

La Porte Independent School District

La Porte Junior High

2019-2020 Improvement Plan

Accountability Rating: C



Mission Statement

Every student will acquire the necessary knowledge and skills to become life-long independent learners and productive citizens.

Vision

It is the vision of La Porte Jr. High that all students, parents, staff, and community members work together to provide every La Porte Junior High student the academic and social skills necessary to meet the challenges of secondary education with success. Our students will have the college and career readiness skills needed for the future of their choice.

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 proficiency
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

Value Statement

We are the MIGHTY Bullpups.

Daily Affirmation:

I believe in myself and in my ability to achieve academic excellence.

I have a definite purpose for receiving an education.

I understand my obligation to excel.

I am determined to achieve academic excellence.

I have a vision for achieving academic excellence.

We at La Porte Junior have committed to be ALL IN.

Act Learn Lead Inspire Nurture

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte Junior High is one of two junior high campuses in La Porte Independent School District. La Porte Junior High serves 515 students in grades 7 and 8. The campus is organized with departmentalized hallways and common conference periods for planning.

Student Enrollment By Type: 59.1% Economically Disadvantaged; 9.6% English Language Learner; 11.4% Students receiving Special Education Services

Student Enrollment By Race/Ethnicity: The student population is 49.1% Hispanic–Latino; 11.2% Black-African American; 36.5% White; 1% Asian; .2% American Indian; .4% Pacific Islander. The average daily attendance rate for staff is 95%.

Our School-wide Title 1 program consists of parent involvement activities, professional development for all staff and an enrichment period where targeted core content, academic vocabulary, and character development take place along with GT, Dyslexic and EL services. There are three content-focused paraprofessionals assigned to the core subjects to support our students in those classes. Language acquisition is integrated within the four core classes and served by ESL certified staff and one ESL paraprofessional. Our GT students are serviced in their GT/PreAP ELA, Math, Social Studies and/or Science classes. Students in these classes engage in rigorous instruction designed to allow students to be creative and critical thinkers able to problem solve and demonstrate leadership skills.

Demographics Strengths

Our teacher to student ratio has allowed La Porte Junior to create a master schedule which effectively meets the needs of our diverse learners. We have been able to retain and recruit staff with knowledge and skills to instruct at a high level. La Porte Junior is building a climate and culture which strives to educate and nurture our learners as we prepare them for post-secondary success.

Where Did This School Perform Exceptionally Well in 2018-2019?

Academic Achievement in Science

Academic Achievement in Mathematics

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25%: Comparative Academic Growth

Post-Secondary Readiness

Top 25%: Comparative Closing the Gaps

Student Academic Achievement

Student Academic Achievement Summary

La Porte J H met TEA standards for the 2018-2019 school year. La Porte J H received a "C" in the Texas Education Agency's 2019 accountability ratings. La Porte J H is compared to schools across Texas with similar type, size, grade span and student demographics.

The summative STAAR data from 2019 shows some areas of academic growth and some areas of needed improvement. See the table below to see the levels of achievement for 2019.

2019 STAAR All Students	2019 Approaches Grade Level Performance	2019 Meets Gradel Approaches Performance	2019 Masters Grade Level Performance
7th Math	62%	12%	1%
7th Reading	70%	43%	20%
7th Writing	70%	37%	8%
8th Math	85%	48%	11%
8th Reading	82%	45%	18%
8th Science	84%	37%	13%
8th Social Studies	50%	13%	6%

The table below shows content areas of focus in regards to the Approaches:

Social Studies	2017	2018	2019
8 th	49%	65%	50%

Math	2017	2018	2019
8 th	89%	81%	85%
7 th	59%	53%	62%

Based of the STAAR results and our campus comprehensive needs assessment, we have identified the following as Student Academic Achievement Needs:

- Increase instructional rigor in Tier 1 instruction.
- Increase the use of student achievement to guide data-driven decision-making.
- Increase enrichment opportunities for higher student achievement in “Meets” and “Masters”.
- Increase student achievement in math compared to district and state standards.
- Increase student achievement in social studies compared to district and state standards.

