

La Porte Independent School District
James H. Baker 6th Grade Campus
2023-2024 Improvement Plan



Mission Statement

We will support our students as they become organized and take on more accountability for their learning.

Vision

We believe that 100% of Baker students will successfully transition from elementary to secondary.

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

Value Statement

Our core values are:

Be consistent
Be accountable
Be respectful

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Comprehensive Needs Assessment

Demographics

Demographics Summary

James H. Baker Sixth Grade Campus serves all sixth graders in LPISD. Currently 534 students (09/08/2023) are enrolled. The campus is organized by department with common planning periods for each department. This year we have also divided our students into teams. This requires less travel in between class periods and helps students arrive on time to the next class.

The student population is 57% Hispanic, 34% Anglo, 6% African-American, .6% Asian, .2% American Indian and .4% Pacific Islander. There are 259 male students and 275 female students. The reported student population that meets low socioeconomic status is approximately 48%. One hundred percent of the teachers and paraprofessionals at Baker are highly qualified.

The overall mobility rate for the campus is approximately 9%. The average daily attendance rate for students is 95%. Baker staff have implemented several incentives to increase attendance. Baker serves 73 Emergent Bilingual (EB) students, 60 students in the Gifted and Talented program, 47 students identified for 504 services, 51 students receiving dyslexic services, 110 students served by special education, and 303 students identified as at-risk.

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

Student Learning

Student Learning Summary

In order to meet student learning needs Baker staff has implemented several programs. We have level up days that happen after each 3 week assessment so teachers can focus on specific students and specific TEKS for improvement. We have also set up an after school program through ACE where students can receive HIT tutoring to focus on TEKS and to close learning gaps. Baker staff also offers tutoring before and after school for students who need extra assistance.

STAAR	2021	2022	2023
Reading	66	74	76
Math	86	84	79

A review of the overall STAAR scores for all students at Baker show an increase in reading from 2022 to 2023.

The 2023 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students mastered grade level expectation.

STAAR 2023	Approaches			Meets			Masters		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Reading	66%	74%	76%	27%	41%	46%	12%	21%	16%
Math	86%	84%	79%	47%	42%	34%	18%	15%	7%

A review of the overall STAAR scores for sixth grade reading students in 2023 revealed:

- Student reading scores increased from 74% to 76%.
- Economically Disadvantaged student scores increased from 67% to 76%.
- Special Education students' scores decreased from 40% to 38%.

A review of the overall STAAR scores for sixth grade math students in 2023 revealed that:

- Emergent Bilinguals scores decreased from 79% to 64%.
- Economically Disadvantaged student scores decreased from 79% to 74%.
- Special Education students' scores maintained at 55%.

Student Learning Strengths

Students at James H. Baker have the following strengths:

- In math, African American students improved from 9% to 29% at the Meets level.
- In reading, Economically Disadvantaged students increased from 39% to 41% at the Meets level.

School Processes & Programs

School Processes & Programs Summary

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

1. Campus wide expectations for academics and behaviors:
 - Baker Basics and Academic Behaviors.
2. Continued use and refinement of instructional rounds:
 - Creating scheduling where teachers are able to observe other content areas allowing them to learn different discipline techniques, teaching strategies, transitions, approaches to building relationships and cross content opportunities.
3. Focus on Emergent Bilingual students' achievements on all summative and formative assessments including STAAR and TELPAS.
4. Continuation of a new testing schedule:
 - Testing schedule every three weeks with a reteach day for focused reteaching the week after the assessment. This allows additional teaching days and time allotment for special education accommodations to be completed. Testing results will allow for spiraled instruction to be implemented throughout the year.
5. Data discussion and disaggregation at weekly PLC meetings for Math and ELA.
 - Formative assessments broken down by TEKS in both ELA and Math after each 3-week test. Results from spiraled instruction will be discussed in PLC allowing departments to analyze lesson effectiveness and target areas for growth across all level of student achievement.
6. Create a coherent curriculum with campus curriculum maps.
 - Curriculum maps are working documents that are posted in the PLC room and are reviewed regularly in PLC meetings. Departments created department goals that supported campus focus on curriculum maps and teachers created their T-TESS goals based on both the campus focus and the department goals.

Identified School Processes and Program Needs:

- Support teachers teaching Emergent Bilinguals with additional professional development.
- Provide professional development on PLC process to support data driven instruction.
- Create and implement techniques for presenting students the expectations and process of understanding and completing expected academic behaviors.

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

James H Baker Sixth Grade works together to prepare all students for the challenges of secondary and beyond. The students are introduced to the components of college and career readiness, to include discovering their future career interests. The campus instills in every student that they should be positive, respectful, organized, uplifting and determined. These attributes can be found in their academic practices and their intervention acceleration processes. The staff works to develop this by being role models in all of the Baker Bear tenants.

Perceptions Strengths

James H. Baker Sixth Grade has a dedicated staff of educators who collaborate to insure that their students are loved. By the low turnover rate, it is indicative of their pride for their campus and students. In addition, parents actively participate in all campus activities and opportunities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Analyze available data.





