

La Porte Independent School District

La Porte Elementary

2019-2020 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

La Porte Elementary's mission is to educate all students in a safe, supportive, and challenging environment where they can learn to be citizens of a culturally diverse society.

Vision

Our vision is to develop tolerant and resilient learners.

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 Elementary is the oldest of the seven elementary schools in the district. The current building was constructed in 1999. The current enrollment is 525 students PK - 5th, which includes Head Start students. PK - 2nd classes are self-contained, 3rd- 5th are departmentalized. The campus is home to two FOCUS classes.

The comprehensive needs assessment was completed by seeking input from various groups, including the grade levels through Team Meetings, Vertical Team Meetings, Team Leader Meetings and the campus' site-based decision making team, Campus Performance Objective Committee (CPOC). The data used includes: STAAR 2019, EOY MAP, BAS, TEA Campus Accountability, TEA Adequate Yearly Progress (AYP), Attendance, Discipline Data and Every Day Counts data.

The demographics of LPE's student population include 13% African American, 50% Hispanic and 34% White. Economic Disadvantaged represents 82% of the student population. The staff demographics include 13% African Americans, 21% Hispanics and 66% Whites. The teachers' years of experience range from 1 to 35 years, with the majority having 6 to 20 years of experience. La Porte Elementary has a dedicated and highly-qualified team of about 52 members that include teachers, paraprofessionals, interventionist (2), counselor (1) and administration staff. As of August 15, 2019, the campus is fully staffed with no vacancies.

The Mobility rate of LPE during the 2018-19 school year was 21%. Student attendance rate was 95.0%. LPE currently has 30 LEP students, 27 GT students and 50 Special Education Students, 18 of those are in the FOCUS program. 16 students are served by the Section 504 program. 20 of LPE students are considered Homeless.

LPE's Title I program consists of Parent Meetings during the school year, volunteer recruitment and compacts. Literacy Night, Math & Science Night, GT Night/Enrichment showcase, Winter fest with Santa Festival, Donuts with Dudes & Dolls and other events are planned to encourage the involvement of our campus community. The majority of the Title I funding is used to fund tutoring (by teachers and retired teachers) and half of the salary for an interventionist. The funds are targeted to provide interventions and support in reading and math for struggling students. Title I funding also provides funds for parent involvement and instructional support for teachers.

Title III Funds are used to provide support to campus English Language Learners. Funds are used for instructional materials for ELL

students.

In the 2018-19 state accountability rating system, La Porte Elementary met standard in all areas, received an "A" rating and received 5 distinctions: Reading Academic Achievement, Science Academic Achievement, Closing Student Performance Gaps, Comparative Academic Growth and Post-Secondary Readiness. La Porte Elementary received a Gold Ribbon from Children at Risk Report Card and was recognized as an Honor Roll School by Educational Results Partnership (ERP).

Demographic Needs

- 2018-19 attendance was 95% .
- Late registration causing students to be overflowed to other campuses then having to transition the next school year.

Demographics Strengths

La Porte Elementary has many strengths. Some of the notable strengths are:

- Rich diversity
- Supportive community
- Supportive staff
- Highly trained teachers
- No teacher turnover
- Strong Interventionist
- Established RtI/MTSS process

Student Academic Achievement

Student Academic Achievement Summary

La Porte Elementary met TEA standard for the 2018-19 school year. La Porte Elementary received an ‘A’ in the Texas Education Agency’s 2019 accountability ratings, and five distinctions. The overall rating, which was scored 92 out of 100, is based on Student Achievement, School Progress and Closing the Gaps (Academic Success) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics. Distinctions were earned in Reading, Science, Closing the Gaps, Postsecondary Readiness and Comparative Academic Growth.

The three year comparison of STAAR scores shows growth in Reading, Writing and Science, with the greatest gain in Writing and the biggest loss in Math.

Subject	2017	2018	2019
Math	91%	91%	87%
Reading	77%	79%	85%
Science	74%	81%	81%
Writing	58%	62%	81%

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.

2019 STAAR	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	74%	45%	23%
4 th Math	81%	53%	32%
5 th Math	98%	77%	43%

2019 STAAR	APPROACHES	MEETS	MASTERS
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3rd Reading	78%	51%	35%
4th Reading	83%	52%	24%
5th Reading	92%	53%	25%
5th Science	81%	49%	26%
4th Writing	81%	36%	8%

READING

Looking deeper, STAAR 2019 Reading Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Reading	2018	2019
3rd	80%	78%
4th	70%	83%
5th	87%	92%

2019 STAAR	APPROACHES	MEETS	MASTERS
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3rd Reading	78%	51%	35%
4th Reading	83%	52%	24%
5th Reading	92%	51%	25%

An analysis of scores for each student group at each grade level in READING revealed the following:

- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.
- All groups showed growth in Reading.

