

La Porte Independent School District

La Porte High School

2019-2020 Improvement Plan

Accountability Rating: B



Mission Statement

La Porte High School will ensure post-secondary success for all students by creating a positive culture and cultivating high levels of learning.

Vision

We believe the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community.

We envision a school in which staff:

- * Seeks research-based teaching strategies through collaborative teams that will ensure students will learn at high levels on a continuous basis.
- * Maintains high standards and enforces rules governing staff/student conduct, creating a safe and orderly environment for learning.
- * Creates a positive culture by modeling expected outcomes and behaviors, producing a climate of high expectations for success.
- * Provides feedback and celebration to students for reaching their goals through monitoring of each student's progress on a frequent basis.
- * Provides students with insight to explore post-secondary options.

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future
Values the total educational experience - academic, extra-curricular, and social
Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared...

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity

Demonstrates effective communication and collaboration skills

A Citizen...

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An Explorer...

Thinks critically
Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A Producer...

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte High School is one of 12 campuses in the La Porte Independent School District. The school opened in 1959 and serves as the only comprehensive high school in LPISD. LPHS' enrollment, as of September 5, 2019, is 1,962. The ethnic breakdown of the school is as follows:

Hispanic	51.25%
White	39.27%
African American	7.85%
2 or More Races	1.22
American Indian	0.82%
Asian	0.66
Pacific Islander	0.36%

Student enrollment breakdown by group is as follows:

Economically Disadvantaged	50.0%*
English Learner	9.48%
Special Education	10.50%
504	7.55%
At-Risk	47.50%
Homeless	0.20%

La Porte High School has retained a group of educators who are dedicated to meeting the academic, emotional, and physical needs of all students at LPHS. 100% of teachers are certified in the areas they teach and 100% of teachers and paraprofessionals are highly qualified.

The numbers of EL students on the campus continues to rise. As a result, LPHS will need to continue to improve in the instruction of these students.

Demographics Strengths

Some of the most notable demographic strengths for La Porte High School are:

- Ethnic Diversity
- Supportive Community
- Highly Trained Staff

Student Academic Achievement

Student Academic Achievement Summary

For the 2019-2020 school year, La Porte High school recieved a "B" rating in the current accountability system. This composite score is made up of three domains: Domain 1-Student Achievement, Domain 2-School Progress, Domain 3-Closing the Gaps.

Below is the 3 year comparison of Spring STAAR results. The percentages represent students who scored at Approaches Grade Level or higher. The data indicates that while Biology is down from 2016, all other areas have remianed stable or increased.

	2017	2018	2019
English 1	63%	65%	63%
English 2	67%	67%	66%
Algebra 1	75%	78%	66%
Biology	84%	85%	87%
US History	91%	95%	95%

The 2019 STAAR scores include the perfomrance levels of Masters, Meets, and Approaches. All 3 levels are considered to be passing. The Approaches category indicates that students are likely to succeed in the next grade or course with academic intervention. The meets category indicates that stduents have a high likelihood of success in the next grade or course by may still need some short-term targeted academic intervention. The Masters category indicates that students are well prepared for success in future courses in that specific discipline.

	Approaches	Meets	Masters
All Subjects	75%	53%	15%
English/Language Arts	66%	49%	6%
Algebra 1	68%	32%	12%
Biology	86%	59%	17%
US History	95%	80%	45%

Several areas are being specifically targeted for improvement. In reading, our White and. SPED students are not performing to state targets. In mathematics, all students in all demographic areas are below identified targets. Finally, while the graduation rate remains high, there was no improvement in the rate for the 2018-2019 school year and thus this area has been targeted for improvment.

Student Academic Achievement Strengths

- LPHS overall accountability rating increased from a "C" to a "B" rating.
- Biology Approaches rates continue to improve while US History Remains strong.

School Processes & Programs

School Processes & Programs Summary

Collaborative leadership practices are used to develop processes and procedures at LPHS. The Campus Leadership Team, the Administrative Leadership Team and the Campus Performance Objective Committee meet regularly to discuss campus issues and participate in the campus decision-making process.

