

La Porte Independent School District
La Porte Junior High
2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Mission (why): La Porte Junior High will ensure every stakeholder understands their role in supporting a student's social and academic success.

Vision

Vision (outcome): La Porte Junior high will build an environment where all students have the opportunity to reach their highest level of achievement.

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.

#LEVELUP

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

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities. 13
 - Goal 2: Provide a safe, secure and disciplined learning environment. 24
 - Goal 3: Attract, develop and retain excellent staff. 26
 - Goal 4: Promote family engagement and active involvement of the community in the education of our students. 28
 - Goal 5: Ensure and demonstrate efficient and effective use of district resources. 30
- Title I Personnel 31
- Campus Funding Summary 32

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 550+ students in grades 7 and 8. The campus is organized with grade specific sections/hallways and common conference periods for planning.

Student Enrollment By Type: 66.7% Economically Disadvantaged; 11.0% Emergent Bilingual; 8.4% Students receiving Special Education Services

Student Enrollment By Ethnicity: 7.7% - Black or African American; 50.6% - Hispanic; .2% - American Indian/Alaska Native; 0.7% - Asian; 38.2% - White; 2.6% - Two or more races

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 EB 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. We used ESSER III funds to hire an ELA interventionist to provide additional support to our student during ELA time.

Student Learning

Student Learning Summary

La Porte J H met TEA standards for the 2021-2022 school year. La Porte J H received a "B" in the Texas Education Agency's 2022 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 2022 shows some areas of academic growth and some areas of needed improvement. See the table below to see the levels of achievement for 2022.

2022 STAAR All Students	2022 Approaches Grade Level Performance	2022 Meets Grade Approaches Performance	2022 Masters Grade Level Performance
7th Math	56%	11%	2%
7th Reading	82%	48%	31%
8th Math	76%	38%	11%
8th Reading	86%	56%	36%
8th Science	74%	40%	14%
8th Social Studies	58%	25%	13%

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

Social Studies	2019	2021	2022
8 th	50%	69%	58

Math	2019	2021	2022
8 th	85%	74%	76%
7 th	62%	56%	56%

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 Learning Strengths

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

Accountability Rating for the 21-22 school year resulted in a 80 rating or "B" rating.

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 EB 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:

- Address campus safety, classroom management and mental health supports based on campus needs.
- Continue growth of knowledge and implementation in the following areas: RtI/MTSS, assessments and data analysis, purposeful instructional planning process to increase educational effectiveness.
- Data-informed decision-making intended to increased student achievement in all subject areas with a focus on math and ELA
- Additional focus on implementing STAAR 2.0 strategies and knowledge.
- 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.

School Processes & Programs Strengths

Student Achievement:

Strengths: PLC groups meet weekly to discuss data and tier one teaching strategies to improve classroom instruction. Weekly planning sessions occur within each department with support from the district instructional coaches.

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, pre-ap Algebra 1 Program, Attendance incentives, STAAR Participation, Top Dogs, History and Science Fair Participation, GT PreAP, GT Texas Performance Standards Showcase, UIL Academics, Spelling Bee, District Instructional Coaches, Use of Teach Like a Champion 2.0 during PLC.

Family and Community Involvement:

Strengths: Call-out Program; Marquee; Academic Nights; Weekly Bullpup Newsletter; Bullpup Walk & Camps; Math Parent Session; Weekly YouTube video for parents, Daily digital morning announcements on YouTube for students, staff and families.

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, Theatre Club, Robotics and other student groups

Facilities:

Strength: Wireless throughout the building which allows for more accessibility to observe the learning environment. Students one-to-one laptops. Campus classroom setup, by grade level then content.

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 JH 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 LPJH 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.

The focus this year includes an expectation on "Level UP"

- Student - Show at least a year growth in Math and ELA
- Staff show a growth in understanding the PLC model, and building multiple 1-on-1 relationships with students.
- Campus Level Up one accountability rating from previous year.

Perceptions Strengths

La Porte JH 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. We look at every student as an individual and find ways to help the whole student reach their highest level of success possible.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-PESS 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 averaging 60 for the approaches, meets and master total scores averaged together.