James H. Baker 6th Grade Campus will increase students achievement in all content area evidence by STAAR averaging 55 for the approaches, meets and master total scores averaged together.

TELPAS - students will increase one proficiency level in their lowest area.

Evaluation Data Sources: 2024 STAAR & TELPAS scores
 3 week assessment results
 PowerWalk Data
 MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze authentic student work to inform instruction using authentic assessment process. Data will be discussed at PLC meetings.</p> <p>Strategy's Expected Result/Impact: Target areas of need (TEKS) to increase student achievement. Increased ability to differentiate to increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers Interventionist</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional intervention classes in reading and math for identified students based upon performance on STAAR and teacher assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Interventionists Administration</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - 211 Title I, Part A - \$32,143.09</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus librarian added to support student reading practices.</p> <p>Strategy's Expected Result/Impact: Increased access to current books Increased interest in reading Increased stamina Teacher support for small group and book clubs Author visits</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Librarian - 282 ARP ESSER III - \$70,180</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilizing lead4ward strategies along with district initiative of Resilient School Support Program (RSSP) to increase Math and ELAR performance.</p> <p>Strategy's Expected Result/Impact: Overall increase in math and RLA student achievement.</p> <p>Staff Responsible for Monitoring: Administrator Interventionists Instructional Coaches Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement regular formative assessments for Math and Reading classes to monitor student progress and adjust Tier I instruction accordingly, ensuring that all students are making adequate academic growth.</p> <p>Strategy's Expected Result/Impact: Inform and improve Tier I instruction. Align assessments for Math and Reading in order to promote further collaborative planning for Tier I instruction. Improve student achievement on assessments.</p> <p>Staff Responsible for Monitoring: Interventionists Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 2: Implement research based instructional practices.

100% of James H. Baker students will increase one performance standard on the 6th grade STAAR as evidence by achieving 90% Approaches, 60% Meets, and 30% Masters level achievement on both the Math and Reading Language Arts STAAR 2024 assessments.





TELPAS - students will increase one proficiency level in their lowest area

Evaluation Data Sources: 2024 STAAR & TELPAS scores

3 week assessment results

PLC Notes and Agendas

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>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus wide implementation of Fundamental 5 including: --Campus wide critical writing every day --Campus wide use of small group purposeful discussion to increase authentic engagement.</p> <p>Strategy's Expected Result/Impact: Increased rigor and higher level problem solving skills through daily writing and purposeful conversation opportunities to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide instructional intervention support twice a week in Reading Language Arts (RLA) & Math for students based on academic needs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>Funding Sources: Reading/Math tutors - 211 Title I, Part A - \$12,783</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Support students who were not successful on their 5th grade STAAR in reading, math or science through focused tutoring during Bear Time.</p> <p>Strategy's Expected Result/Impact: Increase student achievement Close gaps in student learning</p> <p>Staff Responsible for Monitoring: Accelerated Learning Committee Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 3: Engage campus resources.

Evaluation Data Sources: 2024 STAAR & TELPAS scores
Professional Development Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources including Think Up, Imagine Math, and Apex for teachers to use in tutoring and small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide credit recovery opportunity for students who do not meet attendance or passing grade criteria.</p> <p>Strategy's Expected Result/Impact: Improved attendance Improved class performance Reduced number of students who need to attend summer school</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide the opportunity for staff to attend professional development to increase proficiency in working with Emergent Bilinugal (EB) students.</p> <p>Strategy's Expected Result/Impact: Increased achievement for EB students both academically and in language acquisition.</p> <p>Staff Responsible for Monitoring: EB administrator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Have students identified by teachers through assessments and observations struggling in Reading Language Arts (RLA) to be part of a Reading Group to build confidence, literacy, and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Students will increase reading comprehension and fluency.</p> <p>Staff Responsible for Monitoring: Reading interventionist Reading Teachers Administrators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Snacks - 211 Title I, Part A - \$300, Snacks for Tie Dye Celebration party - 211 Title I, Part A - \$300</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.





Performance Objective 4: James H. Baker 6th Grade Campus will increase the number of students achieving Master Level performance on all STAAR state assessments. Masters level performance will increase in Math by 15% and in RLA by 10% from 2022-23 STAAR.

Evaluation Data Sources: 2024 STAAR

Benchmarks

Checkpoints





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Department Leads will analyze data of Honors 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 to provide opportunities for higher order 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>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct classroom walk-throughs 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: 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 Administration</p>	Formative			Summative
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 5: 60% of Emergent Bilingual students will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2023 scores.