MATH

Looking deeper, STAAR 2019 Math Approaches scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters)

are as follows:

Math	2018	2019
3rd	86%	74%
4th	91%	81%
5th	96%	98%

2019 STAAR	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	74%	45%	23%
4 th Math	81%	53%	32%
5 th Math	98%	75%	43%

An analysis of scores for each student group at each grade level in MATH revealed the following:

- African American and White student groups decreased the percent of students that Met Grade Level Performance.
- All other student groups were one point lower or above the All student group.

Math scores decreased in 3rd and 4th grade. Both grade levels went from a two-way split between teachers to a three-way split, which decreased the minutes of math instruction.

Writing

Looking deeper, STAAR 2019 Writing Approaches scores and 2019 Approaches Grade Level Performance (which also contains Meets

and Masters)
are as follows:

Writing	2018	2019
4th	62%	82%

2019 STAAR	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
4th Writing	81%	36%	8%

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- The Hispanic and White student groups scored higher than the All Student group.
- All other students groups scored lower than the All student group.

Writing scores have been inconsistent. 2016 the All group was 58%, 2017 the All group improved to 73% but then to fell to 62% in 2018. The 2019 scores of 81% were the highest in the district.

Science

Looking deeper, STAAR 2019 Science Approaches scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters)
are as follows:

Science	2018	2019
5th	81%	81%

2019 STAAR	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
5th Science	81%	49%	26%

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- The African American and Economically Disadvantaged subgroup score lower than the All student group.

Science scored the same as the previous year.

Student Academic Achievement Needs:

- 3rd grade Math Approaches scores decreased to 74%
- 3rd grade Reading Approaches is below 80%

Student Academic Achievement Strengths

- Met Standard in All Indexes
- Received an "A" rating in the TEA accountability system
- Increase in 4th Writing scores to 81%.
- Increase to 63% of whites in reading met grade level or above.
- Accountability Distinctions in Reading, Science, Closing the Performance Gaps, Comparative Academic Growth and Post-Secondary Readiness.
- Utilized the RtI/MTSS and SST process to provide interventions for struggling learners.
- Provided tutors for Math and Reading.
- Utilized interventionist effectively for struggling learners.

School Processes & Programs

School Processes & Programs Summary

A Campus Based needs assessment found needs in the following areas: consistent expectations and instruction in primary reading and utilizing the data from Power Walks. In 2018-19 the Campus used the Benchmark Assessment System (BAS) for reading in the primary grades. The Campus also implemented BAS in grades 3-5. The BAS system will guide in aligning Reading instruction on the campus. In the 2019-20 the campus will continue to utilize the BAS to increase the rigor and drive instruction. The Campus utilizes the Fountis and Pinnell Continuum and Word Study to guide Reading instruction. The district adopted HMH ELAR textbooks and resources for the 2019-20 school year. The campus will work to explore and utilize the adoption to compliment the resources in place. Power Walk data was reviewed and discussed. Although the Power Walk data shows the Power Zone is within adequate range further discussion exposed a need for instructional methods for teachers to be able to provide more direct instruction while in the Power Zone. The Campus plans to provide teachers with Mimeo Pads to free teachers from their instructional work areas.

Identified School Processes & Program Needs:

- Reading instruction inconsistent in primary grades.
- Power Zone instruction limited by technological needs.

School Processes & Programs Strengths

La Porte Elementary has several strong processes and programs. A few of these are:

- Collaboration between reading teachers
- Small group instruction
- Tutoring plan
- Instructional leadership team
- Robust literacy library
- RtI/MTSS process
- Tier 2 and Tier 3 intervention strategies
- Instructional Leadership Team collaboration
- Data Meetings (Leopard Talk Time to discuss students' needs and teachers' needs)

Technology strengths include:

- Mimeo's
- Envision software
- Stem Scopes
- AR/STAR
- IXL
- Reading Eggs
- Study Island
- 2 computer labs
- Laptops in classrooms
- PK - 4th 5 iPads per classroom

Perceptions

Perceptions Summary

At La Porte Elementary, we have students and teachers come with a wide variety of life and educational experiences. LPE's high mobility rate has created the need for a seamless approach for new students to enter school and get on track as quickly, as possible. La Porte Elementary teachers work very hard to work with students to overcome any academic challenges and/or challenges they have outside of school. We meet regularly to discuss students educational, social and emotional needs. Our entire staff conveys a message to the students, parents and community that we will do whatever it takes to meet students needs.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, and DAEP placements. In the previous two school years, La Porte Elementary had decreasing incidents of negative behavior. In fact, there are significant decreases when compared with prior years. Restorative practices, interventions and working to get students the behavioral support they need, have impacted the number of discipline incidents. We experienced an increase in discipline referrals in the 2019-2020 school year. After further review, approximately 105 of the referrals were attributed to 3 students. Two of those students qualified for behavioral support programs by the end of the year.

