

La Porte Independent School District

La Porte Junior High

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

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

Vision

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

A La Porte ISD graduate is:

Bulldog Proud...

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

Prepared...

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

A Citizen...

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

An Explorer...

Thinks critically
Embraces productive membership in the global community

Values lifelong learning
Welcomes challenge and innovation

A Producer...

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

Value Statement

"Our Bullpups Show GRIT!" - *Gratitude, Respect, Integrity, Tenacity*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte Junior High is one of two junior high school campuses that serves 7th and 8th grade students of the twelve campus in La Porte Independent School District. The campus predominantly serves economically disadvantaged families. La Porte Junior High current enrollment is approximately 550 seventh and eighth graders. The students at La Porte Junior High have a seven period class day scheduled in academic team pods, with four core/supplementary classes and two electives. There is also an intervention/enrichment period that meets daily. The intervention/enrichment period serves many purposes including: Character Strong, social skill instruction, ESL, dyslexia, along with remediation and acceleration for Tier 1 instruction.

Student Demographics:

Hispanic	52.94%
White	32.64%
African-American	9.49%
Two or More Races	3.23%
Asian	1.14%
American-Indian	0.38%

Special Programs:

Special Education	14.42%
Emergent Bilingual (EB)	13.09%
Gifted and Talented	11.57%
Section 504	7.97%
Dyslexia	5.88%

Student Indicators:

Economic Disadvantage	65.28%
At-Risk	39.09%
Intervention Indicator	20.30%
Homeless	1.52%

3 Year Attendance Rate:

2022 - 2023	92.93%
2021 - 2022	91.30%
2020 - 2021	92.20%

Over the past two school years our percentage of chronic absent students has grown significantly.

Staff Information:

La Porte Junior employees 36 teachers, 10 educational aides, 3 administrators, and 1 counselor.

Teachers by Ethnicity	
African American	5.6%
Hispanic	28%
White	60.8%
Asian	5.6%
Teachers by Highest Degree Held	
Bachelors	71.0%
Masters	26.2%
Doctorate	2.8%
Teachers by Years of Experience	
Beginning Teachers	14.0%
1-5 Years Experience	19.6%
6-10 Years Experience	23.4%
11-20 Years Experience	26.7%
21-30 Years Experience	11.4%
Over 30 Years Experience	4.8%

Demographics Strengths

Our teacher to student ratio has allowed La Porte Junior High to create a master schedule which effectively meets the needs of our diverse learners. We have been able to recruit staff with knowledge and skills to instruct at a high level. La Porte Junior is building a climate and culture which strives to educate and nurture our learners as we prepare them for post-secondary success. We used ESSER III funds to hire an RLA interventionist to provide additional support to our student during RLA time.

Student Learning

Student Learning Summary

At this time the Texas Education Agency has not released the 2023 accountability ratings or final STAAR results. In 2022, La Porte Junior High received a "B" accountability rating.

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 have a high likelihood in being successful in the next grade.

This year STAAR went under a redesign which included: New question types (non-multiple choice questions), cross-curricular passages, and evidence based writing.

The table below includes our preliminary 2023 STAAR levels of achievement.

Subject	2023 Approaches Grade Level	2023 Meets Grade Approaches	2023 Masters Grade Approaches
7th Reading Language Arts	77%	51%	21%
7th Mathematics	46%	16%	1%
8th Reading Language Arts	82%	50%	20%
8th Mathematics	81%	44%	11%
8th Science	71%	39%	8%
8th Social Studies	68%	36%	20%

La Porte Junior High demonstrated increases from the 2022 to 2023 school year in following areas on STAAR:

- 7th RLA meets (+3)
- 7th Math meets (+4)
- 8th Math Approaches (+5)
- 8th Math Meets (+6)
- 8th Social Studies Approaches (+10)
- 8th Social Studies Meets (+11)
- 8th Social Studies Masters (+7)

La Porte Junior High demonstrated decreases from the 2022 to 2023 school year in the following areas on STAAR:

- 7th RLA Approaches (-5)
- 7th RLA Masters (-10)
- 7th Math Approaches (-10)
- 7th Math Meets
- 8th RLA Approaches (-4)
- 8th RLA Meets (-6)
- 8th RLA Masters (-16)
- 8th Science Approaches (-3)

- 8th Science Meets (-1)
- 8th Science (Masters)

2023 TELPAS Proficiency Composite Scores:

Beginning	Intermediate	Advanced	Advanced High
0%	26.47%	47.06%	26.47%

The majority of Emergent Bilingual students had no change in proficiency levels from 2022 to 2023 on the TELPAS assessment. Only one student was eligible to be exited based on the TELPAS results.