La Porte High School serves 124 English Learners, 204 students with Special Education services, and 248 Gifted and Talented students. 148 students have been identified for 504 services.

EL students are served by both direct instruction from ESL certified instructors and by core teachers using specific strategies to meet the unique needs of ELs. Core teachers, if not ESL certified, receive yearly training in ESL strategies.

Special Education students are served in a variety of environments ranging from self-contained classrooms to inclusion in the regular classroom. Students in inclusion settings are provided support from SPED certified co-teachers and paraprofessionals. 504 students are provided support both in the regular classroom and pullout programs when necessary to provide appropriate accommodations.

Gifted and Talented students are identified through a screening process which includes assessments which are both qualitative and quantitative. Students engage in critical and creative thinking, problem solving, leadership, and project-based learning that accelerated their learning opportunities. GT students are served through Texas Performance Standards Project (TPSP) in addition to Pre-AP, AP, and Dual-Credit courses.

La Porte offers support for parents and expecting parents through Pregnancy Related Services (PRS).

La Porte High School offers a wide range of opportunities for students to extend their learning and begin their college careers while still in the high school setting through AP and Dual-Credit Course offerings. LPHS works in cooperation with San Jacinto College to offer students a wide variety of college offerings. The Accelerated College Education (ACE) program allows students to earn an associates degree while still a student at LPHS. LPHS currently serves 107 students in its ACE program.

In an effort to reduce discipline issues on the campus, LPHS implemented a restorative discipline program. The program focuses on conflict resolution, mediation, and helping students learn positive behavioral practices. A Behavioral Interventionist was hired prior to the 2017-2018 school year. This individual takes a lead in leading restorative circles and mediations on the campus. In addition, students returning from Disciplinary Alternative Education Placements are required to meet with the interventionist for a period of time to assist them in successfully transitioning back to the regular campus. Additional after school and Saturday programs have been implemented to provide proactive support to students.

This year, LPHS will continue to refine its "Bulldog" advisory period. Each teacher has between 10 and 20 students of the same grade-level. 20 minute class period is designed to help teachers build relationships with students, monitor grades and attendance, provide academic assistance to students, and to encourage participation in student organizations.

LPHS continues to strengthen planning and instruction with the implementation of Professional Learning Communities. This collaborative process focuses on instructional planning, data analysis, and intervention.

Finally, the campus operates as a Fundamental 5 school. Principals monitor regularly to ensure that the Fundamental 5 strategies are implemented with fidelity and to provide feedback to teachers.

School Processes & Programs Strengths

- Bulldog Period
- Campus Leadership Team
- Tutorials offered during Bulldog and after school.
- Professional Learning Communities
- The Fundamental 5
- One to One Laptop Program

Perceptions

Perceptions Summary

The attendance rate for La Porte High school was 92.29% for the 2018-2019 school year. This was a drop of 0.70% from the 2017-2018 school year.

There were a total of 5436 days of regular instruction missed due to placement in In School Suspension, Out of School Suspension, Disciplinary Alternative Educational Placement, and/or expulsion. There is the perception of a lack of consistency in discipline on the campus. Part of the campus plan will be to seek out and implement a common, comprehensive discipline management program at LPHS.

Community engagement is achieved through a variety of activities at the high school including but not limited to the Fall Title 1 Meeting and Open House, College Planning Nights, the Safety Fair, parent conferences, CPOC meetings, and extracurricular/cocurricular events.

Perceptions Strengths

La Porte High school has an outstanding staff of dedicated and compassionate educators. They are proud of LPHS and have the best interests of students at heart. Parents attend school events at high rates. They actively support the programs at LPHS.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 1: The percentage of students meeting grade level and above on ELA 1 & 2 and Algebra, in all demographic groups, will meet state accountability expectations or increase by 3%, whichever is greater; the percentage of students meeting or above in Biology and US History, in all demographic groups, will increase by 3%; the graduation rate for students in all demographic groups will increase by 1%; and the percentage of graduates who are College, Career, and Military Ready will increase by 5%.