La Porte Elementary utilizes a monthly newsletter, the marquee, notes home and call outs to communicate with the school community. During the school year involvement activities include: Meet the Teacher/School Supply Drop Off, Open House, Literacy Night, Donuts with Dudes, Supper with Santa, Math and Science Night, Donuts with Dolls, Veterans' Day program, Enrichment Showcase, Leopard of the Month Breakfasts and End of the Year Schoolwide Picnic. We are fortunate to have the support of community businesses, groups and individuals with donations of money, school supplies, and clothing, to name a few of the ways support is extended.

Perception Needs:

- Unable to sustain an active PTO

Perceptions Strengths

La Porte Elementary has a large base of families that have multiple generations that have attended the school. They have positive things to say about the school and are happy their extended family is in attendance. The school community is welcoming and the staff's hearts are devoted to the the success of the students.

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
- 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 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results

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
- Teacher/Student Ratio
- 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
- Other additional data

Goals

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

Performance Objective 1: Strengthen the core curriculum and instruction to ensure growth and successful learning for all students.

Evaluation Data Source(s) 1: STAAR scores, BAS, MAP, and EDC

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize Envision Math Adoption (K-5) textbook and software, HMH Reading Adoption- EDC PK-2, IXL, STAAR Masters Writing, REFLEX Math and other instructional materials to address grade specific reading, mathematics and writing concepts and state readiness/supporting standards.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Increase achievement and academic growth.
	Funding Sources: 211 Title I, Part A - 19086.00		
2) Increase the reading, math, writing, and science achievement of all students through focused instruction and targeted interventions.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Increase achievement and academic growth.
	Funding Sources: 211 Title I, Part A - 80996.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
3) All students at-risk for failing one or more STAAR test (Reading, Writing, Math, Science) will participate in an accelerated instruction program provided by LPE staff members and retired teachers.	2.4, 2.5	Principal, Assistant Principal, Teachers	Increase in academic growth and academic achievement.
	Funding Sources: 211 Title I, Part A - 3000.00		
4) Teachers and special education staff will collaboratively identify and provide targeted tutoring for special education students.	2.4, 2.5, 2.6	Principal, Resource Teacher, Teachers, Interventionists.	Increased academic growth and academic achievement.
	Funding Sources: 211 Title I, Part A - 0.00		
5) Purchase materials, books, and supplies for ESL and regular education teachers to assist students identified as LEP in order to meet or exceed requirements of TEA.	2.4, 2.5, 2.6	Principal, AP, ESL certified teachers, Interventionist	Increase academic growth and achievement in ESL students.
	Funding Sources: 263 Title III, LEP - 2730.00		

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

Performance Objective 2: Increase Student success of English Language Learners on 2020 STAAR from 36% to 40% Met Grade Level .

Evaluation Data Source(s) 2: Student Achievement Domain score

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Tutoring by hired tutors for students not on grade level.	2.5, 2.6	Principal, Assistant Principal	Close gaps for not on grade level reader to meet grade level expectations.
	Funding Sources: 211 Title I, Part A - 0.00		
2) Utilize Interventionist to meet small groups and provide strategies for readers.	2.5, 2.6	Principal, Assistant Principal, Interventionist	Close gaps for not on grade level reader to meet grade level expectations.
	Funding Sources: 211 Title I, Part A - 0.00		

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

Performance Objective 3: Increase Reading scores on 2020 STAAR from 21% to 30% Masters Grade Level for the White student group

Evaluation Data Source(s) 3: STAAR Reading

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Analyze student performance on campus assessments every three weeks to monitor instruction.	2.4	Principal, Assistant Principal, Interventionist, Teachers	Increase STAAR Reading Masters score to 35%.
2) Provide extra reading opportunities for students through Buddy Reading Program, Computer Lab and Open Library.	2.4, 2.5, 2.6	Principal, Library Aide, Instructional Technology Aide, Interventionist	Increased Masters Grade STAAR Reading scores.

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

Performance Objective 4: Increase Kindergarten to 2nd grade "on" instructional grade level reading in Spring semester from 77% to 80%.

