

La Porte Independent School District

District Improvement Plan

2023-2024



Mission Statement

Every student's success is our #1 priority!

Vision

The La Porte ISD Portrait of a Graduate presents a set of attributes that reflect our district's high expectations and commitment to provide our students with pride, loyalty, academic and social accomplishment, citizenship, curiosity, and a lifelong desire to contribute back to the greater community. This portrait serves as a framework for developing a coherent set of competencies for all La Porte ISD students.

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

Demographics

Demographics Summary

The La Porte Independent School District (LPISD) consists of 12 campuses: seven elementary schools, one 6th grade campus, two junior high campuses, a comprehensive high school campus and an alternative school of choice high school. The district is accredited by the Texas Education Agency and the Southern Association of Colleges and Schools. The La Porte area, while primarily industrial in nature, has an active and thriving family and business component. It provides easy access to many educational and cultural advantages of the greater Houston/Galveston metropolitan areas. The City of La Porte is located at the Intersection of Highway 146 and Highway 225. The vast offerings of the surrounding areas add to the attractiveness of the La Porte School District as a place to live and work.

Based on the 2022-2023 PEIMS data, the Hispanic student group represents 54.2% of our student population. Our white student group is 34.6%, African American is 6.7%, Asian is 1.1%, and Pacific Islanders and American Indian represent less than 1%. There are 2.9% claiming two or more races. The student groups in La Porte ISD include 12.28% Emergent Bilingual (EB), 8.44% Gifted and Talented, and 14.00% Special Education (SPED). Additionally, 60.14% are economically disadvantaged (EcoDis), and approximately 43.99% are identified as at-risk. We ended the 2022-2023 school year with 7,106 students.

On September 13, 2023, LPISD's student enrollment for the 2023-2024 school year was 7,155 students. Based on the current enrollment the Hispanic student group continues to be the fastest growing in La Porte at 54.5%. Our white student group is 34.2%, African American is 6.8%, Asian is 1.2%, and Pacific Islanders and American Indian represent less than 1%. There are 3.0% claiming two or more races.

Demographics Strengths

La Porte ISD has many strengths:

1. All district facilities had significant upgrades for the safety of our students and staff.
2. To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs) and security personnel. The board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL) and for the SROs, the policies and procedures are set forth by the City of La Porte Police Department.
3. The district communicates through a variety of mediums (digital and print) to help ensure that our messages reach all stakeholders in a timely manner.

Student Learning

Student Learning Summary

For the 2023-2023 school year, the Texas Education Agency has not yet issued accountability rating. However, the district's CCMR rate was 69.6% and the graduation rate was 96.1%. For the 2021-2022 school year, La Porte ISD received a 'B' (87) in the Texas Education Agency's 2022 accountability ratings. The district's College, Career, and Military Readiness (CCMR) rate was 67% and the graduation rate was 95.1%. The district and all campuses met TEA standards. For the elementary schools, five of the 7 received an 'A', one 'B', and one 'C'. Three of the 5 'A' campuses improved from a 'B' rating for the 2019 accountability. The elementary schools earned a combined 19 distinction designations. For the 3 junior highs, the district received one 'B' and two 'C' ratings and the two high schools received 'B' ratings.

The 2023 STAAR test was redesigned to improve alignment with the classroom experience. The 2023 STAAR test was administered online with more robust accessibility features and accommodations, new question types, cross-curricular passages, and evidence-based writing. The 2023 STAAR test scores include the performance levels of Masters (MA), Meets (ME), and Approaches (AP) or Did Not Meet Grade Level Performance with all but the Did Not Meet Grade Level considered “passing” this State assessment. 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 of success in the next grade or course and are less likely to need academic intervention.

READING LANGUAGE ARTS

Grades 3-5

A comparison of STAAR reading scores at the All Students level in grades 3-5 show that the overall performance of all students is above those of the state. Grades 3-5 showed between 4%-7%-points gain over the scores in 2022 (AP). Special Programs students' scores increased slightly in grades 3 and 4 in AP. Scores for SPED students in grade 5 decreased from 59% to 51% (AP). EB students' (AP) scores in grade 3 saw a sharp decrease from 93% to 73% and grades 4 and 5 saw a decrease of about 4%-9%-points (AP). While our SPED and EB students showed mixed reading score results, they continue to lag behind the All Students group. The Economically Disadvantaged (EcoDis) student group performed comparable to the All students group for 3rd - 5th grade.

	Grade 3			Grade 4			Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	84	57	23	82	45	18	87	64	28
2023 State	77	51	20	78	47	21	81	56	28
2022	86	58	33	83	58	25	88	63	38

Grade 3	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	58	27	6	73	40	15
2022	56	26	13	93	54	24
Grade 4						
Grade 4	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	48	11	3	75	41	21
2022	44	22	9	79	49	18
Grade 5						
Grade 5	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	51	20	2	76	55	24
2022	59	27	10	85	40	21

Grades 6-8

A comparison of STAAR Reading scores in grade 6-8 for All Students shows an increase in 6th grade AP and a 2-4% decrease for grades 7 and 8 over 2022 STAAR scores. Grade 6 saw the greatest overall score increase for Meets (from 40% ME in 2022 to 51% ME in 2023). Grades 7 and 8 student scores for ME were about the same as 2022, but there was a 10-13% dip in MA scores. Scores for 6th and 7th grade EB students also increased in 2023. Grade 6 EB students scored 2%-point increase in scores from 2022 (65% AP) to 2023 (67% AP) and Grade 7 EB students improved 5% points (from 76% AP to 81% AP). The EB students in grade 8 showed a 8% point decrease (from 79% AP to 71% AP). Scores for special education students increased by 7% points for grade 8. Grade 7 showed the largest decrease of 13%-point over 2022 scores. The Economically Disadvantaged (EcoDis) student group performed about 5%-points lower than the All students group for grades 6-8 at AP, ME, and MA.

	Grade 6			Grade 7			Grade 8		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	75	51	23	80	58	28	83	54	22
2023 State	75	51	22	77	52	26	82	56	27
2022	73	40	20	84	57	38	85	55	35

Grade 6	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	38	15	3	67	32	7
2022	40	9	8	65	29	5
Grade 7						
Grade 7	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	39	21	9	81	44	14
2022	52	21	11	76	45	21
Grade 8						
Grade 8	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	49	19	4	71	43	16
2022	42	8	4	79	33	16

MATHEMATICS

Grades 3-5

A comparison of STAAR Math scores in grade 3-5 for All Students shows overall performance increase for grade 5 (6% increase) over the 2022 STAAR scores. Scores in grades 3 and 4 decreased 1%-point and 4%-point respectively (AP). Scores at the ME level in grade 5 increased, but remained somewhat stagnant in grades 3 and 4. While grades 3 & 5 for the sped population increased (AP), grade 4 showed an 9%-point decrease (AP). The sped population continues to struggles with ME and MA. EB students showed an increase at AP for grade 5 and a decrease in grades 3 and 4. EB students performed similar to the All student group for grade 5. Students in sped in grades 3 and 4 still lagged the All student group by about 30%-point (AP). The Economically Disadvantaged (EcoDis) student group performed about the same as the All students group for grades 3-5 at AP and ME.

	Grade 3			Grade 4			Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	81	50	19	76	49	19	96	67	26
2023 State	72	44	19	70	47	22	79	50	21
2022	82	51	23	80	46	25	90	59	31

Grade 3	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	52	28	7	73	42	20
2022	41	21	11	87	56	22

Grade 4	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	38	24	10	70	38	21
2022	47	18	10	77	45	19

Grade 5	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	90	30	7	97	58	26
2022	71	29	11	86	43	18

Grades 6-8

A comparison of STAAR Math scores in grade 6-8 for All Students shows overall performance AP increased for the 8th grade level and decreased slightly in grades 6 and 7 over the 2022 STAAR scores. Grade 6 and 8 mathematics scores continue to be above the State at AP. Grade 7 is below the state at AP. SpEd scores in grade 6 mathematics were largely unchanged. Grade 7 sped showed a 14%-point decrease, but grade 8 showed a 13%-point increase in AP and a 23%-point in ME. Scores for EB students also saw a decrease for grades 6 and 7, but the 8th graders showed a 15%-point increase over 2022. The EB students performed about the same in 8th grade as the All student group, but with a large gap in grade 6 and 7 at AP, ME, and MA. The Sped student group show about a 25-30%-point gap in grades 6-8 as compared to all students. The Economically Disadvantaged (EcoDis) student group performed about 5-7%-points lower than the All students group for grades 6 and 8 at AP and ME. but about the same for 7th grade.