Evaluation Data Source(s) 1: STAAR Campus performance reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy</p> <p>1) LPHS/Secondary DAEP will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.</p>	2.4, 2.5, 2.6	LPHS/DAEP Administration, Counselors, Teachers, and Tutors.	Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams.
Funding Sources: 211 Title I, Part A - 14935.00			
2) LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity. The principal and the Assistant Principals will conduct a minimum of 800 PowerWalks each.	2.4, 2.5, 2.6	Administrators, Department Chairs.	Increased rigor of instruction, increased instructional time, and increased performance by all student groups on STAAR EOC exams.
<p>Targeted Support Strategy</p> <p>3) Provide after school tutorials specific to English Learners.</p>	2.4, 2.5, 2.6	Administrators, Teachers, and Tutors	Increased learning time for EL students and increased performance in academic performance including the STAAR EOCs.
Funding Sources: 263 Title III, LEP - 1552.00			
4) LPHS/Secondary DAEP will provide training for teachers for the successful integration of technology in the classroom.	2.4, 2.5, 2.6	Instructional Technology Specialist and LPHS/DAEP Administration	The increased use of technology will increase student engagement in the learning and provide teachers with tools to improve assessment and instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
5) LPHS will refine the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, provide important information and training, and encourage students to take a greater part in campus life.	2.4, 2.5, 2.6, 3.1	Teachers, Leadership Team, Administration.	The advisory process is designed to primarily build relationships with students. Each student will have one teacher that they can go to for any needed information. Teachers will monitor advisees performance in and intervene. The improved relationships will lead to increased student engagement in school. This time will also provide opportunities for tutorials and information on a variety of non-academic topics.
6) LPHS will evaluate and refine its Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) process to better meet the academic and behavioral needs of students.	2.4, 2.5, 2.6	Administrators, Counselors, and Teachers.	Students academic needs will be identified earlier and interventions will be set in place earlier. Reduced failure rates. Increased student performance on STAAR EOCs.
7) The LPISD Secondary DAEP will support LPHS' efforts to evaluate and refine its Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) process to better meet the academic and behavioral needs of students.	2.4, 2.5, 2.6	DAEP Administration	Students academic needs will be identified earlier and interventions will be set in place earlier. Reduced failure rates. Increased student performance on STAAR EOCs.
8) LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams. Additionally, teachers will be provided AP training.	2.4, 2.5, 2.6	Administration and Department Chairs.	More effective meetings will lead to better data analysis and better planning for instruction and intervention.
Funding Sources: 211 Title I, Part A - 39900.00			
9) LPHS will expand Common Formative Assessments/Checkpoints to all academic areas.	2.5, 2.6	Administration and Department Chairs.	Increased monitoring of learning in all academic areas will lead to increased passing rates.
10) LPHS/Secondary DAEP will provide staff development in effective EL strategies.	2.4, 2.5, 2.6	LPHS/Secondary DAEP Administration	Better implementation of effective EL teaching strategies will help to meet the unique needs of these learners and lead to improved academic performance in the classroom and on STAAR EOCs.
Funding Sources: 263 Title III, LEP - 5000.00			
11) LPHS/Secondary DAEP will provide credit recovery classes during school to assist students in regain course credit.	2.4, 2.5, 2.6	LPHS/Secondary DAEP Administration	Students will recover credit and increase likelihood of graduating on time.
Funding Sources: 211 Title I, Part A - 67257.00			
12) LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.	2.4, 2.5, 2.6	Administration	Higher attendance rates at offered tutorials and credit recovery classes.
Funding Sources: 211 Title I, Part A - 9686.00			
13) LPHS will continue to enhance the Library by increasing the learning resources available to students.	2.4, 2.5, 2.6	Administration	The additional of additional resources available to students will create a learning environment more suited to 21st century learning. Students will then be more prepared to enter postsecondary education and the workforce.
Funding Sources: 211 Title I, Part A - 18000.00			
14) LPHS will contract with Communities in Schools to provide support for students identified to be particularly at-risk. These supports include but are not limited to tutorials, conferences, etc.	2.4, 2.5, 2.6	Administration	Extra support provided to students at-risk of not graduating will enable students to overcome obstacles and graduate.
Funding Sources: 211 Title I, Part A - 9000.00			
15) The Secondary DAEP will provide tutorials for students during the school day.	2.4, 2.5, 2.6	Secondary DAEP Administration	Improved EOC performance.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 2: AP exam participation rates will increase to 10% and the percentage of students scoring a 3 or better will increase by 10%.

