



Intervention Identification Process

Under accountability laws, campuses that meet certain criteria must develop a Local Improvement Plan (LIP) to improve school outcomes. Lamar Middle School is required to submit a Local Improvement Plan due to the assigned D rating under State Accountability.

Campuses identified are required to participate in the following interventions:

1. Conduct a root cause analysis for the rating
2. Develop, implement, and monitor the Local Improvement Plan and submit to agency as required

Lamar Middle School Local Improvement Plan for 2026-2027 School Year

School Improvement Strategy	Intensive Curriculum and Instruction Improvements supported by the LIFT Grant and district partnership with Sustained
Allocation of Resources	The district was awarded the LIFT Grant to support the improvement efforts for this campus. Along with local funds, the district plans to utilize the funding to provide professional development for all teaching and administrative staff, on-site bi-weekly coaching by Campus Coach from Sustained for campus leadership, a district facilitator to provide onsite coaching, product training, facilitate learning walks, and coach instructional coaches throughout the school year.
Performance Management	The Principal Manager will assign the Executive Director of Secondary Education to be onsite weekly to observe PLCs, review data, and observe classroom instruction, The PM will conduct onsite visits monthly. The District Improvement Team, consisting of the PM, EDEE, and District Coordinator of School Improvement will meet with the Campus Leadership Team to discuss progress on the plan and provide feedback and support. Progress on the improvement plan will be tracked on internal documents and information will be shared during Senior Leadership Team meetings and fall and spring board meetings. Additional oversight and/ or support will be determined and provided if the plan is not successfully implemented.
Student Goals	Overall Domain I goals are set at 67% Approaches, 42% Meets, and 15% Masters levels for a component score of 42. In Domain III, the target component scores are 24 points for both Academic Achievement and Growth, 12 points for Student Success, and 3 points for English Language Proficiency (ELP).