	Grade 6			Grade 7			Grade 8		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	79	33	7	52	19	1	81	42	11
2023 State	74	38	15	61	35	10	74	44	16
2022	82	40	15	56	12	2	70	31	9

Grade 6	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	55	11	3	64	28	3
2022	55	13	8	79	28	5

Grade 7	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	20	6	0	38	11	1
2022	34	3	0	53	10	2

Grade 8	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	49	13	5	79	43	8
2022	21	6	0	64	20	7

SCIENCE

An analysis of the Science scores for grades 5 and 8 in 2022 and 2023 revealed that, overall, AP scores for 2023 are higher in both grades. The grade 5 ME and MA levels were higher than in 2022, but grade 8 saw a decline of 7%-point for MA. Both EB and Sped student groups performed higher in 2023 than 2022 at AP. Both groups continue to perform below the All student group with the Sped student group showing a larger gap, especially at grade 8. The grade 5 EcoDis student group performed 6%-point lower at AP than the All student group, 10%-points at ME, and 8%-points at MA. For grade 8, the EcoDis student group performed about 6%-points lower at AP and MA as compared to the All student group and 9%-points lower for ME.

	Grade 5			Grade 8		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	81	49	23	75	43	11
2023 State	64	34	15	72	45	16
2022	78	47	21	75	41	18

Grade 5	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	49	21	7	69	41	13
2022	46	22	3	59	25	11

Grade 8	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	41	15	1	65	27	8
2022	29	6	2	63	30	12

SOCIAL STUDIES

An analysis of Social Studies scores for grade 8 reveal a increase compared to performance in 2022 for all students, moving from 63% (AP) to 68% in 2023. Additionally, all student groups saw a increase as well: SpEd (25% to 36%) and EB (39% to 56%). In addition, performance was above the State for all students at the Approaches, Meets and Masters levels. Our EB and SpEd student groups continue to perform below the All student group. The EcoDis student group performed about 5-6%-points lower than the All student group.

	Grade 8		
	Approaches	Meets	Masters
2023	68	36	18
2023 State	60	31	15
2022	63	29	16

Grade 8	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	36	11	7	56	24	10
2022	26	12	6	39	13	7

END OF COURSE EXAMS

An analysis of the English I and II End of Course exams reveals an increase in overall performance for All Students for both English I and English II (about 11-13% points). English I performance saw a gain from 61% (AP) to 74%, and English II moved from 65% (AP) to 75%. Performance also increased for our English I EB students (39% to 56%) and the English II EB students, (36% to 64%). The scores are still below the State for both tests in all levels. Scores for our SpEd students increased on English I (24% to 33%) and English II (23% to 48%). The performance gap between All Students on both exams is significant (41%-points for English I and 26%-points for English II). The gap with EB is also high with a 18-22%-point difference. The EcoDis student group was lower than the All student group by about 6%-points.

	English I			English II		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	74	55	9	76	58	6
2023 State	71	54	14	74	55	9
2022	61	42	5	65	48	4

English I	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	33	11	0	56	34	5
2022	24	11	0	39	25	0

English II	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	48	24	0	64	40	0
2022	23	10	0	36	17	0

An analysis of Algebra I performance reveals an overall increase in scores for All Students from 2022, moving from 65% (AP) to 77% (below State at 78%). Performance for SpEd students increased significantly from 44% (AP) to 56% (AP), but is still below the All student group. Performance for EB students increase to 66% (AP) from 54% (AP) for all campuses. However, the performance gap between All Students (77%) and EB (66%) is about 10%-points. The EcoDis student group performed about 5%-point below the All student group.

In Biology I, performance increased from 86% (AP) to 92% in 2023 for All Students. The All student group outperformed at State at AP and ME. The performance gap for SpEd (81%) lessened as they saw a significant increase in passing rates (61% to 81% (AP)). EB student also showed an increase at AP (9%-point gain). However, there is still a 10%-point gap between EB and All student groups. The EcoDis student group performance about 5%-points lower than the All student group at AP, ME, and MA.

In US History, performance increased from 2022, for All Students with a gain in Approaches (89% to 97%), Meets (69% to 76%) and Masters (34% to 41%). The All student group performed slightly higher than the State at Approaches, Meets, and Masters. There was also a significant increase in the SpEd and EB student groups at about 17-24%-points at AP. Performance of SpEd and EB students (88%) illustrates a 9%-point achievement gap as compared to the All student group. The performance of the EcoDis student group was comparable to the All student group.

	Algebra I			Biology I			US History		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	77	44	21	92	60	14	97	76	41
2023 State	78	45	24	89	57	22	95	71	39
2022	65	38	20	86	60	22	89	70	34

Algebra I	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	56	16	3	66	33	12
2022	44	7	1	54	30	14

Biology I	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	81	20	2	82	43	10
2022	61	24	6	73	43	10

US History	Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2023	88	35	17	88	53	14
2022	64	38	11	71	39	15

Student Academic Achievement Needs:

- Continue to bolster instructional rigor in Tier I (foundational) instruction in all subjects in all grades.
- Increase supports for SpEd, EB, and EcoDis students in tested subjects
- Increase overall performance in 6th, 7th and 8th grade math
- Increase overall performance in Algebra I (at LPHS, particularly).
- Ensure 1 year growth for TELPAS.
- Ensure students demonstrate College, Career and Military Readiness standard by senior year.

Student Learning Strengths

La Porte ISD is proud of many different student achievement strengths for 2022-2023 include:

- LPISD outperformed the State at the Approaches level in grades 3-5 RLA, grades 3-5 math, and grade 5 science for the All students.
- LPISD saw gains for Sped Grade 3 math in Approaches and Meets; EcoDis grade 5 math in Approaches and Meets, and EB grade 5 science in Approaches and Meets.
- LPISD outperformed the State in grades 6-8 RLA for All students at Approaches and grade 8 math and social studies at the Approaches, Meets, and Masters levels.
- EcoDis & EB student groups showed gains on grade 6 RLA at Approaches and Meets.
- Sped student group saw gains in grade 8 RLA and science at Approaches and Meets.
- Grade 8 math and social studies showed gains for EcoDis, EB, and Sped student groups.
- For Algebra I, LPISD showed growth in Approaches, Meets, and Masters for the All student, EcoDis, EB, and Sped student groups.
- For Biology I, English I, English 2, and US History, LPISD outperformed the State at Approaches and Meets. The district also showed gains for EcoDis, EB, and Sped.

District Processes & Programs

District Processes & Programs Summary

For the 2023-2024 school year, the district is focused on creating a better process to measure the taught grade-level TEKS. We are focused on aligning the established overarching needs facing the district, as well as our board goals and strategic plans. We are creating a clear, coherent and aligned system of high-quality assessments that directly connect to the larger district context, goals and initiatives. However, it is very likely that district priorities will change based on each campus' unique needs throughout the year.

Professional Learning Communities (PLC) is an approach the district implements in meeting school and district goals. We believe our PLCs are where groups of teachers work collaboratively at the school level to improve the way students learn and, eventually, student outcomes. Teachers learn from each other, share ideas and best practices, and techniques for improving their teaching methods to create a more supportive environment for students.

An integral part of the PLC process is in the providing professional development to all members of our district. Professional development includes a process for PLC to use the TEKS Resource System and current 3-week assessment results to map out the specific skills and standards to be taught and assessed each nine weeks. PLCs review and/or revise the curriculum maps and checkpoints before each nine weeks begins confirming alignment with the standards and ensuring that teachers clearly understand where students have previously struggled. Data boards that include attendance, checkpoint results, and student reading levels are studied. The PLCs then use all of this data to design daily lessons. The design of the checkpoints allows students to demonstrate their learning through performance, products, and presentations. Daily instruction is expected to match the unit checkpoints at the same level of Bloom's Taxonomy and depth of knowledge (DOK) rigor. During the 2023-2024 school year, we will continue to refine our RtI/MTSS processes for each campus. We utilize a comprehensive software platform, Success Ed to document RtI/MTSS, 504, EB, and special education student needs.

