

# La Porte Independent School District

## James H. Baker 6th Grade Campus

### 2019-2020 Improvement Plan

Accountability Rating: C



# Mission Statement

*We will provide a smooth transition from elementary to secondary in a nurturing environment to develop strengths and skills necessary for students to excel academically, socially and in community citizenship.*

## Vision

*James H. Baker Sixth Grade Campus will work together with all students, parents, staff, and community members to provide each student the academic and social tools necessary to meet the challenges of secondary education with success. Our students will have the college readiness skills needed to move forward to a successful future.*

### **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

James H. Baker Sixth Grade Campus serves all sixth graders in LPISD. Currently 575 students (9/5/19) are enrolled. The campus is organized by department with common planning periods for core content teachers.

The student population is 44% Hispanic, 38% Anglo, 8% African-American, 2% Asian, .7% American Indian, and .3% Pacific Islander. There are 314 male students and 261 female students. The reported student population that meets low socioeconomic status is approximately 49%. One hundred percent of the teachers and paraprofessionals at Baker are highly qualified.

The overall mobility rate for the campus is approximately 9%. The average daily attendance rate for students is 97%. Baker serves 72 English Language students, 60 students in the Gifted and Talented program, 54 students identified for 504 services, 21 students receiving dyslexic services, 51 students served by special education, and 264 students identified as at-risk.

Our school wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year and on-going targeted professional development for staff. Our campus utilizes an advisory period and instructional interventionists to provide targeted instruction in both language arts and math. Additionally, student specific dyslexic, gifted & talented, ELL and at-risk instruction is provided during the advisory. All EL students receive support from ESL certified instructors and paraprofessional staff. Our Title III program supports professional development to assist our EL learners.

# Student Academic Achievement

## Student Academic Achievement Summary

James H. Baker Sixth Grade Campus met the Texas Education Agency standards for the 2018 - 2019 school year. Baker met standard but received a "C" in the Texas Education Agency's 2019 accountability ratings. The overall rating, which was scored 79 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socio-economic groups.

STAAR	2018	2019
Reading	68%	77%
Math	85%	89%

A review of the overall STAAR scores for all students at Baker show an increase in math scores with a significant increase in reading scores.

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students mastered grade level expectation.

STAAR 2019	Approaches		Meets		Masters	
	2018	2019	2018	2019	2018	2019
Reading	68%	77%	36%	41%	18%	20%
Math	85%	89%	50%	57%	21%	29%

A review of the overall STAAR scores for sixth grade reading students in 2019 revealed:

- Student reading scores improved from 68% to 77%.
- Economically Disadvantaged student scores increased significantly from 60% to 71%.
- Special Education students' scores increased from 23% to 30%.

A review of the overall STAAR scores for sixth grade math students in 2019 revealed that:

- English Learner scores increased from 74% to 89%.
- Economically Disadvantaged student scores increased from 79% to 87%.

## Student Academic Achievement Needs

- On the 2020 STAAR reading assessment 68% of all students meet or exceed expected growth.
- On the 2020 STAAR reading assessment 66% of English Learners meet or exceed expected growth.
- On the 2020 STAAR math assessment 73% of all students meet or exceed expected growth.
- On the 2020 STAAR math assessment 70% of all English Learners meet or exceed expected growth.

### **Student Academic Achievement Strengths**

James H. Baker students made significant gains, academically:

- In Reading, overall the approaches score increased from 68% to 77%.
- Reading overall scores in the meets area increased from 36% to 41%.
- Reading overall scores in the masters area increased from 18% to 20%.
- Scores for students receiving special education services in reading increased from 23% to 30% at the approaches level.
- Scores at the approaches level for economically disadvantaged students increased in reading from 60% to 71%.
- Scores for English Learners increased in reading from 41% to 64% at the approaches level.
- In Math, overall approaches score increased from 85% to 89%.
- The overall meets scores in math increased from 50% to 57%.
- The overall scores for masters area increased from 21% to 29%.
- Scores at the approaches level for economically disadvantaged students increased in math from 79% to 87%.
- Scores for English Learners increased in math from 74% to 89% at the approaches level.

