

# **La Porte Independent School District**

## **La Porte Elementary**

### **2023-2024 Improvement Plan**



# Mission Statement

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

## Vision

**Our vision is to develop tolerant and resilient learners.**

**A La Porte ISD graduate is:**

*Bulldog Proud...*

Possesses confidence about the future  
Values the total educational experience - academic, extra-curricular, and social  
Stays connected to the LPISD family  
Commits to lifelong support of LPISD programs

*Prepared...*

Possesses academic and technological proficiencies  
Transitions to college and/or career equipped with the skills, goals, and plans for success  
Values honesty and integrity  
Demonstrates effective communication and collaboration skills

*A Citizen...*

Participates in the democratic process  
Exhibits environmental responsibility  
Respects cultural diversity  
Recognizes and responds to community needs

*An Explorer...*

Thinks critically  
Embraces productive membership in the global community  
Values lifelong learning  
Welcomes challenge and innovation

*A Producer...*

Recognizes the importance of systems thinking  
Utilizes data and analysis to pragmatically solve problems  
Exhibits courage to take risks and make tough decisions  
Balances achievement and growth in both personal professional life

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# Comprehensive Needs Assessment

Revised/Approved: September 5, 2023

## Demographics

### Demographics Summary

La Porte Elementary is the oldest of the seven elementary schools in the La Porte Independent School District. The original school was established in 1940, but the existing building was constructed in 1999. Current campus enrollment is comprised of 553 Prekindergarten through Fifth grade students, which includes 1 class of Early Childhood Special Education (ECSE) as well as 1 Social, Academic and Interpersonal Learning (SAIL) classroom. We have 4 sections of Prekindergarten through 5th grade with 4th grade being the exception, with only 3 classes. Our Prekindergarten through 2nd grade classrooms are self-contained, while our 3rd through 5th grade classrooms are departmentalized.

La Porte Elementary has a dedicated and highly qualified team composed of 39 professional staff members, including 3 interventionists, 1 counselor, 1 nurse and 2 campus administrators. The years of experience of our professional staff ranges from 0 to 35 years, with the majority having between 10 – 20 years of experience. In addition to the professional staff, La Porte Elementary employs an additional 17 staff members in paraprofessional roles, including our registrar and the principal's secretary. The years of experience of our paraprofessional staff ranges from 0 to 22 years.

La Porte Elementary serves an established, but evolving community. Many of our students are the 2nd, 3rd and even 4th generation of their family to attend La Porte Elementary. In addition, many of our children are from single income homes and a significant number are being raised by grandparents.

For the 2022-2023 school year, La Porte Elementary's attendance rate was 93.89%.

Our current economically disadvantaged rate of 80.62% continues to qualify La Porte Elementary as a Title 1 campus.

The following table shows the Ethnic/Race distribution of students and staff and the student group distribution among students.

	STUDENTS			STAFF (Professional/Paraprofessional)	
	20-21 (Sept)	21-22 (May 26, 2022)	22-23 (May 25, 2023)	21-22	22-23
Total Enrollment	457	542	557	52 (37/15)	56 (39/17)
Ethnicity/Race					
Hispanic	59.7%	292/53.8%	296/53.1%	18.9%/40%	19.2%/42%
Non-Hispanic	40.2%	250/46.1%	261/46.9%	81%/60%	80.8%/58%
White	80.7%	407/75.1%	451/80.9%	91.9%/73.3%	89%/70%
African American	19.2%	123/22.7%	121/21.7%	5.4%/20%	7.6%/5.8%
American Indian	3.5%	13/2.4%	14/2.5%	2.7%/6.7%	2.5%/11.7%
Asian	1.5%	9/1.7%	16/2.8%	2.7%/0%	2.6%/0%
Pacific Islander	.4%	2/.4%	3/.5%	0%/0%	0%/0%
Student Groups					
English Learners	5%	30/5.5%	22/3.9%		
Eco Dis	61.7%	401/74.7%	462/82.9%		
Special Education	10.2%	78/14.4%	68/12.2%		
Section 504	~	11/2.0%	9/1.6%		
Gifted and Talented	4.3%	36/6.6%	50/8.9%		
At Risk	~	116/21.4%	124/22.3%		

The following tables show the levels of education and certification for our professional staff.