Identified District & Program Needs:

Curriculum & Instruction Needs:

- Continue to bolster instructional rigor in Tier I instruction in all grades.
- Provide training for all campuses in the areas of inclusive practices, understanding the implementation of a student individual education plan, and how to implement a behavior intervention plan.
- Continue strengthening the RtI/MTSS/assessment/data analysis/instructional planning process and support campuses increase the effectiveness of this district-wide process.
- Align our understanding and practices of assessments to ensure rigorous Tier I instruction.
- Align our understanding and practices of objective-driven daily lesson planning.
- Ensure that teachers are following the district curriculum in all classes.
- Provide teacher training and resources to support effective instructional delivery.
- Create a shared vision and expectations across the district for effective planning and instructional practices.

Social and Emotional Support:

- Continue to increase our capacity for Social and Emotional Learning support on each campus.
- Establish partnerships that sustain community service programs.
- Build capacity and training for new CIS staff and DAEP Support Counselor
- Expand Parent Education Opportunities
- Implement an ongoing targeted system for social-emotional Tier II and Tier III student intervention strategies

Special Education Needs:

- Address the high demand of evaluations needing to be completed due to dyslexia legislative requirements.
- Intentionally plan for the needs of special education students who have significant learning gaps from the inconsistent COVID year of instruction.
- Recruit and hire dynamic teachers and paraprofessionals to work with our special needs students.

Fine Arts Needs:

- Provide quality professional development
- Replace equipment to maintain inventory and recycle outdated equipment
- Continue updating facility technology
- Provide summer camp activities
- Implement a strong district visual arts curriculum K-12

Safe and Secure Schools:

- The safety of our students and staff is one of our top priorities. We regularly review and revise our safety plans and procedures to enhance security. Keeping our schools safe requires continuous work and communication with our students, staff, and families. Our approach to safety focuses on three areas – our people, our facilities and technology, and our procedures.

Library Collections:

- Continuous assessment of campus library collections for accuracy, relevancy, free of bias, and remove worn, dated titles.
- Curate library selections that align with AASL guiding principles, reflect student interest, and enriches district curriculum.

Human Resources Needs:

- Build upon current recruiting efforts to respond to district needs, particularly in the areas of program special education teachers and secondary teaching fields, including sport coaches, foreign language, ELAR, math and science.
- In collaboration with the Communications Department, increase social media presence for advertising employment opportunities, introducing new hires and celebrating the great things happening in La Porte ISD.
- Continue to focus on increasing staff retention of teachers, assessment staff, support services, and program paraprofessionals.
- Continue to build the certified and paraprofessional substitute pools.
- Continue to work with the transportation department to build on recruiting efforts for bus drivers, including adding a bus driver trainee position and publicizing our free, in-district training program for drivers.
- Implement a strong on-boarding and training program for paraprofessionals to increase our para candidates and para-substitute pool as well as increase the retention of paraprofessional.
- Increase partnerships with universities to provide more opportunities for internships in La Porte ISD.

Communications Needs:

- Improve District marketing.
- Expansion of department to produce digital media and other related projects to help ensure that we maintain constant communication with our younger demographics.
- Effective, streamlined communication strategies for teachers to utilize with parents.

Technology Needs:

- Update campus laptop models.

District Processes & Programs Strengths

Curriculum and Instruction Strengths:

- District instructional coaches supporting all campuses.
- A Social Emotional coordinator and an Advanced Academics and CTE facilitator to support staff and promote student outcomes.
- Teachers and paraprofessionals participated in professional development focused on their individual needs to inform their instructional practices through La Porte U.

Special Programs Strengths:

- A strong continuum of services to include programs for students with autism, behavioral challenges, and academic and functional needs.
- Collaboration on campuses by continuing to pair like special education programs.

Social Emotional Supports

- Continue to implement K-12 Character program to increase support of social and emotional learning.
- Additional CIS staff to support elementary campuses
- Collaboration with Region 4 to Implement Behavioral Intervention Strategies for the district.
- Provide multiple trainings regarding mental health along with available resources.
- Student mental health is supported by several intervention support staff (behavioral interventionists, crisis counselors, and mental health team).

Fine Arts Strengths:

- High-quality fine arts facilities are available.
- A high percentage of total district student enrollment participants
- Substantial instrument inventory that is still being currently updated and maintained.
- Efficient use of secondary teacher FTE units and master schedule coordination to allow for vertical team teaching within our music programs, strengthening the ability to recruit and retain students.
- Excellent participation and evaluative results for all programs in UIL activities as well as other contests and festivals providing our students excellent performance opportunities of a wide variety and scope.
- Innovative Piano lab facility and curriculum at Baker 6th Grade campus

Human Resources Strengths:

- Dedicated to recruiting, developing and retaining a highly-qualified staff for LPISD students.
- Maintain a competitive and responsive compensation plan, including employer contribution to employee-only health insurance that exceeds the state required minimum.
- Strong collaboration with campuses and departments.
- Strong, responsive customer service for applicants, employees, volunteers and community.
- Regularly encourage current paraprofessionals to pursue teaching certification and provide growth opportunities, including completion of internship while remaining in a paraprofessional position, so we can grow and support future LPISD teachers.
- Continue to work with universities to support student teachers and field experience opportunities, to build relationship with future teachers and increase the pool for potential teacher candidates.
- Facilitate First Year Teacher (FYT) Program, which provides mentoring (district and campus-level), support, and professional learning to First-Year Teachers throughout the year.
- Employee recognition opportunities for district staff to nominate colleagues for recognition.

Communications Strengths:

- Increase District presence on social media platforms.
- Ensure several protocols/processes are in place so that district communiques reach all demographic segments.
- Assist/facilitate activities of related support organizations (e.g. Retired Teachers and La Porte Education Foundation).
- Promote transparency and routine contact with Houston-area press to ensure accurate media coverage of District.

Technology Strengths:

- State of the art Instructional Technology Center.
- Improving department efficiency through continuous procedural modifications.
- Achieved high levels of automation reducing the need for additional staff in the technology department.
- Technology has been able to hire and maintain high-quality staff.

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. New teachers and families come into our schools with all kinds of previous school experiences. We work very hard to maintain a culture of high expectations for student learning. La Porte ISD wants to narrow the performance gap among all student groups, particularly between EB and SpEd students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "Every Student's Success is Our Number One Priority." When students walk in the door, they belong to us.

La Porte ISD also places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home and school events posted on the marquee, La Porte ISD extends communication by showcasing a variety of parenting traditions and practices within the school community. We take pride in the fact that parents consistently report our office staff as professional and very parent-friendly.

Perceptions Strengths

La Porte ISD has a welcoming, hometown feel, with outstanding community support of many activities throughout the district. Many adults who have graduated from La Porte High School have chosen to raise their families here, and many of our staff members are LPHS graduates who have chosen to work here.

La Porte ISD is large enough to have something for everyone and small enough to care about everyone.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Federal Report Card and accountability data

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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

- 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
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources 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: Increase the STAAR performance of all elementary students in all subjects by 8% or more on Meets and Masters grade level performance.





High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$14,799, TEKS Resource - 255 Title II, Part A, TPTR - \$33,820, Lead4ward Field Guides - 282 ARP ESSER III - \$2,625</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III - \$60,800, On Data Suite (Region 4) - 255 Title II, Part A, TPTR - \$5,800, Professional Development - 255 Title II, Part A, TPTR - \$8,000, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE) - \$200, Elementary Math & 2 science Instructional Coaches - 255 Title II, Part A, TPTR - \$181,944, Curriculum Writing - extra duty - 282 ARP ESSER III - \$7,750, Professional Development to support EB students - 263 Title III, LEP - \$2,300</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is aligned to the rigor of the standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that teachers all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant - \$83,210</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III - \$523,412</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: Increase by 20% the number of Emergent Bilingual elementary students who progress at least one proficiency level on the TELPAS Composite Rating.

High Priority

Evaluation Data Sources: 2024 TELPAS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for language learning in the content classrooms.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional Development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Effectively implement supplemental resources to support the development of the ELPS and are aligned to TELPAS assessments during intervention and Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: A 20% increase in listening, speaking, reading, writing, and overall composite TELPAS scores.</p> <p>Staff Responsible for Monitoring: Principals; Executive Directors of Elementary and Secondary; Bilingual Facilitator</p> <p>Funding Sources: Summit K-12 Connect to Literary Software - 263 Title III, LEP - \$7,715, Supplemental instructional materials and software - 263 Title III, LEP - \$9,785</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide in-class support for Emergent Bilingual students with campus staff, academic tutors, and Emergent Bilingual intervention support paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increase in Emergent Bilingual student performance on the TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of Elementary and Secondary Education Bilingual Facilitator</p> <p>Funding Sources: Bilingual/ESL Facilitator - 263 Title III, LEP - \$35,794</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Regularly monitor progress of student language acquisition in all grades through TELPAS-aligned assessments, checkpoints, or benchmarks and adjust supports and instruction in response to student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic progress on TELPAS</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of Elementary and Secondary Education Bilingual Facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of Elementary and Secondary Education Bilingual Facilitator</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 special education elementary student growth performance in all grades and content areas on STAAR by at least 10%.