Student Academic Achievement Strengths

According to state data analysis, La Porte J H is doing exceptionally well in the following areas:

Academic Achievement in Science

Academic Achievement in Mathematics

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25%: Comparative Academic Growth

Post-Secondary Readiness

Top 25%: Comparative Closing the Gaps

There were academic gains in the following achievement levels of Approaches: Math 7th grade, Reading 7th grade, Writing 7th grade, Math 8th grade and Reading 8th grade

There were academic gains in the following achievement levels of Meets: Math 7th grade, Reading 7th grade and Writing 7th grade

There was academic gains in the following achievement levels of Meets: Math 7th grade, Reading 7th grade, Writing 7th grade and Math 8th grade

School Processes & Programs

School Processes & Programs Summary

Our School-wide Title 1 program consists of parent involvement activities, professional development for all staff and an enrichment period where targeted core content, academic vocabulary, and character development take place along with GT, Dyslexic and ELL services. There are three content-focused paraprofessionals assigned to the core subjects to support our students in those classes. Language acquisition is integrated within the four core classes and served by ESL certified staff and one ESL paraprofessional. Our GT students are serviced in their GT/PreAP ELA and/or Science classes. Students in these classes engage in rigorous instruction designed to allow students to be creative and critical thinkers able to problem solve and demonstrate leadership skills.

Curriculum & Instructional Needs:

- Provide training for all staff in the areas of inclusive practices, understanding the implementation of a student individual educational plan, and how to implement a behavior intervention plan.
- Address campus safety, classroom management and mental health supports based on campus needs.
- Continue growth of knowledge and implementation of RtI/MTSS/assessment/data analysis/instructional planning process to increase educational effectiveness.
- Data-driven decision-making to lead to increased student achievement in math and social studies.

School Processes & Programs Strengths

Student Achievement:

Strengths: All PLCs report strong skills for designing and implementing 3-week checkpoints. Staff meets often to review, analyze and plan effective lessons. Staff meets often to design intervention and enrichment opportunities.

Instruction, Curriculum and Assessment:

Strengths: Common District Assessments, Academic Interventions, Vertical Alignment of Curriculum, Viable Curriculum, Common Department Planning , Use of Fundamental 5, 2 campus Interventionists, STEMSCOPES for Science, Algebra 1 Program, Attendance, STAAR Participation, Top Dogs, History and Science Fair Participation, Duke Talent Search, GT PreAP, GT Texas Performance Standards Showcase, UIL Academics, Spelling Bee

Family and Community Involvement:

Strengths: Call-out Program; Marquee; Academic Nights; Bullpup Newsletter; Bullpup Walk & Camps; Math Parent Session; Bullpit - Parent Involvement Team

Staff Quality:

Strengths: Highly Qualified Staff, 5 GT certified staff and 8 ESL endorsed staff members.

School Culture and Climate:

Strengths: Open Door Policy of Administrators, Restorative Discipline Program, Enrichment schedule, Teacher Mentoring Program, Staff Celebrations, Bullpup Bulletin , Top Dog Awards, Attendance Incentives,

School Organization:

Strengths: National Junior Honor Society, Student Council, Athletics, Fine Arts, Chess Club Guitar Club and other student groups

Facilities:

Strength: Wireless throughout the building which allows for more accessibility to observe the learning environment.

Perceptions

Perceptions Summary

One of the core beliefs of La Porte ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. We at La Porte J H echo those beliefs as we strive for academic excellence. We want to narrow the performance gaps in several student groups by maintaining a collective commitment to educating the whole student.

The climate, culture, values and beliefs at LPJ are being branded to meet the skill set of the current administration and staff. The professional experience of the staff is a strength. The new teachers have brought renewed energy and optimism that we needed. La Porte Junior High has a staff committed to providing all learners an opportunity to achieve.

Perceptions Strengths

La Porte J H is a welcoming learning community for all stake holders. We are building a culture where one can learn and grow in a safe, nurturing environment. We will pride ourselves on building and maintaining strong relationships.

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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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: La Porte J H will increase students achievement in all content area evidence by STAAR Results being increased by 10%.