Evaluation Data Source(s) 4: Benchmark Assessment System data in spring semester.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide instructional support to Guided Reading and targeted reading strategies.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionist, Retired teacher tutor	Improve Guided Reading instruction.
Funding Sources: 211 Title I, Part A - 0.00			
2) Provide Professional Development on Word Study, Phonics and Spelling.	2.4, 2.6	Interventionist, Teachers	Align instruction of Word Study, Spelling and Phonics.
Funding Sources: 211 Title I, Part A - 0.00			

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

Performance Objective 1: Ensure that the campus is a safe and secure learning environment.

Evaluation Data Source(s) 1: Campus Crisis plan and discipline reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Conduct a minimum of two coordinated exercises per year, including but not limited to Shelter-in-Place, Intruder, and/or Severe Weather Lock Down, Lock Out.	2.5	Principal, Assistant Principal	Staff and students will be prepared for emergency situations.
2) Provide professional development of the impact of trauma for students. Utilize the Emotional Backpack training provided.	2.6	Principal, Counselor	Prepare staff to more effectively deal with student behaviors.
3) Provide classroom guidance sessions on bullying and Character Education. Utilizing Counselor clerk for counselor's clerical duties.	2.5, 2.6	Counselor	Decrease the number of bullying incidents.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Implement strategies to provide professional learning for educators on campus.

Evaluation Data Source(s) 1: Number of professional development sessions delivered by teachers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The campus will have, at a minimum, four colleague lead staff developments based on campus needs.	2.5	Principal, AP, Teachers	Build the capacity of teachers and teacher leaders .

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

Performance Objective 1: Establish a baseline for the purpose of measuring parent and community involvement.

Evaluation Data Source(s) 1: Documentation of advertised opportunities , attendance by parents/community members at campus activities and informal tracking of attendance at activities, awards, and other campus events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Implement at least three academic family nights to include Literacy Night, Math/Science/ Get off he Couch Night, and Enrichment showcase.	3.1, 3.2	Principal, Assistant Principal, Teachers	Parents to obtain awareness of the academic requirements and to gain strategies to use with their students.
	Funding Sources: 211 Title I, Part A - 1194.00		
2) Provide two formal opportunities during the school year for school wide parent/teacher conferences.	3.1, 3.2	Principal, Assistant Principal, Teachers	Parents to obtain awareness of the academic requirements and to gain strategies to use with their students.
3) Provide families with at least three opportunities for positive family interactions in the school environment to include Open House, Donuts for Dolls, Donuts for Dudes and School Supply Drop Off.	3.2	Principal, Assistant Principal, Counselor	Positive school experience to recruit volunteers and promote a positive school environment.
	Funding Sources: 211 Title I, Part A - 0.00		

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

Performance Objective 1: Place 5 tablet devices in each classroom.

Evaluation Data Source(s) 1: The number of iPads in classrooms

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Purchase iPads for classrooms.	2.5	Principal	Provide various and efficient ways to access curriculum.
	Funding Sources: 211 Title I, Part A - 0.00		
2) Provide various technology resources to students and teachers.	2.4, 2.5, 2.6	Principal, Assistant Principal	Provide various and efficient ways to access curriculum and track progress.
	Funding Sources: 211 Title I, Part A - 0.00		

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

Performance Objective 2: Place 1 Mimeo Pad in 3rd - 5th classrooms

Evaluation Data Source(s) 2: The number of Mimeo Pads in 3rd - 5th classrooms

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide Mimeo Pads for teachers in 3rd - 5th grade to improve instruction and enable teachers to instruct from in the Power Zone more frequently.	2.4, 2.5, 2.6	Principal, Assistant Principals	Improve instruction and enable teachers to instruct from in the Power Zone more frequently. Increased monitoring of students participation, work and behavior due to proximity.
Funding Sources: 211 Title I, Part A - 0.00			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Refer to pages 5-15 of LPE CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Refer to pages 18-26 of LPE CIP.

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 La Porte Elementary office.

2.4: Opportunities for all children to meet State standards

- Utilize Envision Math Adoption (K-5) textbook and software, HMH Reading Adoption- EDC PK-2, IXL, STAAR Masters Writing to address grade specific reading, mathematics and writing concepts and state readiness/supporting standards.
- Increase the reading, math, writing, and science achievement of all students through focused instruction and targeted interventions.
- All students at-risk for failing one or more STAAR test (Reading, Writing, Math, Science) will participate in an accelerated instruction program provided by LPE staff members and retired teachers,
- Teachers and special education staff will collaboratively identify and provide targeted tutoring for special education students
- Purchase materials, books, and supplies for ESL and regular education teachers to assist students identified as LEP in order to meet or exceed requirements of TEA.
- Increase writing scores by using targeted interventions
- Provide training and resources to support Writers' Workshop and components to ensure implementation (PK-5)
- Analyze student performance on campus assessments every three weeks to monitor instruction.
- Analyze student performance on campus assessments every three weeks to monitor instruction.
- Provide extra reading opportunities for students through Buddy Reading Program, Computer Lab and Open Library.
- Provide Professional Development for effective Guided Reading practices .
- Provide instructional supplies to supported Guided Reading and targeted reading strategies.
- Provide Professional Development on Word Study, Phonics and Spelling.
- Provide various technology resources to students and teachers.