Evaluation Data Sources: 2024 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional Development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Consistently implement small group instruction for mathematics and RLA using best practices to provide differentiation for all learners.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Intervention materials - ThinkUp! - 211 Title I, Part A - \$12,600</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Ex. Dir of Leadership--Elementary Ex. Dir of Teaching & Learning</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional learning and coaching support to campus administration to ensure effective scheduling of students and staff to ensure maximized learning for special education students.</p> <p>Strategy's Expected Result/Impact: Maximized student supports in every classroom; increased learning outcomes.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide instructional coaching and targeted professional learning for special education and general education teachers on specially designed instruction and best practices for differentiated learning.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction; improved student success outcomes.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: improved student success outcomes</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 4: Increase the STAAR performance of all middle school/junior high students in all subjects by 10% or more at Meets and Masters grade level performance.

Evaluation Data Sources: 2024 STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, common assessments, benchmarks, and STAAR data.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention/extension plans.</p> <p>Strategy's Expected Result/Impact: Increased mastery of standards, increased STAAR scores</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure that teachers in all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement high-quality supplemental instructional materials to ensure effective interventions in Math and RLA.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p> <p>Funding Sources: Intervention materials - ThinkUp! - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional Development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 5: Increase by 20% the number of middle school/junior high students who meet growth in STAAR 6-8 Math.

Evaluation Data Sources: 2024 STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p> <p>Funding Sources: TEKS Resource System - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, common assessments, benchmarks, and STAAR data.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional Development to support EB students - 211 Title I, Part A, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention/extension plans.</p> <p>Strategy's Expected Result/Impact: Increased mastery of standards, increased STAAR scores</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement high-quality supplemental instructional materials to ensure effective interventions in Math and RLA.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p> <p>Funding Sources: Intervention materials - ThinkUp! - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Ensure that teachers in all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure effective instruction in advanced math courses through collaborative planning in PLCs and the development of rigorous assessments aligned to STAAR and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes in advanced math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 6: Increase by 15% the number of Emergent Bilingual middle school/junior high students who progress at least one proficiency level on the TELPAS Composite Rating.

Evaluation Data Sources: 2024 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional Development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide in-class support for Emergent Bilingual students with campus staff, academic tutors, and Emergent Bilingual intervention support paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increase in Emergent Bilingual student performance on the TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Principals, Executive Directors of Elementary and Secondary, Bilingual Facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for language learning in the content classrooms.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Effectively implement supplemental resources to support the development of the ELPS and are aligned to TELPAS assessments during intervention and Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: A 20% increase in listening, speaking, reading, writing, and overall composite TELPAS scores.</p> <p>Staff Responsible for Monitoring: Principals Executive Directors of Elementary and Secondary Bilingual Facilitator</p> <p>Funding Sources: Summit K-12 Connect to Literary Software - 263 Title III, LEP</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Regularly monitor progress of student language acquisition in all grades through TELPAS-aligned assessments, checkpoints, or benchmarks and adjust supports and instruction in response to student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic progress on TELPAS</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of Elementary and Secondary Education Bilingual Facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments, and TELPAS.</p> <p>Staff Responsible for Monitoring: Principals, Executive Directors of Elementary and Secondary, Bilingual Facilitator</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 7: Increase special education middle school/junior high student growth performance in all grades and content areas on STAAR by at least 10%.

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Consistently implement small group instruction for mathematics and RLA using best practices to provide differentiation for all learners.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional learning and coaching support to campus administration to ensure effective scheduling of students and staff to ensure maximized learning for special education students.</p> <p>Strategy's Expected Result/Impact: Maximized student supports in every classroom; increased learning outcomes.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide instructional coaching and targeted professional learning for special education and general education teachers on specially designed instruction and best practices for differentiated learning.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction; improved student success outcomes.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student success outcomes.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer School - 282 ARP ESSER III</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 8: Increase the STAAR performance of all high school students in all subjects by 15% or more at Meets and Masters grade level performance.

Evaluation Data Sources: 2024 STAAR EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Instructional Science Coach - 255 Title II, Part A, TPTR, Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement high-quality, supplemental instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Ensure that teachers in all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 9: Increase by 20% the number of high school students who meet growth on Algebra I and English II STAAR.

Evaluation Data Sources: 2024 STAAR EOC assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence for the core content areas to support Tier I instruction and targeted student interventions based on TEA interim assessments, common assessments, benchmarks, and STAAR data.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, common assessments, benchmarks, and STAAR data.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Learning, Instructional Coaches</p> <p>Funding Sources: TEKS Resource - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Ex. Dir of Leadership--Elementary Ex. Dir of Teaching & Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Ex. Dir of Leadership--Elementary Ex. Dir of Teaching & Learning</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Consistently implement effective, engaging instruction for mathematics and RLA using best practices to provide differentiation for all learners.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Ex. Dir of Teaching & Learning Executive Director of Leadership--Secondary</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 7 Details	Reviews			
<p>Strategy 7: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure that teachers in all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 10: Increase by 20% the number of Emergent Bilingual high school students who progress at least one proficiency level on the TELPAS Composite Rating.

Evaluation Data Sources: 2024 TELPAS Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, common assessments, benchmarks, and STAAR data.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, professional development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources to support language acquisition support aligned to the ELPS and TELPAS assessment in all grades.</p> <p>Strategy's Expected Result/Impact: A 20% increase in listening, speaking, reading, writing, and overall composite TELPAS scores.</p> <p>Staff Responsible for Monitoring: Principals, Executive Directors of Elementary and Secondary, Bilingual Facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide in-class support for Emergent Bilingual students with campus staff, academic tutors, and Emergent Bilingual intervention support paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increase in Emergent Bilingual student performance on the TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Directors of Elementary and Secondary Education, Bilingual Facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement high-quality instructional materials to ensure effective instruction and intervention for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 11: Increase special education high school student growth performance on Algebra I, English I and English II EOC by at least 15%.

Evaluation Data Sources: 2024 STAAR EOC Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that teachers in all subjects collaborate effectively in Professional Learning Communities to design first-time instruction focused on comprehension, connection, and communication of learning (3Cs) that is rigorous, aligned to standards, engaging for all students, and supportive of student learning needs.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Ex. Dir of Leadership--Elementary Ex. Dir of Teaching & Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In collaboration with campus and district PLCs, analyze and use student performance data on common assessments and universal screeners to guide lesson planning and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Ex. Dir of Leadership--Elementary Ex. Dir of Teaching & Learning</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor PLC Collaborations, Tier I instruction, and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP) through frequent classroom walkthroughs, ongoing data reviews, and PLC observations and feedback.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Data Analysis Coordinator - 279 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote effective instruction for all students and differentiation for diverse learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III, On Data Suite (Region 4) - 255 Title II, Part A, TPTR, Professional development to support EB students - 263 Title III, LEP, Professional Development - 255 Title II, Part A, TPTR, Professional Development for CTE Teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure that teachers in all grades are using effective small grouping and one-to-one instruction for intervention in RLA and Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities outside of the regular school day for academic intervention, enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth on STAAR, formative assessments</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors: Elementary, Secondary, Special Programs, Teaching/Professional Learning</p> <p>Funding Sources: Summer school - 282 ARP ESSER III</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 12: Increase district College, Career and Military Readiness (CCMR) graduates to 90%.