Evaluation Data Source(s) 1: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy</p> <p>1) Professional Learning Communities, PLC, will research, implement and review instructional strategies to yield higher levels of student mastery.</p>	2.4, 2.5, 2.6	Classroom Teachers Department Leads Administration	Increased levels of student achievement as evidenced by Meets and Masters percentages for all students and all student groups.
<p>2) Teachers and Department Leads will analyze data using Eduphoria to identify areas of strength and a areas needed improvement to plan opportunities for intervention and enrichment.</p>	2.4, 2.5, 2.6	Teachers Department Leads Administration	Increased levels of student achievement as evidenced by Meets and Masters percentages for all students and all student groups.
<p>3) Provide scheduled interventions and supports throughout the instructional day through intentional class/course assignments to meet the needs of struggling learners.</p>	2.4, 2.5, 2.6	Interventionists MTSS Team Classroom Teachers	Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments.
Funding Sources: 211 Title I, Part A - 58301.00			

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

Performance Objective 2: La Porte J H will increase students achievement in US History evidence by STAAR Results being increased by 10% in the areas of Meets and Masters.

Evaluation Data Source(s) 2: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy Additional Targeted Support Strategy 1) Teachers and Department Leads will analyze data using Eduphoria to identify areas of strength and a areas needed improvement to plan opportunities for intervention and enrichment.</p>	2.4, 2.5, 2.6	Teachers Administration	Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR.
<p>Targeted Support Strategy Additional Targeted Support Strategy 2) Teachers and Department Leads will analyze data using Eduphoria to identify areas of strength and a areas needed improvement to plan opportunities for intervention and enrichment.</p>	2.4, 2.5, 2.6	Teachers Administration	Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR.
<p>3) Teachers and Department Leads will plan and implement prioritized opportunities for intervention.</p>	2.4, 2.5, 2.6	Teachers Administration	Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR.

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

Performance Objective 3: La Porte J H will increase the number of students achieving master level performance on all STAAR state assessments by 10%.

Evaluation Data Source(s) 3: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Teachers and Department Leads will analyze data of GT and Pre-AP students to monitor higher levels of achievement.		Teachers Department Leads Administration Counselor	Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.
2) Teachers will differentiate and accelerate instruction for G/T and Pre-AP to provide opportunities for higher ordering thinking.	2.4, 2.5, 2.6	Teachers Department Leads Administration Counselor	Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.
3) We will provide opportunities for collaboration and professional development for G/T and Pre-AP staff.	2.4, 2.5	Teachers Counselor Administration	Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.

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

Performance Objective 4: La Porte JH will increase students performance in Closing the Achievement Gap evidenced by 18 of 18 student groups achieving Meets on STAAR.

Evaluation Data Source(s) 4: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy Additional Targeted Support Strategy 1) LPJ will provide ongoing professional development to enhance the instruction and delivery for our learners needing EL support.</p>	2.4, 2.5, 2.6	Teachers Department Leads Administration	Increase levels of mastery by EL students evidenced by a higher percentage of students being exited from ESL.
Funding Sources: 263 Title III, LEP - 2679.00			
<p>Targeted Support Strategy 2) La Porte J H will implement a comprehensive Response To Intervention /Multi-Tiered System of Support, RtI/ MTSS, to provide intervention for learners.</p>		Teachers Department Leads Administration Counselor	Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments.
Funding Sources: 211 Title I, Part A - 5000.00			
<p>3) La Porte J H will secure culturally relevant literature to meet the educational and behavioral needs of all learners.</p>		Teachers Department Leads Administration Counselor	Increased on-task behaviors exhibited to show academic growth and levels of mastery.
Funding Sources: 211 Title I, Part A - 1827.00			

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

Performance Objective 5: La Porte J H will prepare students for College and Career Readiness.

Evaluation Data Source(s) 5: Course selections and course assessments.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) La Porte J H will encourage all qualified students to participate in the Duke Talent Search.	2.4, 2.5, 2.6	Counselor	Increased opportunities for students to showcase their intellectual talents.
2) La Porte J H will host a Career Day to be held in the Spring.	2.4, 2.5, 2.6	Counselor Administration	Increase student awareness of career opportunities.
3) La Porte J H will encourage participation in academic and performance-based UIL events.		Teachers Administration	Increase participation in academic and performance-based competitions.