Evaluation Data Source(s) 2: AP performance and participation reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS will hold an AP Parent meeting in the Spring semester to explain the AP program and seek support for encouraging students to take AP exams. This meeting will include information regarding the resources available to students through College Board.	2.5, 3.2	Administration and Counselors.	Providing parents with relevant information will increase engagement of parents. Parents will support the school in encouraging students to take AP exams.
	Funding Sources: 211 Title I, Part A - 500.00		
2) The LPHS Leadership will work to develop a new policy regarding weighted credit for AP courses in an effort to increase participation in AP exams.	2.5	Administration, Campus Leadership Team	Assist in helping teachers increase the rigor of course work and motivate students to seek college credit via AP courses.
3) LPHS will provide training for AP teachers at various AP workshops. Additionally, training will be provided for effective implementation of the Fundamental 5.	2.4, 2.5, 2.6	Administration	Teachers will receive quality professional development to increase their expertise in the delivery of rigorous instruction resulting in increased student performance.
	Funding Sources: 211 Title I, Part A - 17000.00		
4) LPHS will provide tutorial sessions specific to AP courses during the Bulldog Period.	2.5, 2.6	Administration	Increased participation and performance on AP Exams.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 3: 100% of Juniors will take either the ACT or SAT test. The percentage of Seniors haven taken either the SAT or ACT test will increase to 100%.

Evaluation Data Source(s) 3: Student ACT and SAT participation reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class.	2.5, 2.6	Administration, Assessment Administrator, and Counselors.	Taking the SAT will provide prepare students for the college application process and enlighten them to the rigors of college level work. As a result, students will become more college ready.
<p style="text-align: center;">ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> 2) LPHS will provide at least one information meeting for students and parents regarding SAT School Day. LPHS will also distribute information using other means. These meetings will emphasize the advantages to taking and performing will on SAT.	3.1, 3.2	Administration	Increased participation and performance on SAT.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 4: The composite scale score and both the SAT and ACT tests will increase by 10%.

Evaluation Data Source(s) 4: ACT and SAT performance reports.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS will provide ACT/SAT instruction during the Bulldog period.	2.4, 2.5, 2.6	Administration and Teachers	Increased instructional time will increase performance on the respective assessments.
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Connect high school to career and college</p> 2) LPHS will seek out and implement trainings for teachers on ACT and SAT.	2.5, 2.6	Adminstration	Higher student performance on ACT/SAT.
3) LPHS will communicate to 10-12 grade students the ACT/SAT Prep opportunities to students available in Edgenuity	2.5, 2.6	Administration	Increased student performance on ACT/SAT.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 5: The observance of each of the Fundamental 5 activities will increase by 10%.

Evaluation Data Source(s) 5: PowerWalk Data Reports.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS will provide ongoing teachers support and additional training as needed in the Fundamental 5 practices.		Administration	Increased fidelity in the implementation of the Fundamental 5 practices will likewise result in improved student performance.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 6: The % of all graduates for the 2019-2020 school year who are college and career ready according to the Texas accountability standards will increase by 10%.

Evaluation Data Source(s) 6: PEIMS Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS will evaluate the transcripts of all Seniors by the end of the Fall semester and determine whether or not they meet College and Career Readiness Standards. As a result of this analysis, each Sr. will have a plan for meeting the standards by the end of the year.	2.4, 2.5, 2.6	Administration and Counselors	All students will be College and Career Ready by graduation. As a result, students will be better prepared to move forward with their post-high school career and/or post-secondary education.
<p style="text-align: center;">TEA Priorities Connect high school to career and college</p> 2) The LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.	2.4, 2.5, 2.6	Administration	
Funding Sources: 244 Perkins Career & Technical Ed (CTE) - 68691.00, 265 Title IV, Part A - 18352.00			
3) LPHS Staff will participate in Region 4 professional development activities including but not limited to accountability training and other compliance initiatives.	2.4, 2.6	Administrators	A better trained staff will understand the rules and regulations regarding state and federal accountability.
Funding Sources: 211 Title I, Part A - 2860.00			
<p style="text-align: center;">TEA Priorities Connect high school to career and college</p> 4) LPHS will conduct a variety of activities to promote college and careers.	3.1, 3.2	Administration	Increase numbers of students meeting CCMR standards and enrolling in post-secondary education.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 1: La Porte High School will have a 10% decrease in the number of ISS placements, DAEP placements, and suspensions on campus for the 2019-2020 school year.