Evaluation Data Sources: internal spreadsheet, TEA's LPISD CCMR rate





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction and success on college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on college readiness exams (SAT/PSAT/TSIA).</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support SAT/TSIA success through targeted intervention and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: supplemental materials for test and college prep - 429 TCLAS Grant - \$40,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen implementation of Texas College Bridge for RLA and Math College Prep and provide additional training and monitoring support for teachers as needed.</p> <p>Strategy's Expected Result/Impact: Students will be college and career-ready upon graduation</p> <p>Staff Responsible for Monitoring: Campus admin/counselors, SEL Coordinator, Advanced Academics and CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement and monitor use of campus-wide system to track CCMR progress for every student in grades 9-12 and provide early intervention to ensure CCMR completion.</p> <p>Strategy's Expected Result/Impact: Students will be college and career-ready upon graduation</p> <p>Staff Responsible for Monitoring: Campus admin/counselors, SEL Coordinator, Advanced Academics and CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement a CCR platform (i.e. SchoolLinks) to serve as a comprehensive and centralized tool that facilitates career/college exploration and planning, the creation of personalized career pathways/graduation plans, monitoring graduation plan progress, parent/guardian involvement, college application support, targeted student support/communication, and streamlined reporting of CCMR metrics.</p> <p>Strategy's Expected Result/Impact: Students will be college and career-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Campus admin/counselors, SEL Coordinator, Advanced Academics and CTE Coordinator, Technology</p> <p>Funding Sources: Career Exploration Software (split funded with Title I) - 289 Title IV, Part A - \$17,220, Career Exploration Software (split funded with Title IV) - 211 Title I, Part A - \$19,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 13: Increase Composite Scale Score of PSAT and SAT student performance by 10%.





Evaluation Data Sources: 2023-2024 PSAT and SAT student results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction and success on college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on college readiness exams (SAT/PSAT/TSIA).</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support SAT/TSIA success through targeted intervention and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: supplemental materials for test and college prep - 429 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen implementation of Texas College Bridge for RLA and Math College Prep and provide additional training and monitoring support for teachers as needed.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</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 14: Increase number of students who score a 3 or higher on an Advanced Placement (AP) Exam by 10%.





Evaluation Data Sources: 2024 AP exam results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing AP curriculum within AP classroom in the core content areas to support effective Tier 1 instruction and success on AP exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on college readiness exams (AP exams).</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on college readiness and AP Exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support AP exam success through targeted intervention and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: supplemental materials for test and college prep - 429 TCLAS Grant</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 15: Increase number of students who meet college readiness criteria in ELAR and Math by 10%.





Evaluation Data Sources: 2024 CCMR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a solid district scope and sequence, curriculum-based assessments, and supports for implementing curriculum in the core content areas to support effective Tier 1 instruction and success on college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on college readiness exams (SAT/PSAT/TSIA).</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director, Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement high-quality instructional materials to ensure effective interventions and extensions for student success on STAAR, TELPAS, and college readiness exams.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of intervention periods; increase student mastery of standards, student academic growth, increase STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Directors of School Leadership--Elementary & Secondary Executive Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support SAT/TSIA success through targeted intervention and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: supplemental materials for test and college prep - 429 TCLAS Grant</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen implementation of Texas College Bridge for RLA and Math College Prep and provide additional training and monitoring support for teachers as needed.</p> <p>Strategy's Expected Result/Impact: Students will be college-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</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 16: Increase number of students who earn an Industry-based Certification (IBC) by 5%.





Evaluation Data Sources: IBC exam results, 2024 CCMR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement aligned IBCs to students in advanced CTE courses.</p> <p>Strategy's Expected Result/Impact: Students will be career-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: Supplies, professional development, and IBC test opportunities - 244 Perkins Career & Technical Ed (CTE) - \$69,846</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CTE students will be given the opportunity to take an IBC exam aligned with their program of study as allowable by the respective certifying entity.</p> <p>Strategy's Expected Result/Impact: Students will be career-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: Supplies, professional development, and IBC test opportunities - 244 Perkins Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement high-quality IBC instructional materials to ensure effective interventions and extensions for student success on IBC exams.</p> <p>Strategy's Expected Result/Impact: Students will be career-ready upon graduation.</p> <p>Staff Responsible for Monitoring: Teaching and Learning/Advanced Academics and CTE Coordinator, Campus Admin.</p> <p>Funding Sources: Supplies, professional development, and IBC test opportunities - 244 Perkins Career & Technical Ed (CTE)</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 17: Increase opportunities for students to explore rigorous learning in STEM education.

Evaluation Data Sources: participation in campus STEM labs and participation in UHCL partnership

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide STEM lab learning for all students in grades 3-4 through enrichment rotations on campus at least 1x per nine weeks.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes</p> <p>Staff Responsible for Monitoring: Campus admin; Exe. Director of teaching and learning; STEM facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources and training for teachers to implement Makerspace in grade 2 on all campuses.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes</p> <p>Staff Responsible for Monitoring: Campus admin; Exe. Director of teaching and learning; STEM facilitator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for GT students to experience STEM learning in partnership with local universities and industry partners.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes</p> <p>Staff Responsible for Monitoring: Exe. Director of teaching and learning; Advanced Academics & CTE coordinator</p> <p>Funding Sources: Contract with UHCL to provide additional opportunities for our 5th & 6th grade GT students - 289 Title IV, Part A - \$19,136</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 1: Revise and strengthen the district's emergency management plan, including adding campus plans that outline specific roles and responsibilities.

High Priority

Evaluation Data Sources: Completed emergency management plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with La Porte Emergency Management, Local Emergency Planning Committee (LEPC), and/or Channel Industries Mutual Aid (CIMA) Zone 4 to conduct at least one coordinated exercise per year, including but not limited to Shelter-in-Place, Intruder, and/or Severe Weather.</p> <p>Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor campuses for crisis response training as evidenced by campuses conducting at least one Shelter-in-Place, one Intruder exercise, one severe weather exercise per year, monthly fire drills, and reverse evacuations.</p> <p>Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote two-way conduit for safety and security information between central administration and campuses/ departments using the District Safety and Security Committee.</p> <p>Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Administration, campus teachers</p> <p>Funding Sources: Student Services Coordinator - 289 Title IV, Part A - \$48,807</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Threat Assessment Teams on all campuses will review the threat assessment protocol annually and meet on a regular basis.</p> <p>Strategy's Expected Result/Impact: To have all staff knowledgeable in how to refer to the Threat Assessment Team students who may be involved in bullying, be victims of bullying, or be a threat of harming themselves or others.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Administration, Threat Assessment Team Members</p> <p>Funding Sources: Student Services Coordinator - 289 Title IV, Part A</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Upgrade Emergency Management Software (Navigate 360) to include Detect.</p> <p>Strategy's Expected Result/Impact: Software will track all drills and incidents. Added Detect feature will analyze social media for any threatening language or behavior</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Campus Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Increase the safety and security of all district facilities to meet La Porte ISD's identified safety standards. The district will have SROs at each campus starting the 23-24 school year. Additionally, resistant film and perimeter fence will be installed

High Priority





Evaluation Data Sources: Completed Summer Safety Audit & HCDE Annual Audit. SRO check in. Procurement process

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the use of an anonymous app to report incidents. Strategy's Expected Result/Impact: Increase safety and security Staff Responsible for Monitoring: Deputy Superintendent, Administration Funding Sources: Anonymous Alerts App - 289 Title IV, Part A - \$11,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Operate and Maintain district facilities Strategy's Expected Result/Impact: Provide conducive learning environments for students, and increase safety and security Staff Responsible for Monitoring: Deputy Superintendent, Administration Funding Sources: Property Insurance - 282 ARP ESSER III - \$1,074,752, safety & security materials, resource, and systems - 429 School Safety Standards Formula Grant - \$370,064, safety & security materials, resource, and systems - 429 SPAT Grant - \$663.86</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 3: Focus on safety and security systems to align with Alyssa's Law, specifically classroom and wearable panic buttons, SRP procedures, and support for those systems.

Evaluation Data Sources: System reports and functionality test

Strategy 1 Details	Reviews			
<p>Strategy 1: A district team has been developed to work with vendor Cenegix to implement the panic system. Weekly meetings have begun to work towards the installation of this program.</p> <p>Strategy's Expected Result/Impact: Have system operational by November</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, System Administrator, Coordinator of Student Services</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: Continue to increase our capacity on each campus to support social and emotional needs as well as mental health supports to foster safe and secure school environments rich with whole-student development.