<b>Degrees</b>	<b>Count</b>	<b>Percentage</b>
Bachelor's Degree	39	100%
Master's Degree	10	25.6%
Doctoral Degree	0	0%
<b>Certifications</b>	<b>Count</b>	<b>Percentage</b>
BIL	0	0%
ESL	18	46.1%
GT	3	7.6%
LPISD GT 30 Hours	33	84.6%

Demographics Needs:

- High economically disadvantaged rate
- High Mobility Rate
- Percentage of student identified as GT is below the state average
- Lack of equality in race and ethnicity between students and staff, specifically African American
- Less than 50% of professional staff are ESL Certified (goal is 90%)

Demographics Strengths

- Rich diversity of students
- Multi-generational families indicates that community is invested in the culture of La Porte Elementary
- Highly trained teachers
- 26% of our professional population has a Master's Degree
- Stable staff with low turnover
- Addition of 2 new professional staff members due to teacher resignations (moved out of the area)
- 3 strong Interventionists

# Student Learning

## Student Learning Summary

La Porte Elementary received an ‘A’ rating (94) in the Texas Education Agency’s 2022 accountability ratings. Distinctions were earned in the areas of Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. Accountability ratings have not yet been released for the 2022-2023 school year.

The following table shows LPE’s STAAR Data from 2021 – 2023, all performance levels, all grades tested.

	2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	81%	47%	21%	85%	51%	25%	81%	48%	17%
Math (3rd - 5th)	82%	54%	28%	85%	50%	24%	83%	55%	20%
Reading (3rd - 5th)	78%	43%	20%	86%	53%	26%	82%	44%	15%
Science (5th)	89%	57%	20%	84%	60%	24%	76%	33%	16%

The following table shows LPE’s 2023 Math STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3rd Grade Math	76%	43%	19%
4th Grade Math	89%	44%	19%
5th Grade Math	93%	63%	32%

The following table shows a comparison of LPE’s 2018 - 2023 Math STAAR Data, at approaches grade level or above.

	2018	2019	2020	2021	2022	2023
3rd Grade Math	86%	77%	No Test Given	72%	76%	79%
4th Grade Math	90%	82%		86%	89%	78%
5th Grade Math	96%	98%		91%	93%	94%

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

- With a slight increase in scores this year, in both 3rd and 5th grades, it is possible that intense interventions and focus on Tier 1 instruction in 2nd and 3rd grade are closing the gaps in instruction related to the COVID 19 pandemic.
- There is a noticeable decrease in the 4th grade Math Approaches Data from 2022 to 2023, however the Meets Data increased by this same margin.
- In both 3rd and 4th grades, the number of students who "Meets" grade level increased by 7 and 9 students, respectively.



The following table shows LPE's 2023 Reading STAAR Data, by grade, by performance level.

	<b>Approaches</b> <b>Grade Level Performance</b>	<b>Meets</b> <b>Grade Level Performance</b>	<b>Masters</b> <b>Grade Level Performance</b>
3rd Grade Reading	84%	50%	11%
4th Grade Reading	78%	34%	12%
5th Grade Reading	82%	51%	21%

The following table shows a comparison of LPE's 2018 - 2023 Reading STAAR Data, at approaches grade level or above.

	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade Reading	76%	80%	No Test Given	73%	85%	84%
4th Grade Reading	75%	82%		80%	82%	78%
5th Grade Reading	86%	91%		81%	89%	82%

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

- There was a noticeable decrease for all grade levels at the Approaches level from 2022 to 2023, with a significant decrease in Meets and Masters level for all grades.

The following table shows LPE's 2023 5th grade Science STAAR Data, by performance level.

	<b>Approaches</b> <b>Grade Level Performance</b>	<b>Meets</b> <b>Grade Level Performance</b>	<b>Masters</b> <b>Grade Level Performance</b>
5th Grade Science	69%	28%	14%

The following table shows a comparison of LPE's 2017 - 2022 Science STAAR Data, at approaches grade level or above.

	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
5th Grade Science	81%	83%	No Test Given	87%	83%	69%

An analysis of scores for each student group in 5th grade Science revealed the following:

- A significant decrease in student performance at all levels could be due to the redesign of the test, as well as having only one science teacher who was new to the grade level last year.

The following tables shows LPE's 2022 - 2023 EOY BAS comparison data for Kindergarten through 2nd grade.

All Students	Kindergarten			1st Grade			2nd Grade		
	Does Not Meet	Meets Exp.	Exceeds Exp.	Does Not Meet	Meets Exp.	Exceeds Exp.	Does Not Meet	Meets Exp.	Exceeds Exp.
2022-2023	51%	26%	23%	33%	12%	55%	34%	8%	58%
2021-2022	33%	27%	40%	10%	33%	57%	24%	19%	57%

The analysis of scores for all students reveals the following:

- There is a significant increase in the percentage of students below Meet Expectations when comparing Kindergarten data to 1st and 2nd grade data. Possible causes could be the establishment of a solid foundation in Kindergarten.
- When comparing grade levels from year to year, there is a significant increase in the percentage of students not meeting grade level expectation in Kindergarten (33%-51%) while there was a significant decrease in the percentage of students in 1st (38%-10%) and 2nd (35%-24%) grade not meeting expectations.

