s)?

LAMAR M S

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the Lamar Middle School will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to reach at least 70% on the CSH, Lamar will create a Whole Child, Every Child committee that meets monthly. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2,3.3,3.4)	Administrators, CATCH Team	All year		
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (ESF: 3,3.3,3.4)	Administrators, Advisory Teachers, CATCH Team	Throughout the year		Criteria: Copies of the newsletters will include a wellness focus
3. Invite families to a CATCH night activity that may be combined with other activities. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.3,3.4)	CATCH Team	Second semester		Criteria: Documentation of a CATCH night.

LAMAR M S

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social and Emotional School Climate) SMART Goal: Staff will build relationships with students through classes and Scottie Seminar by engaging in positive behavior supports so that the percent of students responding favorably to, "How connected do you feel to adults?" increases from 19% to 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The leadership team (counselors & admin) will implement "Caught in the Act" reward system to recognize positive behaviors. (Target Group: All) (ESF: 3,3.3)	Academic Leadership Team, Administrators, Advisory Teachers, Teacher Assistants, Teachers	Yearlong		Criteria: Student climate survey.
2. Teachers will build connection with students through Scottie Seminar by developing class contracts, supporting students with checking their grades and making a plan each week, and teaching the SEL lesson. (Target Group: All) (ESF: 3,3.2,3.3)	Advisory Teachers, SEL Campus Coordinator	yearlong		Criteria: Student climate survey.
3. Lamar will expand the offering of clubs, with the support of the PTA, from 3 regularly meeting clubs to 7. (Target Group: All) (ESF: 3,3.3,3.4)	Administrators, Campus Club Sponsors, Principal, PTA	yearlong		Criteria: Student climate survey, club meeting attendance.

LAMAR M S

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) SMART Goal: By the end of the year, Lamar will have an active CAC that is comprised of parents, community, teachers, and classified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (ESF: 3,3.4)	CAC Members, Principal	yearly		Criteria: CAC meeting notes and attendance.
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (ESF: 3,3.4)	CAC Members, Principal	yearly		Criteria: Google drive with documentation.
3. Invite outside presenters to CAC/PTA at least twice a year based on needs identified by the CAC to engage the community. (ESF: 3,3.4)	CAC Members, Principal	bi-annually		

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) During the 22-23 School year, Lamar will implement a set of behavioral expectations using a common language that are taught, practiced, and reinforced throughout the year that will result in a 5% increase on staff and student survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers, Admin, and counselors will develop common routines and procedures for arrival, dismissal, and lunches. (Target Group: All) (ESF: 3,3.2)	Administrators, Advisory Teachers, Counselor, PTA, Teacher Assistants, Teachers	ongoing		Criteria: We will see an increase of 5% in the student and staff climate survey. Documentation of routines and procedures to include lessons, posters, etc.
2. Teachers and administrators will develop and implement lessons that explicitly teach the routines and procedures at the beginning of each semester and as needed. (Target Group: All) (ESF: 3,3.2)	Administrators, Advisory Teachers	each semester		Criteria: Documentation of the lessons being taught, observations of students following procedures.
3. Teachers will develop and post classroom contracts/agreements with each class. (ESF: 3.2)	Administrators, Counselor, Teachers	semester		Criteria: Classroom contracts/agreements posted in each class.

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (= %pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LAMAR M S

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LAMAR M S

Goal 3. (Increased Enrollment) By June 15, 2023, 80% of Lamar students will have complete registration for the 23-24 school year.

Objective 1. (Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 15, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals: March: 50%, April: 70%, May 80%, June: 85%. (Target Group: All)	Administrative Assistant, Administrators, Advisory Teachers, Counselor, Principal	Spring Semester		Criteria: Registration data.
2. Hold two showcase events during the year: one in December for prospective Fine Arts Academy students and one in the spring semester for all students. (Target Group: All)	Administrative Assistant, Administrators, Office Staff	Spring Semester		
3. Host 5 campus tours for prospective students. (Target Group: 5th)	Office Staff, Principal	November - January		Criteria: Calendar to reflect tours.

LAMAR M S

Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will update our website to reflect information about the campus that supports community such as athletics, fine arts, staff information, weekly newsletter, and career & counseling information.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (ESF: 3,3.4)	Website Manager	ongoing		Criteria: Documentation of monthly checks and updates to the new website.
2. Ensure the website contains information regarding: counseling, courses, attendance requirements, and academy information. (Target Group: All) (Strategic Priorities: 1)	Administrators, Campus Leadership Team, Office Staff	yearly		Criteria: Rubric for website to reflect necessary information.
3. Distribute a weekly newsletter from the principal to the community. (Target Group: All)	Administrators	weekly		Criteria: Weekly publishing of newsletter posted to the website.

LAMAR M S Site Base

Name	Position
Tesano, Megan	Campus Administrator
Bowen, Marisela	Assistant Principal
Bowman, Tara	CAC Co-Chair/Librarian
Cook, Lindsey	CAC Co-Chair (Parent)
Trainer, Hollyan	Teacher
Kim-Batra, Jiae	Executive Director

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.