High Priority





Evaluation Data Sources: Campus and district data from all counseling staff who support mental wellness, drug and violence prevention data, bullying and harassment prevention data, and professional development data.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Add requirements from HB 114

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to establish an integrated framework of educational, social and emotional supports for students.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional health and academic performance; Reduction of drug, alcohol, bullying, harassment and discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Deputy Superintendent; Executive Directors; Coordinator of SEL; School Counselors; Behavior Interventionist; Support Counselors</p> <p>Results Driven Accountability</p> <p>Funding Sources: Student Support Counselors - 211 Title I, Part A - \$161,181, Coordinator, Student Services - 289 Title IV, Part A</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and deliver training to campus counselors and administrators on effective implementation of the SEL district-wide plan.</p> <p>Strategy's Expected Result/Impact: Increase our capacity for social and emotional learning on the campus level and community connections.</p> <p>Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors; Coordinator of SEL;</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training for district staff to support staff and students with mental health wellness.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional health and academic performance</p> <p>Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors,; Campus Administrators; Coordinator or SEL, School Counselors; Behavior Interventionist; Support Counselors</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish an integrated framework of educational, social, emotional and behavioral supports.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional health and academic performance</p> <p>Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors; Coordinators of SEL; Campus Administrators; School Counselors; Behavioral Interventionist; Support Counselors</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide staff mental health resources and partner with outside agencies to support staff mental health.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional health and staff morale.</p> <p>Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors; Coordinator of SEL; School Counselors; Behavior Interventionist; Support Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Partner with community agencies to provide mental health and wraparound services to support students in need.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional health and academic performance</p> <p>Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors; Coordinator of SEL; School Counselors; Behavior Interventionist; Support Counselors</p> <p>Results Driven Accountability</p> <p>Funding Sources: Outside Mental Health Resources - 282 ARP ESSER III - \$50,000</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 7 Details	Reviews			
Strategy 7: Provide students with Title I, Part A services, who are homeless or residing in local facilities for the neglected. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Director of Research and Accountability; Principals Funding Sources: McKinney-Vento Resources - 280 ARP Homeless II Grant - \$61,174	Formative			Summative
	Nov	Jan	Apr	June
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Goal 2: Provide a safe, secure and disciplined learning environment.

Performance Objective 5: Implement an ongoing targeted system for social-emotional Tier II and Tier III student intervention strategies

High Priority

Evaluation Data Sources: Campus and district data from support staff who work with students needing higher level intervention strategies.





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will add mental health resources which will align with the comprehensive trauma informed practices. These guidelines will be used to assist in targeted strategies to help Tier II and Tier III students.</p> <p>Strategy's Expected Result/Impact: Have trauma informed care training for all new support staff. Develop guidelines to help assist in targeting strategies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors; School Counselors; and Support Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
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Goal 2: Provide a safe, secure and disciplined learning environment.

Performance Objective 6: Build roles and responsibilities for new CIS staff and DAEP Support Counselor. Facilitate monthly trainings to build capacity to support the campuses and work with counseling staff as a team.

High Priority

Evaluation Data Sources: Established roles and procedures communicated in meetings. Ongoing open lines of communication between counselors and support staff





Strategy 1 Details	Reviews			
Strategy 1: Establish clear roles and responsibilities for new support staff. Strategy's Expected Result/Impact: Clear communication with campus staff on expectations and responsibilities. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors; Coordinator of SEL; Campus Principals; Counselors	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 7: Establish counseling scope and sequence to comply with new HB 114 (Implementing Vape Education and Substance Abuse Programs with a tiered level of intensity as the student continues to move through the discipline levels).

High Priority

Evaluation Data Sources: Curriculum completion; Pretest and Posttest; DAEP Discipline data for Vape and Substance Abuse.





Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate curriculum to provide specific lessons on substance abuse and positive mental health intervention.</p> <p>Strategy's Expected Result/Impact: Student completing course requirements and data to show a decrease in students regressing or relapsing.</p> <p>Staff Responsible for Monitoring: Deputy Superintendents; Executive Directors; Coordinator of SEL; Student Support Counselors</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 8: Provide support and training for staff to implement PBIS strategies at all campuses.

High Priority

Evaluation Data Sources: TOT Feedback, Onsite training and campus modeling; New Teacher Training; Training to support all teachers; Special Education Team Support

Strategy 1 Details	Reviews			
Strategy 1: Ongoing training for staff utilizing discipline management strategies. Strategy's Expected Result/Impact: Decrease number of office referrals for behavior issues. Staff Responsible for Monitoring: Deputy Superintendents; Executive Directors; Principals; Assistant Principals; Coaches; Counselors	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: To attract, develop, and retain excellent staff in response to the district's needs.

Evaluation Data Sources: District and campus hiring data, professional development data and feedback, retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain, and increase where needed, the district's presence at area, state-wide and regional (including outside of TX) job fairs by utilizing district recruiting teams, including campus staff and district leadership to recruit and hire for hard-to-fill and shortage area vacant teaching positions.</p> <p>Strategy's Expected Result/Impact: Recruit excellent, qualified candidates who meet the district's hiring needs.</p> <p>Recruit qualified candidates to fill campus vacancies, particularly for district hard-to-fill teaching positions, including bilingual, program special education positions, career and technical education, foreign language, sport coaches and secondary math, ELAR and science.</p> <p>Staff Responsible for Monitoring: Human Resources Department, Campus Leadership, Academics Division, Communications Department</p> <p>Funding Sources: Recruitment Activities - 255 Title II, Part A, TPTR - \$4,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quality, differentiated leadership development opportunities for principals, assistant principals, district leadership and aspiring leaders through academies and leadership cohorts.</p> <p>Strategy's Expected Result/Impact: Using the LPISD Leadership Definition, develop leadership capacity by cultivating skills and qualities in current and aspiring leaders to strengthen and equip campus and district leaders; build a sustainable leadership pipeline for current and aspiring leaders.</p> <p>Staff Responsible for Monitoring: LPISD Teaching and Learning Department, Academics Division, HR Department, Director, State/Federal Programs and Assessment, Cabinet Members</p> <p>Funding Sources: Professional Development - 282 ARP ESSER III - \$15,000</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Campus and district leadership, mentors and instructional coaches will provide mentoring, coaching, individualized support and professional learning opportunities to support the retention of high quality teachers and support staff.</p> <p>Strategy's Expected Result/Impact: Teachers and support staff will experience growth and success in the profession and will choose to continue employment with La Porte ISD.</p> <p>Staff Responsible for Monitoring: Campus Leadership, Academics Division, Teaching and Learning Department, Instructional Coaches, Campus/District Mentors, HR Department</p> <p>Funding Sources: Campus Mentor Stipends; District Mentor funding; R4 - Ms. Landry - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and host district AP Academy for current assistant principals and Principal Academy (0-3 yr principals and those new to LPISD), to build leadership capacity for growing future district and campus leaders.</p> <p>Strategy's Expected Result/Impact: Utilize the LPISD Leadership Definition to increase leadership capacity in campus administrators; grow future campus administrators internally; build a strong, sustainable leadership pipeline.</p> <p>Staff Responsible for Monitoring: Human Resources, Academic Division, Teaching & Learning Department, Cabinet</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host Cohort 3 of Aspiring Leadership Academy for interested/selected LPISD staff members aspiring to campus and district leadership roles.</p> <p>Strategy's Expected Result/Impact: Grow future leaders to increase La Porte ISD's leadership pipeline. Provide opportunities to collaborate with other LPISD educators and explore avenues of leadership aligned with the LPISD Leadership Definition. Collaborate with aspiring leaders to increase retention of campus leaders. Grow current and future campus and district leaders.</p> <p>Staff Responsible for Monitoring: Human Resources Department, Academics Division, District and Campus Leadership</p> <p>Funding Sources: Professional Development - Leadership Development Activities - 282 ARP ESSER III - \$15,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct Stay Interviews with current employees to determine strengths and needs of the district from employees' perspectives.</p> <p>Strategy's Expected Result/Impact: Consider perceptions of employees who choose La Porte ISD and continue employment with LPISD; analyze perceptions of district, campus, department, and program to identify strengths and needs. Expected result: Employee appreciation, increase practices that motivate employees to stay in La Porte, and increase in retention.</p> <p>Staff Responsible for Monitoring: Human Resources Department; District Leadership</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Host paraeducator course in LPISD to increase our paraprofessional and para-substitute candidate pool. Train para candidates in-district so expectations align with district and campus expectations.</p> <p>Strategy's Expected Result/Impact: Increased number of paraprofessional applicants and para-substitutes to the substitute pool; Well-trained para candidates who understand LPISD expectations for classroom paras. Decrease number of para vacancies and increase retention of paraprofessionals.</p> <p>Staff Responsible for Monitoring: Human Resources Department; Special Services Department; Campus Principals</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide monthly (or more frequently) professional learning sessions to campus and district leadership around the LPISD Leadership Definition, in order to deepen the understanding of the Leadership Look-Fors and develop Evidence of Impact (for Look-Fors) to strengthen a common language about leadership across the district.</p> <p>Strategy's Expected Result/Impact: Develop and encourage leadership in all departments, campuses and LPISD community. Develop/strengthen a common language around leadership in order for staff to understand what is valued and expected in a LPISD leader.</p> <p>Staff Responsible for Monitoring: LPISD Leadership Task Force; District and Campus Leaders; HR Department; Academics Division</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Engage in collaborative conversations beginning in the early spring semester to discuss staffing needs for the upcoming school year.</p> <p>Strategy's Expected Result/Impact: To the extent possible, analyze current staffing, program, campus and district needs in order to recruit excellent, qualified staff and predict vacancies and fill the vacancies as early as possible.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Chief Financial Officer, District Leadership, Academics Division, Campus Principals</p> <p>Funding Sources: Master Scheduling Software - 211 Title I, Part A - \$28,658, Contracted speech services - 282 ARP ESSER III - \$77,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Analyze current district compensation in order to recruit and retain quality staff, remaining externally competitive with respect to employee salaries and remaining sensitive to internal equity.