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

- Increase instructional rigor in Tier 1 instruction.
- Increase intervention and enrichment opportunities for higher student achievement in “Meets” and “Masters”.
- Increase student achievement in math compared to district and state standards.
- Increase student achievement on STAAR 2.0 Question Types.
- Increase the opportunities for students to participate in listening, speaking, reading, and writing activities across all content areas.
- Increase the use of Summit K-12 for our EB students to better prepare our students for the TELPAS assessment.

School Processes & Programs

School Processes & Programs Summary

All processes instituted at La Porte Junior High are the work of a collaboration between the instructional leadership team, the administrative team, and the CPOC committee. These groups meet regularly to discuss campus issues and participate in the decision making of the campus.

La Porte Junior High serves a diverse population of students. Language acquisition for emergent bilinguals is integrated within the four core classes of the Academic Team and served by ESL certified teachers. The curriculum is designed to supplement emergent bilingual students' academic as well as language acquisition needs. Certified teachers are trained in the services needed to provide support reading language arts instruction for all identified dyslexic students. The reading language arts team has received additional professional development to support language arts instruction for the identified dyslexic students. Gifted and Talented (GT) services are provided to GT identified students during the 7th grade GT/Pre-AP language arts class, 7th Grade Pre-AP science class, the 8th grade GT/Pre-AP language arts and 8th grade GT/ Pre-AP science classes. Students qualify for giftedness in LPISD through a screening process which includes assessments which are both qualitative and quantitative. Students engage in critical and creative thinking, problem solving, leadership, and project-based learning that accelerate their learning opportunities.

The identified dyslexic students are served by two certified and trained RLA teachers during our WIN period daily.

Funding for the Math Intervention Teacher is 33% Title I, Part A funds. Special Education services are provided within the inclusive classroom setting by two inclusion teachers and assisted by the three inclusion paraprofessionals. These paraprofessionals are certified as Highly Qualified. The Focus program is provided both, within the general education classroom and the Focus setting, by one Focus teacher and two paraprofessionals.

La Porte Junior High has developed a new discipline management system that was developed by administration and staff in an effort to improve the RTI/MTSS program. A new structured RTI/MTSS program will be continued this year at La Porte Junior High and will be focused on two separate aspects in order to proactively help students achieve success. One of these systems will be focused on instructional intervention while the other will be focused on behavior intervention. All students begin in Tier 1 instructional and behavioral support and will progress to tier two and three based on need. Our Student Support Team meets weekly in order to evaluate the interventions in place and to determine if more intervention is needed in order to keep the student successful.

Our school-wide Title I program consists of parent involvement activities that include the annual Bullpup Night, Title I Parent Academy, Top Dog Celebrations, monthly CPOC meetings, SST parent conferences, and regular parent meetings.

All 8th graders are required to take the Technological Applications and Career Explorations classes where they receive assistance in creating their four-year plan in anticipation of becoming college and/or career ready.

Processes and Programs Needs:

- Increase teacher competency in technology integration.
- Continue strengthening the RtI/MTSS and discipline management plan.
- Improve teacher understanding and participation in the campus PLC process, including data analysis and the collaborative planning process.
- Increase parental family engagement.
- Continue to showcase the positive aspects of La Porte Junior High to the community.
- Continue strengthening the Campus Safety Plan.

School Processes & Programs Strengths

Student Achievement:

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

Instruction, Curriculum and Assessment:

Strengths: Common District Assessments, Academic Interventions, Common Department Planning, 2 campus Interventionists, pre-ap Algebra 1 Program, Attendance incentives, STAAR Participation, Top Dogs, History and Science Fair Participation, GT Pre-AP, GT Texas Performance Standards Showcase, UIL Academics, Spelling Bee, District Instructional Coaches.

Family and Community Involvement:

Strengths: Call-out Program; Academic Nights, Bi-Weekly Bullpup Newsletter, Parent Session, and a strong social media presences.

Staff Quality:

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

School Organization:

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

Perceptions

Perceptions Summary

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

The professional experience of the staff is a strength. The new teachers have brought renewed energy and optimism. The staff functions as a close community that works collaboratively to meet the needs of all students on campus.

Perceptions Strengths

La Porte Junior High is a welcoming learning community for all stakeholders. We are building a culture where one can learn and grow in a safe, nurturing environment. We will pride ourselves on building and maintaining strong relationships. We look at every student as an individual and find ways to help the whole student reach their highest level of success possible.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: La Porte Junior High will increase students achieving Approaches by 10%, Meets by 20% and Masters by 5% in all STAAR tested areas.