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

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

Evaluation Data Source(s) 1: eSchool data and PEIMS reporting

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Develop and implement a campus Crisis Response TEAM and an Emergency Operations Plan.	2.4, 2.5, 2.6	Administration Counselor Nurse SRO Community in School County Youth Services	Maintain a safe learning environment to meet the needs of all learners.
2) La Porte J H will work collaboratively with the campus assigned CIS and the CYS coordinators to provide counseling and support services for at-risk students.	2.4, 2.5, 2.6	Administration Counselor Nurse SRO Community in School County Youth Services	Provide the supports needed to ensure all students are afforded the opportunity to learn.
3) La Porte J H will secure culturally responsive learning opportunities to meet the needs of all learners. (Emotional Backpack, Character Strong, campus-wide book study, Hacking School Discipline - Restorative Practices, etc.)	2.4, 2.5, 2.6	Administration Counselor Nurse SRO Community in School County Youth Services	Improve campus culturally responsive knowledge to meet the social-emotional needs of all learners.
Funding Sources: 211 Title I, Part A - 0.00			

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: All teachers and paraprofessionals hired will meet and retain all needed certifications to remain Highly Qualified.

Evaluation Data Source(s) 1: SBEC; Human Resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) La Porte J H will provide book study and other professional growth opportunities. Solution Tree Global PD; The First Days of School: How to Be an Effective Teacher; 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents; Is My School A Better School Because I Lead It? Hacking School Discipline - Restorative Practices; ASCD literature etc.	2.4, 2.5, 2.6	Principal Associate Principal Assistant Principal Teachers	Enhance the professional knowledge base of the LPJ staff.
Additional Targeted Support Strategy 2) Retain quality staff with a strong district and campus mentoring program.	2.4, 2.5, 2.6	Administrators Counselor Mentors	Establish a culture of excellence and minimize the staff turnover percentage.
3) La Porte J H will increase the number of teachers with ESL endorsements to include all ELA teachers.	2.4, 2.5, 2.6	Administration Counselor Teachers	Increase the number of LPJ staff with the endorsement and skills to instruct students receiving EL supports.
4) La Porte J H will provide staff with professional development opportunities for student growth and success. PLC Conference; CAMT; EL Lesson Planning at Region IV; culturally responsive learning sessions and other PD opportunities.	2.4, 2.5, 2.6	Administration Counselor Teachers	Enhance the professional knowledge base of the LPJ staff.
Funding Sources: 211 Title I, Part A - 2597.00			

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

Performance Objective 1: All staff will maintain ongoing, positive communication with families.

Evaluation Data Source(s) 1: Communication Logs; Syllabus; Parent Letters; Posted Calendar; Attendance at Parent Night

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Staff will provide routine points of communication with parents. (positive phones calls, phone calls to address needs and supports, post cards to communicate student successes)	2.4, 2.6, 3.2	Administration Counselor Teachers	Improve the effectiveness of the parent-teacher communication
2) La Porte J H will use School Messenger, a weekly Bullpup Bulletin and literature to involve our parent in school activities and celebrations.	3.1, 3.2	Administration Counselor Teachers	Improve the communication with all stakeholders.

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

Performance Objective 2: La Porte J H will provide flexible opportunities for parent and community members to participate in the educational process.