Evaluation Data Sources: TASB Salary Survey; area school districts salary comparisons

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize TASB's annual salary and stipend study results as well as neighboring districts' compensation information to analyze current LPISD salaries and stipends for external equity.</p> <p>Strategy's Expected Result/Impact: Make recommendations to LPISD Administration about salary and stipend data trends prior to and during budget cycle</p> <p>Maintain competitive compensation plan</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Chief Financial Officer and Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 1: Engage parents and community partnerships to support student progress with academics, attendance, and behavior. The district has purchased a K-12 truancy prevention program (RaaWee) & a parent communication tool (ParentSquare).

High Priority

Evaluation Data Sources: Parent surveys, Parent Contact Logs, Meeting Logs, Parent Activity Reports. Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The district Parent and Family Engagement Policy will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent and family participation.</p> <p>Staff Responsible for Monitoring: Director, Research and Accountability, Director of Parent Assistance and Engagement</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, Social Studies and other educationally determined training sessions.</p> <p>Strategy's Expected Result/Impact: Increased Student Performance</p> <p>Staff Responsible for Monitoring: Director, Research and Accountability, Director of Parent Assistance and Engagement</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement effective two-way communication to promote timely efficient two-way communication between the schools and families.</p> <p>Strategy's Expected Result/Impact: Timely resolution to parental concerns, Increased time for instruction and planning, build family efficacy.</p> <p>Staff Responsible for Monitoring: Director of Parent Assistance and Engagement, Managing Director, Technology Services, Campus Principal, Campus Assistant Principal, and Instructional Technology to provide campus trainings.</p> <p>Funding Sources: SMORE - used for campus, district, and department newsletter - 211 Title I, Part A - \$7,140, Interpreter/Translation Services - 211 Title I, Part A - \$6,300, ParentSquare - 211 Title I, Part A - \$31,850</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Increase outreach to parents/students through home visits (Recovery Walks and Chronic Absenteeism) throughout the school year, for those students who are not enrolled or attending school.</p> <p>Strategy's Expected Result/Impact: Increase enrollment, Decrease Chronic Absenteeism</p> <p>Staff Responsible for Monitoring: Director of Parent Assistance, District Attendance Coordinator, Campus Principals, Campus Attendance Clerks</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase positive and productive relationships with parents and community members by providing a first district level contact for concerns or conflicts that originate at the campus level. This first contact will be the Director of Parent Assistance and Engagement.</p> <p>Strategy's Expected Result/Impact: Mutual understanding, increased support, effective communication and timely resolution to questions and concerns.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administration, Director of Parent Assistance and Engagement</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase in-home learning through the implementation of a Family Engagement Conference to provide trainings for families to be used to outside of school to increase student progress in academics, attendance, and behavior.</p> <p>Strategy's Expected Result/Impact: Results provide valuable information for parents to use at home in meeting the students educational needs.</p> <p>Staff Responsible for Monitoring: Director of Parent Assistance and Engagement, Director of Communications</p> <p>Funding Sources: Parent Assistance and Engagement Budget \$2,500, Keynote Speaker, Printing. - 199 General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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: Expand opportunities for community service programs to support parent and family engagement.

High Priority

Evaluation Data Sources: Mentoring Program Participants; Community Involvement Sessions; Community Events





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase community involvement by providing more opportunities for community members to volunteer and participate in school activities.</p> <p>Strategy's Expected Result/Impact: Number of volunteers; community events; service learning events</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors; SEL Coordinator; Principals; Counselors</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 3: Expand Parent Education Opportunities to include both in-person sessions and virtual parent sessions, in both English and Spanish.

High Priority

Evaluation Data Sources: Number of parents participating; Number of sessions offered; Feedback from participants





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple forms of parent engagement activities including in-person and virtual parent education opportunities in various topics.</p> <p>Strategy's Expected Result/Impact: Number of sessions for parents on multiple platforms. Number of parents attending the sessions.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors; Coordinator of SEL; Principals; Counselors; Support Staff</p> <p>Funding Sources: Parent and Family Engagement - 263 Title III, LEP - \$750</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 4: Create a District Parent Engagement Committee, to include members of campus PTOs/PTAs, the community and district leaders, to oversee the districts engagement initiatives.

High Priority

Evaluation Data Sources: Monthly meetings & minutes





Strategy 1 Details	Reviews			
<p>Strategy 1: The Director of Parent Assistance & Engagement will attend monthly PTO/PTA meetings to advertise and engage each group to form this said committee.</p> <p>Strategy's Expected Result/Impact: December</p> <p>Staff Responsible for Monitoring: Director of Parent Assistance & Engagement</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Continue the process of moving local to cloud-based storage for accessibility, continuity, and reduction of cost.

High Priority





Evaluation Data Sources: Amount of data and associated cost.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and support for synchronization from local documents and settings to cloud storage through OneDrive App.</p> <p>Strategy's Expected Result/Impact: All users should have a working knowledge and access to OneDrive.</p> <p>Staff Responsible for Monitoring: Director of Technology, Coordinator of Instructional Technology, Systems Administrators, Instructional Technology Specialists</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote use of OneDrive App both on and off campus to encourage mobile workspace and collaboration.</p> <p>Strategy's Expected Result/Impact: Users will be able to access OneDrive from non-district devices and understand collaborative features for sharing assignments and documents.</p> <p>Staff Responsible for Monitoring: Director of Technology, Systems Administrators, Coordinator of Instructional Technology, Instructional Technology Specialist</p> <p>Funding Sources: additional Instructional Technology Specialist - 282 ARP ESSER III - \$92,711</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Audit the payments made to vendors to ensure there are no overpayments, duplicate payments or credited owed.





Evaluation Data Sources: Disbursement Review LLC

Strategy 1 Details	Reviews			
<p>Strategy 1: Send 2023 payments to vendors to Disbursement Review LLC to audit all vendor payments for LPISD.</p> <p>Strategy's Expected Result/Impact: We expect to continue the 99.84% accuracy or better for the 2023 year due to better controls in place.</p> <p>Staff Responsible for Monitoring: Director of Finance - George Crandall, CFO - Stacey McDowell</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 3: Evaluate internal controls and processes in the Human Resources and Payroll departments to ensure employees are paid timely and correctly.





Evaluation Data Sources: Regular meetings between departments and process documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet weekly with HR & Payroll departments to discuss controls and efficiencies within the departments. Meet with HR & Payroll together monthly to walk through questions and strategies. Refine the current processes to ensure employees are paid correctly.</p> <p>Strategy's Expected Result/Impact: We expect better controls to be in place, as well as documentation updated and cross training in departments.</p> <p>Staff Responsible for Monitoring: Executive Director of HR - Angie Viator, CFO - Stacey McDowell</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 4: Review current staffing and non-staffing expenditures to ensure spending is impactful and needed to move District towards goals.





Evaluation Data Sources: Financial and Staffing reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going review of general ledger (GL) account balances, position control, comp time for hourly employees, overtime pay to verify that spending is on target. Continue with meetings with TASBO and surrounding districts to brainstorm ideas to decrease expenditures.</p> <p>Strategy's Expected Result/Impact: We expect to decrease the deficit budget amount so that the fund balance is not impacted greatly.</p> <p>Staff Responsible for Monitoring: Director of Finance - George Crandall, CFO - Stacey McDowell</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Audit campus library collections and resources across the district to ensure alignment with district policy.