2.5: Increased learning time and well-rounded education

- Utilize Envision Math Adoption (K-5) textbook and software, HMH Reading Adoption- EDC PK-2, IXL, STAAR Masters Writing to address grade specific reading, mathematics and writing concepts and state readiness/supporting standards.
- Increase the reading, math, writing, and science achievement of all students through focused instruction and targeted interventions.
- All students at-risk for failing one or more STAAR test (Reading, Writing, Math, Science) will participate in an accelerated instruction program provided by LPE staff members and retired teachers.
- Teachers and special education staff will collaboratively identify and provide targeted tutoring for special education students.
- Purchase materials, books, and supplies for ESL and regular education teachers to assist students identified as LEP in order to meet or exceed requirements of TEA.
- Increase writing scores by using targeted interventions.
- Tutoring by hired tutors for students not on grade level.
- Utilize Interventionist to meet small groups and provide strategies for readers.
- Provide extra reading opportunities for students through Buddy Reading Program, Computer Lab and Open Library.

- Provide Professional Development for effective Guided Reading practices .
- Provide classroom guidance sessions on bullying and Character Education.
- Provide instructional supplies to supported Guided Reading and targeted reading strategies.
- Purchase iPads for classrooms
- Provide various technology resources to students and teachers.

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

- Provide classroom guidance sessions on bullying and Character Education.
- Provide professional development of the impact of trauma for students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Implement at least three academic family nights to include Literacy Night, Math/Science/ Get off the Couch Night, and Enrichment Showcase.
- Provide two formal opportunities during the school year for school wide parent/teacher conferences.

3.2: Offer flexible number of parent involvement meetings

- Implement at least three academic family nights to include Literacy Night, Math/Science/ Get off the Couch Night, and Enrichment Showcase.
- Provide two formal opportunities during the school year for school wide parent/teacher conferences.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal St. Lucie	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital Resources, IXL, iPads, Versatiles, Mimeo Pad and supplies	2119-11-00-103-30-016-6396	\$12,054.00
1	1	1	Instructional materials	2119-11-00-103-30-016-6399	\$7,032.00
1	1	2	Retired Teachers/Tutoring	2119-11-00-103-30-016-6112	\$52,250.00
1	1	2	Interventionist	2119-11-00-103-30-000-6119	\$28,746.00
1	1	3	Retired teachers/Tutoring	2119-11-00-103-30-016-6112	\$0.00
1	1	3	Interventionist	2119-11-00-103-30-000-6119	\$0.00
1	1	3	Teacher Tutoring	2119-11-00-103-30-016-6118	\$3,000.00
1	1	4	Interventionist	2119-11-00-103-30-000-6119	\$0.00
1	2	1	Retired teachers/Tutors	2119-11-00-103-30-016-6112	\$0.00
1	2	1	Retired teachers/Tutoring Roll Forward	2119-11-00-103-30-016-6112	\$0.00
1	2	2	Interventionist	2119-11-00-103-30-000-6119	\$0.00
1	4	1	Interventionist	2119-11-00-103-30-000-6119	\$0.00
1	4	1	Retired Teacher tutors	2119-11-00-103-30-016-6112	\$0.00
1	4	2	Interventionist	2119-11-00-103-30-000-6119	\$0.00
4	1	1	General supplies	2119-11-00-103-30-016-6399	\$634.00
4	1	1	Supplies Parent Involvement	2119-61-00-103-30-016-6399	\$560.00
4	1	3	Food for Family Involvement	2119-61-00-103-30-016-6499	\$0.00
5	1	1	Tablet devices for the classroom	2119-11-00-103-30-016-6396	\$0.00
5	1	2	ESGI, IXL,	2119-11-00-103-30-016-6396	\$0.00
5	2	1	Mimeo Pads	2119-11-00-103-30-016-6396	\$0.00
Sub-Total					\$104,276.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Books and instructional materials	2639-13-00-103-25-016-6329	\$2,730.00
Sub-Total					\$2,730.00
Grand Total					\$107,006.00