Evaluation Data Source(s) 1: Student discipline data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS/Secondary DAEP will provide training in Restorative Discipline to all staff.	2.6	LPHS/Secondary DAEP Administration and Behavioral Interventionist.	Providing the training to staff will assist in proactively addressing conflicts. Staff members will also be better prepared to counsel students on how to deal with conflict using better communication.
2) LPHS staff will study the book "Discipline in the Secondary Classroom".	2.5, 2.6	Administration	Information from the book will be used to promote consistence in discipline enforcement across the campus. The use of common language and practices will clarify expectations of behavior for students and provide teachers more tools for handling discipline issues. The result will be a decrease in major discipline infractions on the campus.
3) The LPHS Behavioral Interventionist will implement proactive, restorative practices, at both LPHS and the Secondary DAEP, to address potential discipline problems.		LPHS/Secondary DAEP Administration	There will be a reduction in discipline offenses resulting in a safe and secure learning environment for students.
	Funding Sources: 265 Title IV, Part A - 48075.00		
4) LPHS will develop additional interim placements/programs in order to address discipline issues before placing students in In-School Suspension and/or Disciplinary Alternative Placements.		Administration	The alternative disciplinary measures will assist in addressing disciplinary problems prior to placing students in ISS or DAEP. The subsequent decrease in these placements will allow students to stay in class.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 2: The attendance rate at La Porte High school will increase to 94% and decrease students tardies by 10% for the 2019-2020 school year.

Evaluation Data Source(s) 2: Student attendance data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The LPHS Leadership Team will develop and incentives for exemplary student attendance.	2.4, 2.5, 2.6	Administration and Campus Leadership Team.	Incentives will encourage better student attendance and lead to increased student performance.
2) LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	Effective communication with parents will gain support for enforcement of attendance expectations with students.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 3: All students who are parents or expectant parents will be provided support.

Evaluation Data Source(s) 3: Student Data regarding Pregnancy and Parenting.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) LPHS/Secondary DAEP students will be supported through Pregnancy Related Services. A support person will spend 2 periods/day at LPHS supporting these students as needed.	2.6	Administration	Expectant parents will be able to be successful academically and graduate prepared for college, career, and/or military service.
	Funding Sources: 211 Title I, Part A - 19808.00		

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Teacher participation in campus decision-making will increase by 50% for the 2019-2020 school year.

Evaluation Data Source(s) 1: Numbers of teachers participating in committees and campus surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The Principal and Campus Leadership Team will solicit input from staff in the decision-making process through the creation of additional committees and staff surveys.		Administration and Campus Leadership Team	Increased involvement by the staff will serve as a source for quality input and feedback regarding the educational program at LPHS. The increase in engagement will promote additional support for all programs at LPHS.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 2: Quality, teacher-led, campus-based professional development will be offered at least one time per month during the 2019-2020 school year.

Evaluation Data Source(s) 2: Meeting/Professional Development Documentation and Sign-In Sheets.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Teachers will be surveyed for Professional Development needs in technology integration and other instructional strategies. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.	2.4, 2.5, 2.6	Administrative Staff	This strategy will provide targeted, quality professional development to teachers and as a result improve instruction and student performance. Increased involvement by the staff will also increase staff ownership engagement in the operation of the campus. The collaborative culture will assist in the retention and attraction of quality professional staff.

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 1: Quality communication to stakeholders will increase for the 2019-2020 school year.