The following tables shows a comparison LPE's 2022-2023 MAP data from Fall to Spring for each grade level (1st-5th, Math and Reading, 1st), indicating the percent of students performing in the 41st percentile and above.

2022-2023 Fall MAP Math 1st Grade	2022-2023 Spring MAP Math 1st Grade	2022-2023 Spring MAP Reading 1st Grade	2022-2023 Spring MAP Reading 1st Grade
Percent	Percent	Percent	Percent
44%	58%	49%	50%

2022-2023 Winter MAP Math 2nd Grade	2022-2023 Spring MAP Math 2nd Grade	2022-2023 Winter MAP Reading 2nd Grade	2022-2023 Spring MAP Reading 2nd Grade
Percent	Percent	Percent	Percent
52%	54%	58%	59%

<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>	<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>
<b>Math 3rd Grade</b>	<b>Math 3rd Grade</b>	<b>Reading 3rd Grade</b>	<b>Reading 3rd Grade</b>
Percent	Percent	Percent	Percent
54%	59%	57%	57%

<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>	<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>
<b>Math 4th Grade</b>	<b>Math 4th Grade</b>	<b>Reading 4th Grade</b>	<b>Reading 4th Grade</b>
Percent	Percent	Percent	Percent
54%	58%	55%	51%

<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>	<b>2022-2023 Winter MAP</b>	<b>2022-2023 Spring MAP</b>
<b>Math 5th Grade</b>	<b>Math 5th Grade</b>	<b>Reading 5th Grade</b>	<b>Reading 5th Grade</b>
Percent	Percent	Percent	Percent
54%	51%	55%	50%

An analysis of the comparison of 2022-2023 Fall to Spring MAP data for 1st through 5th grade (Reading and Math) reveals the following:

- All grades and subjects tested showed growth from Winter to Spring with the exception of 4th grade Reading and 5th grade Reading and Math which all showed a slight decrease.
- All data remains relatively stable from Fall to Spring with the exception of 1st grade Math showing a significant increase from Fall to Spring.

The following table shows the data from LPE’s 2022-2023 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	# of EB Sts.	Beginning	Intermediate	Advanced	Adv. High	Regressed	Maintained	Progressed
Kindergarten	4	2	2	0	0	NA	NA	NA
1st Grade	1	0	0	0	1	0	0	1
2nd Grade	1	0	1	0	0	0	0	1
3rd Grade	7	0	1	4	2	0	3	4
4th Grade	4	0	1	3	0	1	2	1
5th Grade	5	0	1	4	0	1	3	1

An analysis of the comparison of 2022 – 2023 TELPAS Composite Ratings reveals the following:

- Out of the 3 students with a Composite TELPAS Rating of Advanced High, 1 student met the qualification for reclassification, while the other 2 students did not score Advanced High in all four domains of Listening, Speaking, Reading, and Writing.
- 6 students improved their overall composite score by 1 level from the previous year, while 7 students maintained their composite rating from the previous year.
- Only 2 students made progress in the Writing domain, as this domain was embedded with the online assessment for the first time.

The following table shows LPE’s 2023 and 2022 Wave 3 data for Circle Progress Monitoring (Prekindergarten):

Measure	On Track 2023	On Track 2022
Rapid Vocabulary: Overall Measure	54%	45%
Phonological Awareness: Overall Measure	76%	81%
Math: Overall Measure	85%	85%
Social Emotional Behaviors: Overall Measure	88%	82%

An analysis of the 2022 Wave 3 Circle Progress Monitoring is used as a comparison (Prekindergarten) to 2023 data and reveals the following:

- Our students have a strength (at or above 85%) in Math and Social Emotional Behaviors. These are consistent areas of strength from 2021 to 2022 data, with all areas continuing to improve with the exception of Phonological Awareness.
- Rapid Vocabulary continues to be an area of concern at 54% in 2023 up slightly from 45% in 2022.

The following table shows LPE's 2023 and 2022 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	On Track 2023	On Track 2022
Vocabulary: Overall Measure	81%	75%
Letter Names	85%	75%
Spelling: Overall Measure	77%	77%
Letter Sounds: Overall Measure	69%	66%
Blending: Overall Measure	67%	82%
Decoding: Overall Measure	72%	71%
Listening Comprehension: Overall Measure	78%	90%
Math: Overall Measure	76%	64%
Science: Overall Measure	99%	100%

The 2023 comparison analysis with the 2022 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Vocabulary (81%), Letter Names (85%), and Science (99%), are areas of strength for LPE Kindergarten.
- Significant growth was made in Math and Letter Names.
- Blending and Listening Comprehension decreased significantly from 2022 to 2023.