High Priority

HB3 Goal

Evaluation Data Sources: Interim/CBAs and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase teacher collective efficacy and strengthen our Tier 1 instruction we will implement effective PLCs on the campus. During the PLCs we will support teachers in unpacking the essential standards, identify learning targets, write SMART goals for learning targets, and assist in developing assessments aligned to the rigorous learning targets. Our emphasis on collaborative practices will help support rigorous instruction.</p> <p>Strategy's Expected Result/Impact: We are expecting an increase in student achievement by ensuring rigorous Tier 1 instruction is occurring.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators District Coaches</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Data analysis of student work samples in the PLCs to determine student misconceptions and how to intervene and enrich appropriately to increase students achieving approaches, meets, and masters levels.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, closing achievement gaps</p> <p>Staff Responsible for Monitoring: Teachers District Coaches</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During WIN Time, intervention will be provided to students performing at the approaches level to increase the number of students scoring at the meets level.</p> <p>Strategy's Expected Result/Impact: Increased number of students performing at the meets level.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize the Reading Interventionist to implement deeper reading intervention.</p> <p>Strategy's Expected Result/Impact: With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase for reading.</p> <p>Staff Responsible for Monitoring: Teachers ESSR Reading Interventionist Principal</p> <p>Funding Sources: Reading Interventionist - 282 ARP ESSER III - \$63,100</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will utilize the Math Interventionist to implement deeper math intervention.</p> <p>Strategy's Expected Result/Impact: With intensive math intervention for students performing below grade level, we expect students to increase their math skills. In addition, we expect STAAR scores to increase for math. Student performing below grade level are monitored weekly in PLCs and every six weeks through RTI meetings.</p> <p>Staff Responsible for Monitoring: Teachers Math Interventionist Principal</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Interventionist - 211 Title I, Part A - \$28,868</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: After-school tutorials and tutors during the instructional day will be provided to at-risk students performing at does not meet level in order to increase the number of students performing at the approaches level.</p> <p>Strategy's Expected Result/Impact: Increased number of students achieving at approaches level.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: Tutorial Teachers - 211 Title I, Part A - \$20,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Ensure teachers are aligning questioning levels and assessments with the rigor of STAAR and integrating STAAR 2.0 test question items more frequently into day-to-day instruction and assessments.</p> <p>Strategy's Expected Result/Impact: Increased achievement on STAAR</p> <p>Staff Responsible for Monitoring: Teachers District Coaches Campus Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective math instructional strategies.</p> <p>Strategy's Expected Result/Impact: The professional development will be done through PLCs and district training. We expect to increase the number of students performing on grade level in math.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Coaches</p> <p>Title I: 2.5</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: Compared to state standards, La Porte Junior High will close the learning gap for each student group on state assessments by meeting or exceeding established interim targets.

High Priority

Evaluation Data Sources: Student Performance on STAAR Grades 7-8.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p>Strategy's Expected Result/Impact: Weekly PLC meetings will be used to measure students' progress using Universal Screeners, SST Minutes/Data, Common Formative Assessments, Curriculum Based Assessments, Benchmarks intervention notes and PLC minutes to ensure students are making progress. If not, remediation and interventions will be adjusted based on the data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ESSR (Reading) and Math Interventionist Teachers</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.</p> <p>Strategy's Expected Result/Impact: We will increase the number of students performing on grade level and meeting the established targets.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers District Coaches</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Intervention Software - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level.</p> <p>Strategy's Expected Result/Impact: Our STAAR results will increase the number of students obtaining "meets" and "masters" levels in all tested subject areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers District Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers, District Instructional Coaches, and Campus Administrators will work collaboratively during PLCs and common planning times to understand the specificity of the TEKS in order to provide rigorous and relevant lessons/strategies to ensure academic success for all students.</p> <p>Strategy's Expected Result/Impact: We are expecting an increase in student achievement by ensuring rigorous Tier 1 instruction is occurring.</p> <p>Staff Responsible for Monitoring: Teachers District Coaches Campus Administrators</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will monitor growth targets student-by-student, skill-by-skill during the weekly PLCs and after each major assessment to ensure students are receiving immediate intervention.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and student growth</p> <p>Staff Responsible for Monitoring: Teachers District Coaches Campus Administrators</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Emergent Bilingual students will utilize Summit K-12 during WIN and SIOP Intervention to increase the number of students showing growth on TELPAS.</p> <p>Strategy's Expected Result/Impact: An increase of students meeting the exit criteria for EB status. An increase in TELPAS proficiency levels for EB students</p> <p>Staff Responsible for Monitoring: ESL Teachers WIN Intervention Staff ESL Educational Aide LPAC Committee Campus Administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: Emergent Bilingual Supplies for Intervention - 263 Title III, LEP - \$1,863</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: La Porte Junior High will prepare students for College and Career Readiness.