High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities, PLC, will research, implement and review instructional strategies to yield higher levels of student mastery.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Administration</p> <p>Funding Sources: lead4ward - 211 Title I, Part A - \$250</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Department Heads will analyze data using Eduphoria to identify areas of strength and areas needed improvement to plan opportunities for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.</p> <p>Staff Responsible for Monitoring: Teachers Department Leads Instructional Coaches Administration</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide scheduled interventions and supports throughout the instructional day through intentional class/course assignments to meet the needs of struggling learners.</p> <p>Strategy's Expected Result/Impact: Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments.</p> <p>Staff Responsible for Monitoring: Interventionists MTSS Team Classroom Teachers Instructional Coaches Counselor Administration</p> <p>Funding Sources: Federal Funds used for intervention staff - 211 Title I, Part A - \$27,393, Substitute Instructional Day - 211 Title I, Part A - \$2,500, Reading Materials - 211 Title I, Part A - \$2,340, General Supplies for classroom support - 211 Title I, Part A - \$14,963, ARP ESSER III Fund 282 ELA Interventionist - 282 ARP ESSER III - \$67,500, Tutoring - 211 Title I, Part A - \$4,000, Scholastic Magazine - 211 Title I, Part A - \$660</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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. Meets from 33%-50% and Masters from 16%-30%. Also increasing approaches from 67%-80%

High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Strategy 1 Details	Reviews			
<p>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> <p>Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Department Leads will engage in research-based Professional Development opportunities intended to meet the needs of our student population.</p> <p>Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct classroom walk-through to ensure quality Tier 1 instruction and implementation of student interventions, supports, accommodations, and modifications are documented in the students' educational plans (MTSS/RTI, 504, LPAC or IEP).</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Hire certified teacher to work with SS students based on CBA and MAP data.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Certified Tutor - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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. Math 7th and 8th 20% increase, ELA 5% increase in 7th and 8th grade, Science 8th grade 10% increase, Social Studies 17% increase.

High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Department Leads will analyze data of Honors and Pre-AP students to monitor higher levels of achievement.</p> <p>Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will differentiate and accelerate instruction for Honors and Pre-AP to provide opportunities for higher ordering thinking.</p> <p>Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p> <p>Funding Sources: Extra duty Pay for Saturday School Enrichment Tutoring - 211 Title I, Part A - 2112-11-00-041-30-011 6112 - \$2,500</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide opportunities for collaboration and professional development for G/T and Pre-AP staff.</p> <p>Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: 60% of Emergent Bilinguals will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2022 scores.

Evaluation Data Sources: 2023 TELPAS scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign EB students to specific Bullpup periods to work on K-12 TELPAS strategies weekly.</p> <p>Strategy's Expected Result/Impact: A 10% increase in listening, speaking, reading, writing, and overall composite TELPAS scores.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide in-class support for EB's with campus staff, academic tutors, subs, and EB intervention-support paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increase in EB student performance on the TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Sub Pay Wade - 263 Title III, LEP - \$1,820, Refugee Books - 263 Title III, LEP - \$500</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide parents of Emergent Bilinguals the opportunity to attend parent training and access to instructional resources to student learning.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement opportunities for parents of Emergent Bilinguals to a minimum of one campus-based opportunity per semester.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 5: La Porte JH will increase students performance in Closing the Achievement Gap evidenced by 18 of 18 student groups achieving Meets on STAAR. Focus on All students, African American, White, Asian, EB, and Sped.

High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct classroom walk-through to ensure quality Tier 1 instruction and implementation of student interventions, supports, accommodations, and modifications are documented in the students' educational plans (MTSS/RTI, 504, LPAC or IEP).</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LPJ will provide ongoing professional development to enhance the instruction and delivery for our learners needing EB/Sped support.</p> <p>Strategy's Expected Result/Impact: Increase levels of mastery by EB students evidenced by a higher percentage of students being exited from ESL.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: La Porte J H will implement a comprehensive Response To Intervention /Multi-Tiered System of Support, RtI/ MTSS, to provide intervention for learners.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 6: La Porte J H will prepare students for College and Career Readiness.

High Priority

Evaluation Data Sources: Course selections and course assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: La Porte J H will host a Career Day to be held in the Spring. Strategy's Expected Result/Impact: Increase student awareness of career opportunities. Staff Responsible for Monitoring: Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte J H will encourage participation in academic and performance-based UIL events. Strategy's Expected Result/Impact: Increase participation in academic and performance-based competitions. Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: LPJ will continue club/class to increase an audio-visual presence on campus increasing the digital footprint while giving students the ability to use different machines to create items that can be used for education. Strategy's Expected Result/Impact: Increase student and parent awareness of upcoming and ongoing events while allowing student the opportunity to learn of new career options. Staff Responsible for Monitoring: Admin Staff, Counselor, Tech Apps Teachers, Teaching staff</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Maker Room equipment - 211 Title I, Part A - \$525, Wevideo.com - 211 Title I, Part A - \$359</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will complete Kuder interest survey as 8th graders in College and Career/Tech-aps class</p> <p>Strategy's Expected Result/Impact: Increase student understanding of pathway to take when choosing High School graduation plan</p> <p>Staff Responsible for Monitoring: Counselor, Administration, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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 increasing restorative practices and decreasing punitive measures as discipline tool when dealing with referrals.