Student Learning Needs:

- STAAR 5th grade Science Approaches scores are our lowest achievement area at 76% Approaches.
- According to STAAR data, our Special Ed (29%), African American (38%), and 2 or More Races (28%) student groups need to be a focus for improved performance (increasing overall "Approaches" by 10% or more).
- According to BAS data, there is an increase in the percentage of students below Meet Expectations when comparing Kindergarten (49%) data to 1st (68%) and 2nd (66%) grade data from the 2022 to the 2023 school years.
- According to MAP data, 3rd, 4th and 5th grades showed the least amount of growth from the beginning to end of the year.
- According to TELPAS data, only 6/15 students made progress on their Composite Score, with only one student eligible for reclassification.
- According to the CLI Engage Assessment, Alliteration (31%) and Math Operations (50%) are areas of concern for PK while Blending (67%) and Letter Sounds (69%) are concerns for Kindergarten.

### Student Learning Strengths

- According to 2023 STAAR data, overall Math continues to be an area of strength, with 55% at Meets and 20% at Masters.
- A comparison of Fall to Spring MAP Math data shows a significant increase in 1st through 4th grades.
- A comparison of Beginning of Year to End of Year BAS data shows significant growth for both Kindergarten and First Grades.
- According to 2023 TELPAS data, 13/15 students tested, maintained or increased their Composite performance level.

- According to the CLI Engage Assessment, our PreK students have a strength (at or above 85%) in Math and Social Emotional Behaviors, while our Kindergarten strengths are in Vocabulary (81%), Letter Names (85%), and Science (99%).

# School Processes & Programs

## School Processes & Programs Summary

La Porte Elementary continues to maintain a stable staff, with very little teacher turnover. All teachers are highly qualified and placed in positions according to their strengths. With the addition of 1 Early Childhood Special Education classroom teacher (new program to our campus), and 2 teachers moving out of the area, we added three new teachers to our staff for the 2023-2024 school year.

Our staff is committed, not only to the growth of their students, but to their professional growth as well. Through the use of T-TESS Walk Throughs and observations, Curriculum Based Assessment (CBA) Data Analysis as well as periodic professional learning discussions, teachers are able to collaborate with team members as well as campus administrators to identify areas of strength as well as areas for growth. Throughout the year, staff were able to set long and short term goals in a manner that focused on continuous improvement for all. Continued support in the areas of Social Emotional Learning (SEL), implementing the district adopted HMH curriculum as well as integrating writing and reading to meet the needs of STAAR 2.0 were identified for the upcoming year. Additional areas for professional development that were identified include vertical alignment in math and reading as well as additional training in utilization of the new, district provided technology devices. Support for implementation of Summit K12 for our Emergent Bilingual (EB) students was also identified as a continuing need.

The staff of La Porte Elementary, as evidenced by their mission to educate all students in a safe, supportive and challenging environment where they can learn to be citizens of a culturally diverse society, are committed to ensuring the academic success of all students. Therefore, we have many processes in place to ensure the continued focus on student progress. These processes include the utilization of a vertically aligned curriculum outlined through a specific scope and sequence (i.e.; TEKS resource system for Reading, Science, and Social Studies and the LPISD designed Curriculum Calendar for math). Continual data analysis of formative assessments such as student daily work, in class discussions, weekly assessments and CBAs as well as summative assessments scheduled through the district assessment calendar such as CLI Engage Assessments, BAS, EDC, MAP, and STAAR Benchmarks is conducted on a routine basis. Additional processes specific to ensuring student progress include the effective use of bimonthly Leopard Talk Time at each grade level to discuss student needs, along with a strong intervention process outlined through Response to Intervention (RtI) offered through a Multi-Tier System of Support (MTSS). La Porte Elementary is dedicated to small group instruction in the classroom as well as through a pullout model. Referral to the Student Success Team (SST) is an additional process that is in place to make certain that we are meeting the needs of every student at La Porte Elementary.