High Priority

Evaluation Data Sources: Course selections and course assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Through field trips, assemblies, and guest speakers, La Porte Junior High will explore different colleges and career options. Strategy's Expected Result/Impact: Increase student awareness of college career opportunities. Staff Responsible for Monitoring: Counselor Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte Junior High will encourage participation in academic and performance-based UIL events. Strategy's Expected Result/Impact: Increase participation in academic and performance-based competitions. Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will complete career interest survey as 8th graders in College and Career/Tech-Apps classes. Strategy's Expected Result/Impact: Increase student understanding of pathway to take when choosing High School graduation plan. Staff Responsible for Monitoring: Counselor Administration CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: La Porte Junior High will have various groups from the high school come to the our CTE classes and give presentations on what is offered at the high school.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of career pathways.</p> <p>Staff Responsible for Monitoring: CTE Teachers Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: La Porte will provide resources and will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS, and discretionary placements to DAEP.





Evaluation Data Sources: Referral Data/Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided to the staff in order to support and have an understanding of behavioral interventions.</p> <p>Strategy's Expected Result/Impact: We expect this to decrease the number of office referrals and increase student achievement by increasing the amount of time students are in class. Training will be provided through faculty meetings and campus professional development days.</p> <p>Staff Responsible for Monitoring: Teacher Campus Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly a committee (Student Support Team) will meet to discuss the behavioral needs of individual students in which their behavior is having an impact on their success at school. The committee will develop a plan of action for each student.</p> <p>Strategy's Expected Result/Impact: A decrease in office referrals and an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators CIS CYS Nurse</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: La Porte Junior will implement the LPISD discipline management plan schoolwide.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Teachers Discipline Management Team Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Develop and implement intervention strategies to address student compliance.





Evaluation Data Sources: Decrease number of discipline referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: As a campus we will develop school-wide behavior expectations. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Every month the Student Support Team will monitor the data to see if adjustments or additional supports are needed to ensure the strategies are increasing the number of students meeting behavioral expectations.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of referrals.</p> <p>Staff Responsible for Monitoring: Student Support Team</p> <p>Assistant Principal Counselor Associate Principal Principal Teachers Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Assist students in developing socially appropriate problem solving skills.





Evaluation Data Sources: Decrease number of office referrals, ISS, OSS, and DAEP assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs.</p> <p>Strategy's Expected Result/Impact: Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communities In Schools will provide small group instruction to develop appropriate social/emotional problem solving skills through providing students with a community of support, empowering them to stay in school and achieve in life.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline, increase in student achievement.</p> <p>Staff Responsible for Monitoring: CIS Counselor Campus Administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: CIS Program - 211 Title I, Part A - \$12,500</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: Implement a campus-wide and classroom behavior management system that allows our student population to perform successfully.





Evaluation Data Sources: Decrease number of discipline referrals, ISS, OSS, and DAEP assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will post school-wide student behavior expectations in hallways and classrooms. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors, and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Student Support Team Assistant Principal Associate Principal Counselor Teachers Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide regular reward opportunities for all students demonstrating positive behaviors. We will recognize and reward students for positive behavior using a variety of methods: Character shout outs, Bullpup Bucks, daily announcements, nine week celebrations, and a student market.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Associate Principal Counselor Teachers Student Support Team</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for positive rewards - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Attendance rates, extracurricular/club activity logs.





Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided to the staff of best behavioral strategies to use with students. Strategy's Expected Result/Impact: Decrease in office referrals Increase in student achievements Students in the classroom more Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: La Porte Junior High will offer a variety of extracurricular activities, including clubs, to increase a sense of belonging on campus. Strategy's Expected Result/Impact: Increase of attendance rate, increase in positive student behaviors.</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: La Porte Junior High will increase our overall attendance rate to 94% and decrease chronic absenteeism.