Evaluation Data Source(s) 1: Communication documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The principal will improve communication to stakeholders by producing at least 2 campus newsletters and 2 campus callouts per month using the Remind App and School Messenger services.	2.4, 2.5, 2.6, 3.1	Administration.	Increased communication will promote increased participation by stakeholders, especially parents. Research indicates that increase stakeholder involvement will lead to increased student performance.
Funding Sources: 211 Title I, Part A - 10760.00			
2) LPHS will establish a PTSA.	3.1, 3.2	Administration	Increased parental involvement.

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 1: La Porte High School will spend 100% of all Title Funds and Perkins Funds to improve the educational opportunities for students at LPHS.

Evaluation Data Source(s) 1: Budget/Expenditure Documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS/Secondary DAEP campus.	2.4, 2.5, 2.6, 3.1, 3.2	LPHS/Secondary DAEP Administration	Ensuring that all funds are used will maximize the effectiveness of programs at LPHS/Secondary DAEP and promote improved student performance.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 La Porte High School Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 La Porte High School Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the La Porte High School Office.

2.4: Opportunities for all children to meet State standards

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
- LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
- Provide after school tutorials specific to English Learners.
- LPHS will provide training for teachers for the successful integration of technology in the classroom.
- LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.
- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
- LPHS will provide staff development in effective EL strategies.
- LPHS will provide credit recovery classes during school to assist students in regain course credit.
- LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
- LPHS will continue to enhance the Library by increasing the learning resources available to students.
- LPHS will provide training for AP teachers at various AP workshops.
- LPHS will provide ACT/SAT instruction during the Bulldog period.
- LPHS will evaluate the transcripts of all Seniors by the end of the Fall semester and determine whether or not they meet College and Career Readiness Standards. As a result of this analysis, each Sr. will have a plan for meeting the standards by the end of the year.
- The LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
- The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly callout, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus

2.5: Increased learning time and well-rounded education

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
- LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
- Provide after school tutorials specific to English Learners.
- LPHS will provide training for teachers for the successful integration of technology in the classroom.
- LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.

- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
- LPHS will expand Common Formative Assessments/Checkpoints to all academic areas.
- LPHS will provide staff development in effective EL strategies.
- LPHS will provide credit recovery classes during school to assist students in regain course credit.
- LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
- LPHS will continue to enhance the Library by increasing the learning resources available to students.
- LPHS will hold an AP Parent meeting in the Spring semester to explain the AP program and seek support for encouraging students to take AP exams.
- The LPHS Leadership will work to develop a new policy regarding weighted credit for AP courses in an effort to increase participation in AP exams.
- LPHS will provide training for AP teachers at various AP workshops.
- LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class.
- LPHS will provide ACT/SAT instruction during the Bulldog period.
- LPHS will evaluate the transcripts of all Seniors by the end of the Fall semester and determine whether or not they meet College and Career Readiness Standards. As a result of this analysis, each Sr. will have a plan for meeting the standards by the end of the year.
- The LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
- The LPHS Leadership team will develop/adopt a program for discipline management at the high school.
- The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly callout, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

2.6: Address needs of all students, particularly at-risk

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
 - LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
 - Provide after school tutorials specific to English Learners.
 - LPHS will provide training for teachers for the successful integration of technology in the classroom.
 - LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.
- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships,

- monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
 - LPHS will expand Common Formative Assessments/Checkpoints to all academic areas.
 - LPHS will provide staff development in effective EL strategies.
 - LPHS will provide credit recovery classes during school to assist students in regain course credit.
 - LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
 - LPHS will continue to enhance the Library by increasing the learning resources available to students.
 - LPHS will provide training for AP teachers at various AP workshops.
 - LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class.
 - LPHS will provide ACT/SAT instruction during the Bulldog period.
 - LPHS will evaluate the transcripts of all Seniors by the end of the Fall semester and determine whether or not they meet College and Career Readiness Standards. As a result of this analysis, each Sr. will have a plan for meeting the standards by the end of the year.
 - LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
 - LPHS will provide training in Restorative Discipline to all staff.
 - The LPHS Leadership team will develop/adopt a program for discipline management at the high school.
 - The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
 - LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
 - LPHS will be supported through Pregnancy Related Services. A support person will spend 2 periods/day at LPHS supporting these students as needed.
 - Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
 - The principal will increase communication to stakeholders via a weekly newsletter, a weekly callout, parent meetings and frequent communications using the Remind App and School Messenger service.
 - The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.