To help support our efforts to implement RtI with fidelity and to meet the identified needs of our students, La Porte Elementary also has a wide variety of programs in place that are geared specifically to providing targeted assistance to ALL students in an effort to increase content knowledge and cognitive strategies. These programs include three full time campus interventionists who provide tiered support in math and reading as well as dyslexia instruction. We also have a special education team, including 1 ECSE teacher, 2 ECSE paraprofessionals, 1 SAIL teacher, 4 SAIL paraprofessionals, 1 Resource teacher and 2 inclusion paraprofessionals that provide the necessary support to our special education population in accordance with their individualized education plans (IEP). We employ three retired teachers who provided daily in school tutoring to general education students in need of additional assistance. Our classroom teachers provide additional support through small group instruction during class as well as after school tutoring opportunities. First through fifth grade students who attend our after-school program through Communities in Schools/ACE also receive additional tutoring through this program. In addition to being taught by a certified ESL teacher who consistently implements the English Language Proficiency Standards (ELPS) our Kinder - 5th grade Emergent Bilingual students also received weekly support through the Summit K12 program. For our students identified as Gifted and Talented (GT), we provide a weekly pull out program designed to meet their needs in the areas of critical and creative thinking. GT certified teachers provide additional enrichment during daily lessons and activities. We offer a wide variety of enrichment opportunities for the entire student population through participation in STAR Jobs, Star Base, Robotics, and UIL. These opportunities benefit our students by allowing them to expand their thinking and applying classroom knowledge in a nontraditional setting. In an effort to meet the social, physical, emotional and cognitive needs of our students, La Porte Elementary also provides support to students and teachers through Emotional Backpack training as well consistent use of the Character Strong Program during a devoted SEL block. In addition to providing mentors as needed, our counselor, as well as classroom teachers as appropriate, promote the use of Restorative Practices to address social/emotional issues that arise during the year.

La Porte Elementary continues to strive to create a blended learning environment that incorporates the 21st century skills of communication, collaboration, and problem solving into our everyday instruction. In order to accomplish this, we have moved to a 1 to 1 student-technology ratio with laptops available for all K-5th grade students. An abundance of iPads are also available for Pk-5th grades. We continue to need to increase the implementation of cutting-edge technology to provide more creative opportunities for students to interact with technology, thereby increasing student engagement.

### Student Processes and Programs Needs:

- Continued guidance and professional development in effective use of the HMH Adoption, specifically for 2nd – 4th grade teachers
- Guidance and professional development for integrating writing into all subject areas in preparation for the integration of writing in STAAR 2.0
- Vertical alignment in ELA and Math, focused on content, strategies and academic vocabulary
- Continued focus on the improvement of Tier 1 instruction, specifically as related to the delivery of instruction of the identified priority standards
- Plan for successful implementation of Summit K12 for EB students
- Consistent use of technology applications to support student centered learning, increasing opportunities for keyboarding practice.
- Consistent use of rigorous instructional materials that are aligned to the TEKS and support student centered learning
- Consistent use of a structured school wide mentoring program for students identified as needing additional social/emotional support
- Revisit our school vision and mission to ensure that it embodies our collective values and beliefs

### School Processes & Programs Strengths

- Committed SEL block in the master schedule
- Data disaggregation of district wide academic CBAs (2nd – 5th) to drive instruction
- Consistent and growing use of small group instruction in all content areas
- Robust Literacy Library
- Strong RtI/MTSS/SST Process
- Experienced Interventionists provide consistent tiered interventions
- Dedicated tutors provide additional intervention in math and reading
- Productive collaboration between instructional leadership and staff
- Leopard Talk Time focused on meeting student and teacher needs
- Regular and robust pull out instruction for GT students
- Availability of a wide variety of technology applications to support student learning



# Perceptions

## Perceptions Summary

La Porte Elementary strives to provide a safe and stable learning environment that promotes high expectations (behavior and academic) for all students. Our students come to us with a wide variety of life and educational experiences, therefore we work together as a learning community to provide the structure and support all students need in order to make progress. Our high mobility rate along with the inconsistencies in attendance has created the need for a seamless approach for all students to either enter school and get on track as quickly as possible. The staff of La Porte Elementary provide targeted assistance to ensure that all students are able to overcome any academic challenges and/or challenges they may face outside of the school environment. In order to accomplish this task, staff meets regularly to discuss students' educational, social and emotional needs. Our goal is to convey the message to students, parents and the community that we will do whatever it takes to meet all of the needs of all of our students.

La Porte Elementary conducted a year-end review of discipline records in order to identify trends in behavior that could be proactively addressed in subsequent years. The overall number of discipline referrals went down dramatically from the previous year. Over one half of all referrals came from Prekindergarten and Kindergarten students and were often a way of documenting concerns that were later addressed through a behavior consult or additional evaluation to identify and address specific behavior needs. One specific trend that was identified was the increase in the number of referrals after Spring Break. La Porte Elementary continues to provide restorative practices, behavior interventions and positive behavior supports, including Proud Cards and Positive Behavior Referrals, in an effort to decrease negative behaviors and increase positive behaviors.

To help identify the perceptions of our various stakeholders, La Porte Elementary administered an end of year survey to staff, students and parents. According to the staff survey, 100% of our staff enjoy working at La Porte Elementary and believe that we are able to provide a kind and caring learning and work environment that is focused on meeting the individual needs (socially, emotionally and academically) of all of our students. The majority of our faculty are satisfied with their coworkers and feel supported by the administration team. Common themes throughout the staff comments on the end of the year survey include our ability to work together as a team/family/community, our hard work and dedication and the trust we have amongst each other to do what is best for kids. Suggestions for improvement from staff include change in the frequency of Professional Learning Community meetings, increase in parent involvement and an increase in social staff gatherings and celebrations.