# School Processes & Programs

## School Processes & Programs Summary

From the input of faculty, staff, students, parents and administration at James H. Baker 6<sup>th</sup> grade campus some areas of focus were determined to be a priority. These included but were not limited to:

1. Campus wide expectations for academics and behaviors:

Baker Bear Basics and Expected Academic Behaviors with the continued use of Baker Bucks as a reward method.

2. Continued use and refinement of instructional rounds:

Creating scheduling where teachers are able to observe other content areas allowing them to learn different discipline techniques, teaching strategies, transitions, approaches to building relationships and cross content opportunities.

3. Focus on ELL student's achievements on all summative and formative assessments including STAAR and TELPAS

Professional Development through PLC book study using the "Classroom Instruction that Works with ELL Students".

4. Creating and implementing a new testing schedule

Testing schedule for three weeks and last week of six weeks only. This allows additional teaching days and time allotment for special ed accommodation to be completed. Testing results will allow for spiraled instruction to be implemented throughout the year.

5. Data discussion and disaggregation at weekly PLC meetings for Math and ELA.

Formative assessments broken down by TEKS in both ELA and Math after each 3-week test. Results from spiraled instruction will be discussed in PLC allowing departments to analyze lesson effectiveness and target areas for growth across all level of student achievement.

## Identified School Processes and Program Needs:

- Support teachers teaching English Learners with additional professional development
- Create and implement techniques for presenting students the expectations and process of understanding and completing expected academic behaviors.
- Strengthen the performance of high achieving students by creating "Masters Academy" focusing on an increase of masters level of achievement on the math and reading 2020 STAAR.



## School Processes & Programs Strengths

- Weekly PLC meeting with all faculty members, disaggregating data, discussing student needs, plan for upcoming events, processing and brainstorming on situations/events that have occurred and how to improve the outcomes.
- Implementation of instructional rounds allowing teachers to learn from their peer's multiple classroom techniques.
- Teacher and students use a systemic approach to expectations for behavior and instruction through the uses of "Baker Bear Basics" and Baker Bucks

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** Analyze available data to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

**Evaluation Data Source(s) 1:** 2020 STAAR scores

3 week and 6 week assessment results

PowerWalk Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Targeted Support Strategy</b></p> <p>1) Analyze assessment data to inform instruction using "Know Your Kids" binder. Data will be discussed at weekly PLC meetings.</p>	2.4, 2.5, 2.6	Teachers Interventionist	Target areas of need (TEKS) to increase student achievement. Increased ability to differentiate to increase student achievement
<p><b>Targeted Support Strategy</b></p> <p>2) Instructional intervention classes in reading and math for identified students based upon performance on STAAR and teacher assessments.</p>	2.4, 2.5, 2.6	Interventionists Administration	Increased student achievement.
<b>Funding Sources:</b> 211 Title I, Part A - 26558.00			

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

**Performance Objective 2:** Implement research based instructional practices to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

**Evaluation Data Source(s) 2:** 2020 STAAR scores

3 week and 6 week assessment results

PLC Notes and Agendas

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Targeted Support Strategy</b>                      1) Campus wide implementation of Fundamental 5 including:                      --Campus wide critical writing every day                      --Campus wide use of small group purposeful discussion to increase authentic engagement.</p>	2.4, 2.5, 2.6	Administrators Teachers	Increased rigor and higher level problem solving skills through daily writing and purposeful conversation opportunities to increase student achievement.
<p><b>Targeted Support Strategy</b>                      2) Provide instructional intervention support twice a week in English Language Arts &amp; Math for students based on academic needs.</p>	2.4, 2.5, 2.6	Interventionist	Increase student achievement.
<b>Funding Sources:</b> 211 Title I, Part A - 14000.00, 263 Title III, LEP - 3100.00			
<p><b>Targeted Support Strategy</b>                      3) Provide co-teach and dyslexia specific instructional sections on the master schedule for students with special needs.</p>	2.4, 2.5, 2.6	Counselor	Increase student achievement for students with specific learning needs.