Evaluation Data Sources: 2024 TELPAS scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunity for EB students to practice reading, speaking, writing and listening, using K12 Summit. Students assigned to specific classes during Bear Intervention time.</p> <p>Strategy's Expected Result/Impact: K12 Summit data TELPAS results</p> <p>Staff Responsible for Monitoring: EB Bear Time teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide in-class support for EBs with campus staff, academic tutors, 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 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 2: Provide a safe, secure and disciplined learning environment

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

Evaluation Data Sources: Discipline Referrals
Incident Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide weekly anti-bullying, character education, positive choice making and guidance counseling lessons for all students. (Social Skills Lessons).</p> <p>Strategy's Expected Result/Impact: Reduced incident reports. Reduced discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Restorative Practices with peer mediation included.</p> <p>Strategy's Expected Result/Impact: Reduced incident reports. Reduced discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselor Administrators CIS Site Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue consistent implementation of Baker Basics - a campus-wide system for consistent behavior expectations.</p> <p>Strategy's Expected Result/Impact: Students on time to class. Uninterrupted class time. Less time student is out of class. Consistent implementation of expectations for behavior across campus.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a discipline management plan campus wide that is aligned to La Porte ISD implementation. Teachers will be provided with targeted support and training.</p> <p>Strategy's Expected Result/Impact: Improved classroom management. Decreased referrals. Increased instructional time. Increased rapport with students.</p> <p>Staff Responsible for Monitoring: Behavior Management Team Administration Counselor</p> <p>TEA Priorities: Improve low-performing schools - 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 3: Attract, develop and retain excellent staff.

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





Evaluation Data Sources: PLC agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development in research based instructional strategies for advanced learners, at risk students, special needs students, and second language learners.</p> <p>Strategy's Expected Result/Impact: Consistent strategies to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers participate in department conversations regarding monthly instructional rounds visits.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased teacher efficacy and consistency across the campus.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop aspiring leaders on campus through mentorship.</p> <p>Strategy's Expected Result/Impact: -Will develop campus leaders that will gain experiences through hands on field experience. -Provides opportunities for staff to take on leadership roles on campus.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 4: Promote family engagement and active involvement of the community in the education of our students.

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

Evaluation Data Sources: Parent Sign-In Sheets (to school events)





Strategy 1 Details	Reviews			
Strategy 1: Watch DOGS (Dads of Great Students) Program for positive role models. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Watch DOGS Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to participate in after school clubs. Strategy's Expected Result/Impact: Increase student involvement by offering choice based options. Staff Responsible for Monitoring: Club Sponsors	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Inform parents of campus events and provide information regarding their students' education using a variety of communication methods. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Advertise and invite parent, families and community to view students' products and performances through a variety of curricular and social events. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Administration Event Organizers Funding Sources: Parent Night Supplies - 211 Title I, Part A - \$120, Food for Parent Events - 211 Title I, Part A - \$120	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 5: Ensure and demonstrate efficient and effective use of district resources.

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

Evaluation Data Sources: Tutoring forms
 CPOC meetings
 Budget meetings with administrative team and secretary

Strategy 1 Details	Reviews			
<p>Strategy 1: Paraprofessional instructional support in regular education classes for students with 504, Special Education, and EB needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Case Managers 504 coordinator LPAC coordinator</p> <p>Funding Sources: Paraprofessional Instructional Support - 211 Title I, Part A - \$9,006</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain headsets for Emergent Bilingual students for Summit K12 practice and other instructional purposes.</p> <p>Strategy's Expected Result/Impact: Provide ability for students to have headset that have microphones for improved ability to speak and listen on TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: USB Headsets with Microphone - 263 Title III, LEP - \$1,782</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase subscription for students to Scholastic magazine.</p> <p>Strategy's Expected Result/Impact: Will increase lesson engagement, literacy, and student interest.</p> <p>Staff Responsible for Monitoring: ELAR teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Scholastic Classroom Magazine - 211 Title I, Part A - \$384.62</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase materials for classroom instruction and labs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on the STAAR and district assessments.</p> <p>Staff Responsible for Monitoring: -Teachers -Department Heads</p> <p>Funding Sources: - 211 Title I, Part A - \$391.29</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase software for math interventions through Imagine Learning and flex scheduling through Edficiency.</p> <p>Strategy's Expected Result/Impact: Increase Math student achievement. Increase intervention opportunities for small group instruction.</p> <p>Staff Responsible for Monitoring: Administrators Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Imagine Learning - 211 Title I, Part A - \$11,000, Edficiency - 211 Title I, Part A - \$2,050</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

Title I Personnel

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

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist		\$32,143.09
1	2	3	Reading/Math tutors		\$12,783.00
1	3	4	Snacks		\$300.00
1	3	4	Snacks for Tie Dye Celebration party		\$300.00
4	1	4	Parent Night Supplies		\$120.00
4	1	4	Food for Parent Events		\$120.00
5	1	1	Paraprofessional Instructional Support		\$9,006.00
5	1	3	Scholastic Classroom Magazine		\$384.62
5	1	4			\$391.29
5	1	5	Edficiency		\$2,050.00
5	1	5	Imagine Learning		\$11,000.00
Sub-Total					\$68,598.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	USB Headsets with Microphone		\$1,782.00
Sub-Total					\$1,782.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Librarian		\$70,180.00
Sub-Total					\$70,180.00