- The principal will increase communication to stakeholders via a weekly newsletter, a weekly callout, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

3.2: Offer flexible number of parent involvement meetings

- LPHS will hold an AP Parent meeting in the Spring semester to explain the AP program and seek support for encouraging students to take AP exams.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jimmy Beasley	Credit Recovery Teacher	LPHS Credit Recovery	
Marilyn Smith	PEP Teacher	Pregnancy Related Services	

Plan Notes

CPOC Minutes

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	2110-11-00-001-30-010-6399	\$5,000.00
1	1	1	Extra Duty Pay	2110-11-00-001-30-010-6118	\$9,935.00
1	1	8	Online Training	2110-11-00-001-30-010.6396	\$16,900.00
1	1	8	General Supplies	2110-11-00-001-30-010-6399	\$5,000.00
1	1	8	Teacher Travel	2110-13-00-001-30-010-6411.IS	\$2,000.00
1	1	8	Admin Travel	2110-23-00-001-30-010-6411.IS	\$6,000.00
1	1	8	Training	2110-13-00-001-30-010-6299	\$10,000.00
1	1	11	Teacher Salary (Edgenuity)	2110-11-00-001-30-000-6119	\$67,257.00
1	1	12	Reclassification Transportation Expenditures	2110-11-00-001-30-010-6494	\$9,686.00
1	1	13	General Supplies	2110-11-00-001-30-010-6399	\$8,000.00
1	1	13	Technology	2110-11-00-001-30-010-6396	\$10,000.00
1	1	14	Communities in Schools Personnel	2110-11-00-001-30-010-6299	\$9,000.00
1	2	1	Meeting supplies	2110-61-00-001-30-010-6399	\$500.00
1	2	3	Training for Implementation of Instructional Strategies.	2110-13-00-001-30-010-6299	\$17,000.00
1	6	3	Training	2110-13-00-001-30-010-6239	\$2,860.00
2	3	1	Salary for PRS	2110-11-00-001-30-010-6119	\$19,808.00
4	1	1	Parent Involvement Supplies	2110-61-00-001-30-010-6399	\$1,380.00
4	1	1	Parent Involvement Operating Costs	2110-61-00-001-30-010-6499	\$1,380.00
4	1	1	Parent Communication Tool	2110-61-00-001-30-010-6396	\$8,000.00
Sub-Total					\$209,706.00

244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Training and Instructional Materials	2440-11-00-001-22-023-6299	\$10,000.00
1	6	2	Training and Instructional Materials	2440-11-00-001-22-023-6396	\$27,500.00
1	6	2	Training and Instructional Materials (Transferred \$2000.00 to 2440-11-00-001-22-023-6329) (Transferred \$5000.00 to 2440-11-00-001-22-023-6329)	2440-11-00-001-22-023-6399	\$21,691.00
1	6	2	ESC Services	2440-13-00-001-22-023-6239	\$2,500.00
1	6	2	Training and Instructional Materials (Transferred \$2000.00 from 2440-11-00-001-22-023-6399) (Transferred \$5000.00 from 2440-11-00-001-22-023-6399)	2440-11-00-001-22-023-6329	\$7,000.00
Sub-Total					\$68,691.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Pay for after school tutors. (Transferred \$4000.00 to 2630-11-00-11-25-010-6299)	2630-11-00-001-25-010-6118	\$1,552.00
1	1	10	Training	2630-13-00-001-25-010-6239	\$1,000.00
1	1	10	OWL Training (Transferred from 2630-11-00-001-25-010-6118)	2630-11-00-001-25-010-6299	\$4,000.00
Sub-Total					\$6,552.00
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Certification Testing	2890-31-DD-001-99-000-6339	\$18,352.00
2	1	3	Salary	2890-31-DD-001-99-000-6119	\$43,900.00
2	1	3	Technology for Interventionist	2890-31-DD-001-99-040-6396	\$4,000.00
2	1	3	Software	2890-31-DD-001-99-040-6399	\$175.00
Sub-Total					\$66,427.00
Grand Total					\$351,376.00