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

**Performance Objective 3:** Engage campus resources to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

**Evaluation Data Source(s) 3:** 2020 STAAR scores

Professional Development Sign-In Sheets

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide resources/books for teachers to use with EL students.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration	Teachers who are equipped to differentiate for student success.
<b>Funding Sources:</b> 263 Title III, LEP - 1034.00			
<b>Targeted Support Strategy</b> 2) Provide after school tutoring for all students including transportation home, if needed.	2.4, 2.5, 2.6	Math & Reading teachers	Increased student achievement
<b>Funding Sources:</b> 211 Title I, Part A - 5744.00			
3) Purchase books for classroom libraries.	2.4, 2.5, 2.6	Teachers	Increase volume of reading practice. Increase time for students to read self chosen books while at school.
<b>Funding Sources:</b> 211 Title I, Part A - 4340.00			
<b>Targeted Support Strategy</b> 4) Provide resources for teachers to use in tutoring and small group instruction.	2.4, 2.5, 2.6	Administrators Teachers	Increased student achievement
<b>Targeted Support Strategy</b> 5) Provide credit recovery opportunity for students who do not meet attendance or passing grade criteria.	2.4, 2.5, 2.6	Teachers Administrators	Improved attendance Improved class performance Reduced number of students who need to attend summer school

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

**Performance Objective 1:** Develop and implement a plan to improve campus culture and management while decreasing student discipline referrals by 10% per year.

**Evaluation Data Source(s) 1:** Discipline Referrals  
Incident Reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide weekly anti-bullying, character education, positive choice making and guidance counseling lessons for all students. (Social Skills Lessons).	2.5, 2.6	Counselor	Reduced incident reports. Reduced discipline referrals.
2) Implement Restorative Justice Practices.	2.5, 2.6	Counselor Administrators	Reduced incident reports. Reduced discipline referrals.
3) Continue consistent implementation of Baker Basics - a campus-wide system for consistent behavior expectations.	2.5, 2.6	Administrators Baker Basics Committee	Students on time to class. Uninterrupted class time. Less time student is out of class. Consistent implementation of expectations for behavior across campus.
4) Provide opportunities for students to build mentor/mentee relationships.	2.6	Counselor	Increase school connections Boost self confidence Increased interpersonal communication Develop decision making skills

### Goal 3: Attract, develop and retain excellent staff.

**Performance Objective 1:** Implement professional learning strategies for educators on campus through weekly PLC meetings.

**Evaluation Data Source(s) 1:** PLC agendas

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Targeted Support Strategy</b></p> <p>1) Provide staff development in research based instructional strategies for advanced learners, at risk students, special needs students, and second language learners.</p>	2.4, 2.5, 2.6	Administration	Consistent strategies to increase student achievement.
<p>2) Maintain a master schedule that prioritizes opportunities for staff collaboration and planning using online resources and common planning period.</p>	2.5, 2.6	Administration Counselor	Consistent focus on classroom progress/improvement of strategies to increase student achievement.
<p>3) Teachers participate in department conversations regarding monthly instructional rounds visits.</p>	2.4, 2.5, 2.6	Administration	Increased student achievement. Increased teacher efficacy and consistency across the campus.



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

**Performance Objective 1:** Increase parent, family and community involvement by using various communication resources to connect home and school.

**Evaluation Data Source(s) 1:** Parent Sign-In Sheets (to school events)

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Targeted Support Strategy</b></p> <p>1) Participate in One School, One Book initiative. Purchase kit with books for students/families and staff.</p>	2.4, 2.6, 3.2	Administrators ELA Interventionist	Increased student reading Increased family involvement in reading activities at school.
<b>Funding Sources:</b> 211 Title I, Part A - 4200.00			
2) Watch DOGS (Dads of Great Students) Program for positive role models.	3.1, 3.2	Watch DOGS Coordinator	Increased community/parent involvement.
3) Provide opportunities for students to participate in after school clubs.	2.5, 2.6	Club Sponsors	Increase student involvement by offering choice based options.
4) Inform parents of campus events and provide information regarding their students' education using a variety of communication methods.	3.1, 3.2	Administrators Teachers	Increased community/parent involvement.
<b>Funding Sources:</b> 211 Title I, Part A - 100.00			
5) Advertise and invite parent, families and community to view students' products and performances through a variety of curricular and social events.	3.1, 3.2	Administration Event Organizers	Increased community/parent involvement.
<b>Funding Sources:</b> 211 Title I, Part A - 726.00			