High Priority

Evaluation Data Sources: eSchool data and PEIMS reporting





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus Crisis Response TEAM and an Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Maintain a safe learning environment to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Department Leads Instructional Coaches Counselor Administration Nurse SRO Community in School County Youth Services</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Provide the supports needed to ensure all students are afforded the opportunity to learn.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Department Leads Instructional Coaches Counselor Administration Nurse SRO Community in School County Youth Services</p> <p>Funding Sources: CIS worker - 211 Title I, Part A - \$12,500</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 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, Teach like Champion 2.0/3.0 - Restorative Practices, PBIS reward systems .)</p> <p>Strategy's Expected Result/Impact: Improve campus culturally responsive knowledge to meet the social-emotional needs of all learners.</p> <p>Staff Responsible for Monitoring: Administration Counselor Nurse SRO Community in School County Youth Services</p> <p>Funding Sources: Reading Materials & Professional Development - Administration - 211 Title I, Part A - \$500 , PBIS rewards - 211 Title I, Part A - \$2,572.50</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: 100% of teachers and paraprofessionals hired will meet and retain all needed certifications to remain Highly Qualified.

Evaluation Data Sources: SBEC; Human Resources





Strategy 1 Details	Reviews			
<p>Strategy 1: Retain quality staff with a strong district and campus mentoring program.</p> <p>Strategy's Expected Result/Impact: Establish a culture of excellence and minimize the staff turnover percentage.</p> <p>Staff Responsible for Monitoring: Administrators Department Leads Counselor Mentors</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte J H will increase the number of teachers with ESL endorsements to include all ELA teachers.</p> <p>Strategy's Expected Result/Impact: Increase the number of LPJ staff with the endorsement and skills to instruct students receiving EL supports.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: All staff will participate in Improving Tier 1 instruction

Evaluation Data Sources: Human Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Teach Like a Champion 2.0 to all staff members. Complete campus wide book study for all teachers during weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Teach like a Champion Books - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





Performance Objective 1: La Porte J H will provide flexible opportunities for parent and community members to participate in the educational process. We will grow the outreach of our Family Engagement by incorporating more opportunities for 2022-2023.

High Priority

Evaluation Data Sources: Event Calendars and attendance logs

Strategy 1 Details	Reviews			
<p>Strategy 1: La Porte J H will host parent education and volunteer classes.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte J H will host parent education classes. This will be focused on building relationship and connections with all content areas.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners.</p> <p>Staff Responsible for Monitoring: Administration Counselor Instructional Coach Math Teachers</p> <p>Funding Sources: Refreshments - 211 Title I, Part A - \$1,200</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: La Porte J H will host parent/community events. La Porte J H will incorporate more virtual opportunities for engagement for the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: 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 2023 End of the Year Awards: May 2023</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration</p> <p>Funding Sources: Refreshments - 211 Title I, Part A - \$800</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 Sources: Technology Work Orders, Campus SD Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: La Porte Junior will provide staff development and supplies to support technology integration projects and provide opportunity to enhance the instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increase integration of technology in the learning environment. Use available resources to continue students understanding and implementation of 1-1 devices.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Technology Dept.</p> <p>Funding Sources: Supplemental Technology - 211 Title I, Part A - \$3,500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte J H will provide staff with professional development opportunities for student growth and success.</p> <p>Strategy's Expected Result/Impact: Enhance knowledge and practices of effective integration of technology in the educational setting.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Technology Dept.</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Davis	Teacher Interventionist	Math Interventionist	.33

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	lead4ward		\$250.00
1	1	3	General Supplies for classroom support		\$14,963.00
1	1	3	Scholastic Magazine		\$660.00
1	1	3	Tutoring		\$4,000.00
1	1	3	Federal Funds used for intervention staff		\$27,393.00
1	1	3	Substitute Instructional Day		\$2,500.00
1	1	3	Reading Materials		\$2,340.00
1	2	4	Certified Tutor		\$4,000.00
1	3	2	Extra duty Pay for Saturday School Enrichment Tutoring	2112-11-00-041-30-011 6112	\$2,500.00
1	6	3	Wevideo.com		\$359.00
1	6	3	Maker Room equipment		\$525.00
2	1	2	CIS worker		\$12,500.00
2	1	3	Reading Materials & Professional Development - Administration		\$500.00
2	1	3	PBIS rewards		\$2,572.50
3	2	1	Teach like a Champion Books		\$500.00
4	1	2	Refreshments		\$1,200.00
4	1	3	Refreshments		\$800.00
5	1	1	Supplemental Technology		\$3,500.00
Sub-Total					\$81,062.50
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Sub Pay Wade		\$1,820.00
1	4	2	Refugee Books		\$500.00
Sub-Total					\$2,320.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ARP ESSER III Fund 282 ELA Interventionist		\$67,500.00

282 ARP ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$67,500.00