According to our parent survey, the majority of our parents, over 90%, feel like the school has their child's best interest at heart, believe their child is treated fairly/equitably, state that they are kept informed of their child's progress and say that they feel comfortable contacting their child's teacher and school personnel. The majority of parents surveyed preferred texts and emails over flyers and newsletters. Two areas of concern raised by parents in the survey are the possible presence of bullying (although 67% of our parents share that LPE does not allow bullying, 24% are unsure and 9% believe that bullying is a concern at LPE) and the lack of parent involvement activities at LPE. Although most parents shared common sentiments, like "LPE is a very nurturing, comforting school environment", others shared that, "there is bullying that children are afraid to report".

Although the results of the student surveys are a little less consistent than the staff and parent surveys, approximately 80% of our students enjoy school and feel like safe in our school environment. The common theme among students' response was that our teachers were caring, kind, nice and fun. Most of our students feel they have an adult at school they can trust. Although there was a wide variety of suggestions by students to make LPE a better place, the majority of those suggestions centered around longer recess, longer time in gym and better food in the cafeteria.

La Porte Elementary utilizes a variety of formats to communicate information and events with our school community, including emails, monthly newsletters, school wide call outs and text messaging using the Remind App, and school/classroom websites. This year we held an Open House/Title I Meeting, Veteran's Day program, Literacy Night and STEM Night, Winter Wonderland, Award ceremonies, Parent Conferences, and Leopard of the Month Celebrations.

We have established a Parent Teacher Organization (PTO) and are communicating with parents in order to continue growing membership. We continue to recruit for the Watch D.O.G.S. program. We are fortunate to have a wide variety of support from community businesses, groups and individuals with donations of money, school supplies, and clothing, to help support our students and staff. In addition, our school has several community programs that promote healthy student and family relationships, including Backpack Buddies by Houston Food Bank and Community Partners. In order to create a safe learning environment for our students, we follow the Standard Response Protocols, conducting consistent drills to practice our safety plan. For the 2023-2024 school year, the addition of a police officer on campus helps to promote safety with their presence and support with conducting safety walk throughs throughout the day.

### Perception Needs:

- Continue to grow our PTO (established 2021-2022 school year)
- Creative and innovative ways to involve/engage parents
- Continue to build on our structured mentoring program for students identified as needing additional social/emotional support
- Anti-bullying education for all stakeholders

### Perceptions Strengths

- Overwhelmingly positive parent, student and staff perception
- School community is welcoming
- Staff are devoted to the success of the students
- Wide variety of support (financial and resources) from our community
- Presence of a Police Officer on campus

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

## 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

# Goals


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


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


**Evaluation Data Sources:** CPM, KEA, CBA, BAS, EDC, MAP, STAAR, TELPAS


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize vertically aligned resources, including but not limited to, Envision Math, HMH Reading, Every Day Counts (K-2), Lead4Ward, Fountas and Pinnell Guided Reading, Rigby Readers, Study Island, IXL, Flocabulary, Vocabulary A-Z, Xtra Math, Countdown to STAAR (3rd - 5th Math, Reading and Science), and STAAR Masters (3rd - 5th Math, Reading and Science). Ensure all resources are rigorous and address grade specific content and state readiness/ supporting standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Funding Sources:</b> Reading materials to support curriculum - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional materials, including, but not limited to, manipulatives, books, and technology devices, specifically designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen small group instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Materials - 211 Title I, Part A - \$3,844, Reading Materials to support EBs - 263 Title III, LEP - \$945</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 

 Accomplished
 

 Continue/Modify
 

 Discontinue

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

**Performance Objective 2:** Increase the performance of all student groups in 3rd - 5th grade in all subjects on the 2023- 2024 STAAR assessments to 90% Approaches, 60% Meets and 30% Masters.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ongoing analysis of a wide variety of student data (CBAs, previous STAAR/TELPAS data, Interims, BAS, classroom assessments, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs of each student and provide individualized, targeted instruction that assist students in meeting standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Through an in-depth analysis of student performance data, we will align instruction to individual needs which will result in an increase in student achievement and academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th grade Teachers Resource Teacher Interventionists Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly Leopard Talk Time (PLC) with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Through successful implementation of targeted interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Counselor Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing Tiered Instruction, Enrichment and additional support to students and teachers, we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2023-2024 assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Tutors Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Retired Teacher Tutoring - 211 Title I, Part A - \$55,000, Interventionist - 211 Title I, Part A - \$30,100, Teacher Tutoring - 211 Title I, Part A - \$3,000, Social Security - 211 Title I, Part A - \$415, Worker's Compensation - 211 Title I, Part A - \$350, TRS - 211 Title I, Part A - \$3,050, Group Health/ Life - 211 Title I, Part A - \$1,950, Employee Assist Program - 211 Title I, Part A - \$5, Paraprofessional Support - 211 Title I, Part A - \$9,770, Social Security - 211 Title I, Part A - \$1,000, Workers Compensation - 211 Title I, Part A - \$750, TRS - 211 Title I, Part A - \$150</p>	Formative			Summative
	Nov	Jan	Apr	June