Evaluation Data Source(s) 2: Event Calendars and attendance logs

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) La Porte J H will host parent education and volunteer classes. We will implement the Bullpit, Parent Involvement Team.	3.1, 3.2	Administration Counselor Teachers	Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners. Oct. 14: Mission and Vision - Volunteer Training - Interacting with children and safety. Nov. 11: LPJ Food Drive Dec. 9: Painting with a Twist LPJ-style 6:30-7:30
Funding Sources: 211 Title I, Part A - 903.00			
2) La Porte J H will host parent education classes. This will be focused on building relationship and connections with math.	3.1, 3.2	Administration Counselor Math Teachers	Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners. Math Parent Sessions Sept. 14: Interactive Student Notebooks Oct. 19: Calculators & Math Resources Feb. 1: STAAR Expectations EL Parent Nights Sept. 19, 2019 Nov. 2019 Feb. 2020
Funding Sources: 263 Title III, LEP - 1143.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
3) La Porte J H will host host parent/community events.	2.4, 3.1, 3.2	Administration Counselor Teachers	Provide opportunities to celebrate the achievements of our learners. Top Dogs Awards: These events are held each month of the school year. GT Showcase: Spring 2020 End of the Year Awards: May 2020
Funding Sources: 211 Title I, Part A - 0.00			

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

Performance Objective 1: Professional Staff will demonstrate required technology competencies as measured by 100% mastery of the SBEC Technology Applications Standards and district teacher/student productivity software.

Evaluation Data Source(s) 1: Technology Work Orders, Campus SD Sign-in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) La Porte Junior will provide staff development to support technology integration projects and provide opportunity to enhance the instructional delivery.	2.4, 2.5, 2.6	Administration Technology Dept.	Increase integration of technology in the learning environment.
2) Administer Teacher and Campus STaR Charts, and technology integration survey to determine staff needs.	2.4, 2.5, 2.6	Administration Technology Dept.	Provide appropriate supports and professional development opportunities for LPJ stakeholders.
3) La Porte J H will provide staff with professional development opportunities for student growth and success.	2.4, 2.5, 2.6	Administration Technology Dept.	Enhance knowledge and practices of effective integration of technology in the educational setting.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

2.2: Regular monitoring and revision

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

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

The La Porte J H Campus Improvement Plan will be posted on the LPISD website and be available in La Porte Junior's front office.

2.4: Opportunities for all children to meet State standards

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.

2.5: Increased learning time and well-rounded education

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.
- Schedule ongoing coaching opportunities for staff to enhance the instructional practices.
- Schedule time for frequent restorative practices groups and counseling character sessions during our weekly Bullpup period.

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

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.
- Schedule ongoing coaching opportunities for staff to enhance the instructional practices.
- Schedule time for frequent restorative practices groups and counseling character sessions during our daily Enrichment.
- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.
- Conduct parent sessions to better support our at-risk population.
- Conduct parent sessions to foster a collaborative relationship and support for our EL learners.

3.2: Offer flexible number of parent involvement meetings

- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.
- Conduct parent sessions to better support our at-risk population.
- Conduct parent sessions to foster a collaborative relationship and support for our EL learners.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Davis	Teacher Interventionist	Math Interventionist	.33
Dolly Liburd	Teacher Interventionist	Reading Interventionist	.43

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Federal Funds used for intervention staff	2110-11-00-041-30-000-6119	\$58,301.00
1	4	2	Extra Duty Pay @ \$24 per hr.	2110-11-00-041-30-011-6499	\$5,000.00
1	4	3	Reading Materials Teachers/Staff	2110-13-00-041-30-011-6329	\$1,327.00
1	4	3	Reading Materials Administration	2110-23-00-041-30-011-6329	\$500.00
2	1	3	Reading Materials & Professional Development	2110-13-00-041-30-011-6329	\$0.00
2	1	3	Reading Materials & Professional Development	2110-23-00-041-30-011-6329	\$0.00
3	1	4	Staff Professional Development	2110-13-00-041-30-011-6411.IS	\$1,597.00
3	1	4	Administration Professional Development	2110-23-00-041-30-011-6411.IS	\$1,000.00
4	2	1	Refreshments	2110-61-00-041-30-011-6499	\$903.00
4	2	3	Refreshments	2110-61-00-041-30-011-6499	\$0.00
Sub-Total					\$68,628.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Extra Duty for Tutorials @ \$24 per hr.	2630-11-00-041-30-011-6118	\$2,679.00
4	2	2	ESL Classroom and Tutorial Supplies	2630-61-00-043-30-011-6499	\$893.00
4	2	2	Refreshments	2630-61-00-043-30-011-6499	\$250.00
Sub-Total					\$3,822.00
Grand Total					\$72,450.00