Evaluation Data Sources: Destiny Library Manager records and reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: The librarians will perform monthly audits of the on-hand collections and resources to ensure alignment with district policy.</p> <p>Strategy's Expected Result/Impact: December</p> <p>Staff Responsible for Monitoring: Campus librarians</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 6: Install and support new classroom technology baseline to ensure a consistent and reliable technology experience.

Evaluation Data Sources: User feedback and track it reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers across the district will receive a laptop, docking station, monitors, and new technology. The technology Director will ensure training is taking place to ensure these resources are managed and utilized appropriately.</p> <p>Strategy's Expected Result/Impact: November</p> <p>Staff Responsible for Monitoring: Director of Technology</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>				

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Campus Mentor Stipends; District Mentor funding; R4 - Ms. Landry		\$0.00
4	1	6	Parent Assistance and Engagement Budget \$2,500, Keynote Speaker, Printing.		\$2,500.00
Sub-Total					\$2,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Flocabulary		\$14,799.00
1	3	4	Intervention materials - ThinkUp!		\$12,600.00
1	4	6	Intervention materials - ThinkUp!		\$0.00
1	5	4	Professional Development to support EB students		\$0.00
1	5	6	Intervention materials - ThinkUp!		\$0.00
1	12	6	Career Exploration Software (split funded with Title IV)		\$19,000.00
2	4	1	Student Support Counselors		\$161,181.00
3	1	9	Master Scheduling Software		\$28,658.00
4	1	3	ParentSquare		\$31,850.00
4	1	3	SMORE - used for campus, district, and department newsletter		\$7,140.00
4	1	3	Interpreter/Translation Services		\$6,300.00
Sub-Total					\$281,528.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development for CTE Teachers		\$200.00
1	2	1	Professional Development for CTE Teachers		\$0.00
1	3	3	Professional Development for CTE Teachers		\$0.00
1	4	7	Professional Development for CTE Teachers		\$0.00
1	5	4	Professional Development for CTE Teachers		\$0.00
1	6	1	Professional Development for CTE Teachers		\$0.00
1	6	3	Professional Development for CTE Teachers		\$0.00
1	8	5	Professional Development for CTE Teachers		\$0.00

244 Perkins Career & Technical Ed (CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	5	Professional Development for CTE Teachers		\$0.00
1	10	3	Professional Development for CTE Teachers		\$0.00
1	11	4	Professional Development for CTE Teachers		\$0.00
1	16	1	Supplies, professional development, and IBC test opportunities		\$69,846.00
1	16	2	Supplies, professional development, and IBC test opportunities		\$0.00
1	16	3	Supplies, professional development, and IBC test opportunities		\$0.00
Sub-Total					\$70,046.00

255 Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource		\$33,820.00
1	1	2	On Data Suite (Region 4)		\$5,800.00
1	1	2	Professional Development		\$8,000.00
1	1	2	Elementary Math & 2 science Instructional Coaches		\$181,944.00
1	2	1	On Data Suite (Region 4)		\$0.00
1	2	1	Professional Development		\$0.00
1	3	3	On Data Suite (Region 4)		\$0.00
1	3	3	Professional Development		\$0.00
1	4	7	On Data Suite (Region 4)		\$0.00
1	4	7	Professional Development		\$0.00
1	5	1	TEKS Resource System		\$0.00
1	5	4	On Data Suite (Region 4)		\$0.00
1	5	4	Professional Development		\$0.00
1	6	1	On Data Suite (Region 4)		\$0.00
1	6	1	Professional Development		\$0.00
1	6	3	On Data Suite (Region 4)		\$0.00
1	6	3	Professional Development		\$0.00
1	8	3	Instructional Science Coach		\$0.00
1	8	5	On Data Suite (Region 4)		\$0.00
1	8	5	Professional Development		\$0.00
1	9	1	TEKS Resource		\$0.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	5	On Data Suite (Region 4)		\$0.00
1	9	5	Professional Development		\$0.00
1	10	3	On Data Suite (Region 4)		\$0.00
1	10	3	Professional Development		\$0.00
1	11	4	On Data Suite (Region 4)		\$0.00
1	11	4	Professional Development		\$0.00
3	1	1	Recruitment Activities		\$4,000.00
Sub-Total					\$233,564.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development to support EB students		\$2,300.00
1	2	1	Professional Development to support EB students		\$0.00
1	2	2	Summit K-12 Connect to Literary Software		\$7,715.00
1	2	2	Supplemental instructional materials and software		\$9,785.00
1	2	3	Bilingual/ESL Facilitator		\$35,794.00
1	3	3	Professional Development to support EB students		\$0.00
1	4	7	Professional Development to support EB students		\$0.00
1	6	1	Professional Development to support EB students		\$0.00
1	6	3	Professional development to support EB students		\$0.00
1	6	4	Summit K-12 Connect to Literary Software		\$0.00
1	8	5	Professional development to support EB students		\$0.00
1	9	5	Professional development to support EB students		\$0.00
1	10	3	professional development to support EB students		\$0.00
1	11	4	Professional development to support EB students		\$0.00
4	3	1	Parent and Family Engagement		\$750.00
Sub-Total					\$56,344.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward Field Guides		\$2,625.00
1	1	2	Professional Development		\$60,800.00

282 ARP ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Curriculum Writing - extra duty		\$7,750.00
1	1	6	Summer school		\$523,412.00
1	2	1	Professional Development		\$0.00
1	2	5	Summer school		\$0.00
1	3	3	Professional Development		\$0.00
1	3	8	Summer school		\$0.00
1	4	7	Professional Development		\$0.00
1	4	8	Summer school		\$0.00
1	5	4	Professional Development		\$0.00
1	5	9	Summer school		\$0.00
1	6	1	Professional Development		\$0.00
1	6	3	Professional Development		\$0.00
1	6	6	Summer school		\$0.00
1	7	8	Summer School		\$0.00
1	8	5	Professional Development		\$0.00
1	8	8	Summer school		\$0.00
1	9	5	Professional Development		\$0.00
1	9	9	Summer school		\$0.00
1	10	3	Professional Development		\$0.00
1	10	7	Summer school		\$0.00
1	11	4	Professional Development		\$0.00
1	11	7	Summer school		\$0.00
2	2	2	Property Insurance		\$1,074,752.00
2	4	6	Outside Mental Health Resources		\$50,000.00
3	1	2	Professional Development		\$15,000.00
3	1	5	Professional Development - Leadership Development Activities		\$15,000.00
3	1	9	Contracted speech services		\$77,000.00
5	1	2	additional Instructional Technology Specialist		\$92,711.00
Sub-Total					\$1,919,050.00

289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	6	Career Exploration Software (split funded with Title I)		\$17,220.00
1	17	3	Contract with UHCL to provide additional opportunities for our 5th & 6th grade GT students		\$19,136.00
2	1	3	Student Services Coordinator		\$48,807.00
2	1	4	Student Services Coordinator		\$0.00
2	2	1	Anonymous Alerts App		\$11,000.00
2	4	1	Coordinator, Student Services		\$0.00
Sub-Total					\$96,163.00
279 TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Data Analysis Coordinator		\$83,210.00
1	3	2	Data Analysis Coordinator		\$0.00
1	3	5	Data Analysis Coordinator		\$0.00
1	4	4	Data Analysis Coordinator		\$0.00
1	5	3	Data Analysis Coordinator		\$0.00
1	5	5	Data Analysis Coordinator		\$0.00
1	7	3	Data Analysis Coordinator		\$0.00
1	7	5	Data Analysis Coordinator		\$0.00
1	8	3	Data Analysis Coordinator		\$0.00
1	9	3	Data Analysis Coordinator		\$0.00
1	9	4	Data Analysis Coordinator		\$0.00
1	10	2	Data Analysis Coordinator		\$0.00
1	11	2	Data Analysis Coordinator		\$0.00
1	11	3	Data Analysis Coordinator		\$0.00
Sub-Total					\$83,210.00
429 TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	3	supplemental materials for test and college prep		\$40,000.00
1	13	3	supplemental materials for test and college prep		\$0.00
1	14	3	supplemental materials for test and college prep		\$0.00

429 TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	15	3	supplemental materials for test and college prep		\$0.00
Sub-Total					\$40,000.00
280 ARP Homeless II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7	McKinney-Vento Resources		\$61,174.00
Sub-Total					\$61,174.00
429 School Safety Standards Formula Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	safety & security materials, resource, and systems		\$370,064.00
Sub-Total					\$370,064.00
429 SPAT Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	safety & security materials, resource, and systems		\$663.86
Sub-Total					\$663.86