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

**Performance Objective 1:** Monitor the efficient use of all Title funds.

**Evaluation Data Source(s) 1:** Tutoring forms

CPOC meetings

Budget meetings with administrative team and secretary

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Targeted Support Strategy</b></p> <p>1) Paraprofessional instructional support in regular education classes for students with 504, Special Education, and EL needs.</p>	2.4, 2.5, 2.6	Case Managers 504 coordinator LPAC coordinator	Increased student achievement.
<b>Funding Sources:</b> 211 Title I, Part A - 11136.00			

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please refer to the 2019-2020 James H. Baker Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please refer to the 2019-2020 James H. Baker Campus Improvement Plan.

### **2.2: Regular monitoring and revision**

The CPOC committee will meet four times this year to monitor and revise the campus improvement plan.

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

The James H. Baker campus improvement plan will be available on the website and in the Baker office.

### **2.4: Opportunities for all children to meet State standards**

- Baker teachers will use several forms of assessment data to inform instruction.
- Baker teachers have a "Know Your Students" binder for quick reference to data and individualized instruction plans
- Baker teachers are incorporating critical writing regularly through quick writes, exit tickets or revisiting previous writing assignments
- Baker teachers are incorporating small group purposeful talk multiple times each day
- Students are provided additional instruction in areas in which they struggle through the use of an interventionist.
- Tutorials are provided throughout the year with focused tutorials taking place an additional three times each week during the spring semester
- Focused professional development for staff through PLC on a weekly basis
- Classroom teachers participate in instructional rounds once a month - observing across the campus

## **2.5: Increased learning time and well-rounded education**

- Using data such as MAP, unit assessments, checkpoints, students will receive targeted tutoring intervention with the classroom teacher, interventionist.
- Use MAP data imported into edgenutiy twice a week to targets areas of need specific to each student.
- Provide feedback to teachers through regular use of PowerWalk software

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

- Monitor student progress through regular meetings with interventionists.
- Conduct SST meetings for students who need more individualized interventions implemented
- Regular meetings with district behavior specialists to ensure all staff stay current with progress

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

- Weekly emails to parents with updated information and calendar events for the upcoming weeks.
- Callouts to parents
- Maintain updated campus website and marquee
- Encourage parents to participate as a volunteer or as a member of Watch DOGS

## **3.2: Offer flexible number of parent involvement meetings**

- Family Night
- Bear Camp
- Open House
- Fine Arts Concerts
- Watch DOGS
- VIP Celebrations

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Smith	Instructional Paraprofessional		.50
Natalie Melton	Interventionist	Reading Intervention/Dyslexia	.333

# Campus Funding Summary

<b>211 Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Reading Interventionist	2110-11-00-042-30-000-6119	\$26,558.00
1	2	2	Outside reading/math tutor	2110-11-00-042-30-012-6112	\$14,000.00
1	3	2	Teacher Tutoring	2110-11-00-042-30-12-6118	\$4,900.00
1	3	2	Buses for tutoring	2110-11-00-042-30-12-6494	\$844.00
1	3	3	Books for classroom library	2110-11-00-042-30-012-6329	\$4,340.00
4	1	1	One School, One Book Initiative	2110-11-00-042-30-012-6329	\$4,200.00
4	1	4	Translator for parent notices	2110-11-00-042-30-6121	\$100.00
4	1	5	Parent Night Supplies	2110-61-00-042-30-012-6399	\$400.00
4	1	5	Food for Parent Events	2110-61-00-042-30-012-6499	\$326.00
5	1	1	Paraprofessional Instructional Support	2110-11-00-042-30-000-6129	\$11,136.00
<b>Sub-Total</b>					<b>\$66,804.00</b>
<b>263 Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Outside reading tutor for EL students	2630-11-00-042-25-012-6112	\$3,100.00
1	3	1	Books	2630-11-00-042-25-012-6329	\$1,034.00
<b>Sub-Total</b>					<b>\$4,134.00</b>
<b>Grand Total</b>					<b>\$70,938.00</b>