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for teachers that are aligned to student and staff needs in order to strengthen our Tier 1 instruction, provide just-in-time intervention and develop innovative instructional strategies that engage all students in their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing professional development that is aligned to student and staff need, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</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:** Increase the performance of all student groups on BAS in grades K-2 so that 80% are performing on or above grade level according to district criteria.

**Evaluation Data Sources:** 2023-2024 BAS Results (BOY and EOY)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct bi-monthly Leopard Talk Times with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Counselor Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2 and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd grade during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing specific tiered instruction and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Tutors Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Interventionist - 282 ARP ESSER III - \$68,769</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development opportunities for teachers specifically in the areas of utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments to drive instruction, implementing guided reading/writing based on student need, and utilizing reading instructional strategies specifically designed for students who exhibit characteristics of students with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing professional development opportunities in the areas of implementing guided reading, utilizing targeted reading strategies, and utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments, students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** Increase the performance of all students and student subgroups in grades 1-5 on MAP Reading and Math from the beginning of the year to the end of the year by 10%.

**Evaluation Data Sources:** 2023 - 2024 MAP Data (BOY and EOY)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Counselor Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 5:** Increase the performance of our students identified as Emergent Bilingual, 70% will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2023 TELPAS scores.

**Evaluation Data Sources:** 2024 TELPAS data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide regular practice (a minimum of twice a week) for EB students in the areas of listening, speaking and vocabulary development through the use of online tools such as Summit K12.</p> <p><b>Strategy's Expected Result/Impact:</b> By allowing students to practice listening, speaking and vocabulary through the use of online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal (Campus LPAC Coordinator) Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2:** Provide a safe, secure and disciplined learning environment where students want to attend.

**Performance Objective 1:** Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

**Evaluation Data Sources:** Campus Crisis Drill Debriefings  
 Safety Walk Throughs (SROs/Administration)  
 Staff, Student and Parent EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff on the Campus Crisis Management Procedures and SRP (Safety Response Protocol) , including the initial training as well as periodic updates.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained and all staff/students will remain safe while in the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year (i.e.: Secure, Lockdown, and Shelter in Place), utilizing Navigate 360 to document all drills. We will debrief after each drill in an effort to improve our procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting emergency drills our staff and students will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</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 where students want to attend.

**Performance Objective 2:** Increase student attendance to 95% for all grade levels and student populations.

**High Priority**

**Evaluation Data Sources:** PEIMS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate and provide a variety of incentives for attendance each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> By sharing incentive plans with families and students, student attendance will increase because students will want to come to school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold phone and in-person conferences with parents of students with excessive absences.</p> <p><b>Strategy's Expected Result/Impact:</b> By sharing the importance of attendance and working with parents on district attendance policies, parents will make students attend school on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** Provide a safe, secure and disciplined learning environment where students want to attend.

**Performance Objective 3:** Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem and school and community pride.

**Evaluation Data Sources:** Eschool Discipline Report  
Student EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide student anti-bullying lessons, peer mediation, restorative circles and Character Strong character education guidance lessons during a campus-wide dedicated SEL block.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing providing appropriate lessons and interventions, there will be a decrease in bullying and peer conflict as well as in improvement in peer interactions and social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions such as Student of the Month, Positive Behavior Referrals, Proud Cards, and Goal Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of positive behavior supports and student recognition we will decrease negative behaviors and create a culture of positivity among all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessional Staff Counselor Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish a structured campus mentor program with scheduled daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting systematic and purposeful check ins with students who are struggling with behavioral issues through a structured mentor program, we will build relationships and establish open and honest lines of communication with a desired effect of improving the students' social/emotional health.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

**Evaluation Data Sources:** Staff Retention Rate  
 Staff EOY Surveys  
 Teacher Portfolios

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Staff of the Month Parking Spot, Monthly Celebrations, GRIT School Board recognitions ).</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating the success of our staff, we will boost morale school wide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ongoing professional development (including colleague led) in the areas of curriculum and instruction, differentiation and behavior management through district collaboration, PLCs, vertical team meetings and staff meetings in order to address our needs and promote a learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for staff to participate in at least one individualized Book Study, as well as individualized Professional Development geared towards creating a positive school culture/climate, establishing a student centered learning environment, meeting the needs of students who experience emotional poverty, meeting the behavioral needs of all students and developing and implementing innovative learning strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of individualized book studies and professional development, staff will be able to identify their specific need and access professional development designed to meet their need, thus improving their craft in a manner that will have a positively impact the work and learning environment for all stakeholders, ultimately resulting in continual progress for all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Obtain a family involvement rate of at least 70% by offering a variety of volunteer and family engagement opportunities at a variety of different times (day and night).