Evaluation Data Sources: Attendance/PEIMS Data, RaaWee Data/Letters

Strategy 1 Details	Reviews			
<p>Strategy 1: A member of the leadership or front office team will call or makes a home visit to every guardian of an absent student who misses 3 days of schools to discuss their absences and the importance of being at school. This also allows the school to explore if the student or family needs assistance and identify root causes of absences.</p> <p>Strategy's Expected Result/Impact: An increased attendance rate and increased student achievement.</p> <p>Staff Responsible for Monitoring: Front Office Staff Student Support Team Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus administrators, counselor, nurse, Communities in School, and CYS will meet weekly to discuss individual students and make a plan of action to intervene early when chronic absenteeism begins.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase and student success to increase from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrator Counselor CIS CYS Nurse Attendance/Counselor Clerk</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a Check - In (Mentor) for individual students with chronic absenteeism and empower students to develop their own strategies for getting to school and to monitor when absences add up.</p> <p>Strategy's Expected Result/Impact: Decrease in chronic absenteeism and increase in attendance rate.</p> <p>Staff Responsible for Monitoring: Student Support Team Mentor (Staff Member Assigned) Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Engage students, parents, educators and community members in a campaign that offers positive rewards for getting to school. A committee comprised of students, parents, community members, and staff will be established to develop schoolwide attendance incentives and campus contests.</p> <p>Strategy's Expected Result/Impact: Increase in attendance and family engagement.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: La Porte Junior High will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all students and bring pride to the community.

Evaluation Data Sources: Retention rate, improved instruction





Strategy 1 Details	Reviews			
<p>Strategy 1: Based on staff input, data, and observations, La Porte Junior High will develop a comprehensive professional development plan to develop a highly qualified and effective staff.</p> <p>Strategy's Expected Result/Impact: The expected results are high quality instruction, which in turn will increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Team Leaders Teachers Campus Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: Expected results are high quality instruction, which in turn will increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will assure all assignments and re-assignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: The expected results are highly effective instruction, which in turn will increase student.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p> <p>Strategy's Expected Result/Impact: The expected result is to retain new teachers and decrease teacher turnover rate.</p> <p>Staff Responsible for Monitoring: Principal Mentor Teachers Mentee Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: As a campus we will develop our campus goals, mission, and vision.</p> <p>Strategy's Expected Result/Impact: As a campus we will develop our campus goals, mission, and vision.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: School Calendar of Events, Attendance Logs





Strategy 1 Details	Reviews			
<p>Strategy 1: La Porte Junior High will establish a PTO.</p> <p>Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus.</p> <p>Staff Responsible for Monitoring: Counselor Principal Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will publish a bi-weekly newsletter to families informing them of important dates, family educational tips, and campus information. The newsletter will be published using a variety of methods. All important dates will be on the campus website, and campus social media accounts.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in family involvement and families being more informed of events on the campus.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.2</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: Offer opportunities for all families to engage in their child's education.

Evaluation Data Sources: Attendance Logs, videos, newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide a series of family educational series virtually and/or in-person. The sessions will include, but not limited to: Attendance, technology, STAAR, homework, and establishing routines at home. Additionally, the campus will survey the families to see what additional training they might need.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in family involvement both at the school and in the home. We also expect to increase our student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will host several special events in the evening and on weekends to increase positive relationships between home and school.</p> <p>Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Annually, La Porte Junior High will develop and distribute the Parent and Family Engagement Policy in collaboration with our families.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging among our families and a deeper understanding of how the school and families work together to ensure our students succeed.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Provide technology equipment, support and training to staff.

Evaluation Data Sources: Successful implementation of the use of technology.


Strategy 1 Details	Reviews			
<p>Strategy 1: Students and Teachers will use appropriate intervention software to enhance and personalize learning. Strategy's Expected Result/Impact: We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans, campus usage reports. Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning. Strategy's Expected Result/Impact: There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, campus usage reports and team planning. Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will utilize educational applications as a tool in the classroom to increase student performance. Strategy's Expected Result/Impact: There will be an increase in student achievement. This will be monitored through walk-throughs, observations campus usage reports and student work samples. Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will work cooperatively with district technology specialists to provide technology training throughout the year to increase the use of instructional technology on the campus. Strategy's Expected Result/Impact: The campus usage of educational technology will increase to meet the</p>	Formative			Summative
	Nov	Jan	Apr	June

personalized needs of all students.

Staff Responsible for Monitoring: Teachers
Campus Administrators
District Technology Specialist

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Interventionist		\$28,868.00
1	1	6	Tutorial Teachers		\$20,000.00
1	2	2	Intervention Software		\$10,000.00
2	3	2	CIS Program		\$12,500.00
2	4	2	Supplies for positive rewards		\$5,000.00
Sub-Total					\$76,368.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Emergent Bilingual Supplies for Intervention		\$1,863.00
Sub-Total					\$1,863.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Interventionist		\$63,100.00
Sub-Total					\$63,100.00