**Evaluation Data Sources:** Documentation of events  
 Documentation of attendance  
 Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a variety of Family Nights/Events, such as:            Meet the Teacher            Title 1 Mtg./Open House            Award Ceremonies            Leopard of the Month            Veteran's Day Program            Male Role Model Event            Female Role Model Event            Family Literacy Night            Family Math Night            Winter Wonderland            Enrichment Showcase            College/Career Day</p> <p><b>Strategy's Expected Result/Impact:</b> By providing a variety of events throughout the school year, both day and night, we will increase parent involvement in their child's education, thus promoting a strong home/school connection.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff            Principal            Assistant Principal</p> <p><b>Funding Sources:</b> Family Involvement Food - 211 Title I, Part A - \$1,000, Family Involvement Supplies - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide at least 2 opportunities during the school year for school wide parent/teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Through open and honest communication during parent/teacher conferences, parents will gain an awareness of the academic expectations and an understanding of how they can partner with the school to promote their child's academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage parental involvement by continuing to grow a PTO which will communicate regularly with parents in regards to a variety of family involvement events.</p> <p><b>Strategy's Expected Result/Impact:</b> By growing the membership of our PTO, which will provide a variety of family involvement opportunities, we will be able to recruit volunteers who will help to promote a positive school environment and strengthen the home/school connection.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher Representative on PTO</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 2:** Increase parent communication and promote a positive home/school connection with all families.

**Evaluation Data Sources:** Remind Reports  
 School Messenger Reports  
 Smore Newsletter Reports  
 Email Responses  
 Parent EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistent use of a variety of communication platforms to inform parents, such as:            Monthly Schoolwide Newsletter/Smore (include Counselor and Nurse's Corner)            School Remind - a minimum of 10 messages throughout the year            School Messenger - a minimum of 10 messages throughout the year            Campus Website            Campus Marquee            Mass Emails (Principal)            Reminder Notes            Class Newsletters            Class Remind/DoJo            Teacher Websites            Social Media Platforms (i.e.: Twitter, Campus and PTO Facebook pages)            Parent Phone Contact            Parent Surveys</p> <p><b>Strategy's Expected Result/Impact:</b> By providing information through a variety of communication platforms, all families and the surrounding community will stay up to date on all school information, thus promoting a positive relationship between home, school and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Counselor            Principal            Assistant Principal            Principal's Secretary</p>	Formative			Summative
	Nov	Jan	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that all parent newsletters and major communications are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing communication in both English and Spanish, parents can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</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 5:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 1:** Increase student engagement and success through the consistent integration of technology applications in all subject areas on a daily basis.

**Evaluation Data Sources:** Technology Device Inventory  
Classroom Observations  
Student Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The use of additional technology devices in an effort to increase student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to consistently use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize campus staff, district instructional technologists and bi-monthly Technology Tips to provide professional development in the use of the technology applications that provide ways for teachers a way to track student progress and create more student centered learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to track student progress while students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional Technologists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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>
Mindy Galvan	Interventionist	Title I	.3950

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading materials to support curriculum		\$1,000.00
1	1	2	Instructional Materials		\$3,844.00
1	2	3	Employee Assist Program		\$5.00
1	2	3	Teacher Tutoring		\$3,000.00
1	2	3	Workers Compensation		\$750.00
1	2	3	TRS		\$3,050.00
1	2	3	Interventionist		\$30,100.00
1	2	3	Retired Teacher Tutoring		\$55,000.00
1	2	3	Social Security		\$415.00
1	2	3	Worker's Compensation		\$350.00
1	2	3	Group Health/ Life		\$1,950.00
1	2	3	TRS		\$150.00
1	2	3	Paraprofessional Support		\$9,770.00
1	2	3	Social Security		\$1,000.00
4	1	1	Family Involvement Food		\$1,000.00
4	1	1	Family Involvement Supplies		\$1,000.00
<b>Sub-Total</b>					<b>\$112,384.00</b>
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials to support EBs		\$945.00
<b>Sub-Total</b>					<b>\$945.00</b>
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	ESSER Interventionist		\$68,769.00
<b>Sub-Total</b>					<b>\$68,769.00</b>